

St. Hugh's Catholic Primary School
Computing Progression Map

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Communication and Language: Understanding	Computer Science			Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions	Responds to instructions involving a two-part sequence

Early Learning Goal: Children follow instructions involving several ideas or actions.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Health and Self Care	Digital Literacy			Understands that equipment and tools have to be used safely	Shows understanding of how to transport and store equipment safely

Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Literacy: Reading	Information Technology				Knows that information can be retrieved from books and computers

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Understanding the wider world: Technology	Information Technology Digital Literacy		Seeks to acquire basic skills in turning on and operating some ICT equipment	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control Knows that information can be retrieved from computers	Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software

Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Physical development	Digital Literacy		Begins to recognise danger and seeks support of significant adults for help		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risk

St. Hugh's Catholic Primary School

Computing Progression Map

Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	To understand what algorithms are To create simple programs	To understand that algorithms are implemented as programs on digital devices To understand that programs execute by following precise and unambiguous instructions To debug simple programs To use logical reasoning to predict the behaviour of simple programs	To write programs that accomplish specific goals To use sequence in programs Work with various forms of input To work with various forms of output	To design programs that accomplish specific goals To design and create programs To debug programs that accomplish specific goals To use repetition in programs Control or simulate physical systems To use logical reasoning to detect and correct errors in programs To understand how computer networks can provide multiple services, such as the World Wide Web To appreciate how search results are selected	To solve problems by decomposing them into smaller parts To use selection in programs, Work with variables To use logical reasoning to explain how some simple algorithms work To use logical reasoning to detect and correct errors in algorithms To understand computer networks, including the internet To appreciate how search results are ranked	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, selection, and repetition in programs; work with variables and various forms of input and output To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web To appreciate how [search] results are selected and ranked
Information Technology	To use technology purposefully to create digital content	To use technology purposefully to organise digital content To use technology purposefully to	To use search technologies effectively To use a variety of software to accomplish given goals	To select a variety of software to accomplish given goals	To combine a variety of software to accomplish given goals	To use search technologies effectively To select, use and combine a variety of software (including

St. Hugh's Catholic Primary School
Computing Progression Map

	To use technology purposefully to store digital content To use technology purposefully to retrieve digital content	manipulate digital content	To collect information To design and create content Present information	To select, use and combine internet services To analyse information To evaluate information To collect data To present data	To select, use and combine software on a range of digital devices To analyse data To evaluate data To design and create systems	internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Digital Literacy	To use technology safely To understand they can find a range of information on the internet To know what to do if they find something inappropriate online (minimise the screen and tell a trusted adult) To know that the internet can be used to communicate with other people To recognise the characteristics of people who are trustworthy and unworthy To recognise common uses of information technology beyond school	To use technology respectfully To use the internet purposefully to find specific information To know that not everything on the internet is true To understand why passwords should not be shared To understand what is meant by personal information and why it is special To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	To use technology responsibly To know strategies for staying safe online (use child-friendly search engines, no sharing of personal information, no communication with strangers) To distinguish between fact, fiction and opinion To know about the risks of different forms of online communication To know how to deal with inappropriate forms of electronic communication To understand what cyber bullying is To identify a range of ways to report concerns about contact	To understand the opportunities computer networks offer for communication To understand the importance of using correct search criteria when using a search engine To understand that not everything on the internet is accurate and that information needs to be evaluated To recognise when it might be unsafe to open an email or an attachment To have an awareness of E-safety issues when using social media and playing online games To identify a range of ways to report concerns about content To recognise acceptable/unacceptable behaviour	To understand the opportunities computer networks offer for collaboration To recognise inaccuracy/bias and evaluate websites for their validity To understand it's OK to ignore unsolicited advertising (pop-ups, videos etc.) To be aware of the different forms of technology that can be used to access the internet and communicate with others To understand the risks of providing personal information and photographs	To understand the opportunities [networks] offer for communication and collaboration To critically evaluate websites for their use and authenticity To evaluate their own use of social media and how they present themselves online To understand the impact of cyber bullying and of sending/uploading inappropriate content (inc. sexting) To know that malicious adults can use the internet to make contact with adults To know how to report abuse To use technology safely, respectfully and responsibly To know how to report abuse or concerns about content