Wheatcroft School
Progression in Computing

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Programming	• I can select and use technology for particular purposes.	• I can give and follow instructions. • I understand what algorithms are. • I can program a robot or software to do a particular task. • I can spot when a program goes wrong and debug it. • I can predict what will happen in simple programs.	• I can use logical thinking to solve problems by breaking them up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I can use repeat commands. • I can use selection (if and then) in programming. • I can keep testing my program and can recognise an error and when I need to debug it. • I can work with different variables in my programming.	• I can decompose a problem into specific parts before designing an algorithm. • I can design an algorithm for a specific outcome. • I can use more complex variables and various forms of input and output to increase programming possibilities. • I can use different inputs, including sensors, to control a device or on screen action. • I can evaluate the effectiveness and efficiency of my algorithm. • I can continually test my algorithm and use logical reasoning to

				detect and debug mistakes.
Technology in our lives	• I can recognise that a range of technology is used at home and at school.	• I can recognise and explain uses of technology in the classroom and beyond school. • I can use links to websites to find information. • I understand the benefits of using technology including finding information, creating and communicating.	• I can save and retrieve work. • I can describe the world wide web as the part of the internet that contains websites. • I can use search tools to find and use appropriate websites. • I can be discerning in evaluating digital content (what is useful and appropriate). • I can think about the reliability of information I read.	• I can describe the internet services I need for different purposes. • I can use a search engine to find appropriate information and evaluate its reliability. • I can talk about the way search results are selected ranked. • I can tell you about copyright and acknowledge the source of information. • I can talk about how websites can use my data to target their advertising. • I understand the opportunities that computer networks offer for communication and collaboration for different purposes.
e-safety		• I can explain why I need to keep my personal information private.	• I can talk about why a secure password is important. • I can protect my personal information	• I can protect my password and other personal information. • I can explain the consequences of

		• I can describe the things that happen online that I must tell an adult about. • I can talk about why it's important to be kind and polite online and in real life. • I can agree and follow sensible e-safety rules.	when I do different things online. • I know how to use the safety features of a website as well as reporting concerns to an adult. • I can recognise websites and games appropriate for my age. • I can make good choices about how long I spend online. • I ask a trusted adult before downloading files and games from the internet. • I comment positively and effectively online.	sharing too much about myself online. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns. • I know that anything I post online can be seen, used and may affect others. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences of not communicating kindly and respectfully. • I can discuss the importance of choosing an age appropriate website or game.
Multimedia		• I can use technology to organise and present ideas and information. • I can use the keyboard to add, delete and space text for others to read. • I can text and graphics.	• I can use technology to collect and present data and information. • I can create, modify and present documents for a particular purpose. • I can change the appearance of text to	• I can use technology to collect, analyse, evaluate and present data and information. • I can plan how to present my ideas with consideration of purpose and audience.

		• I can save and print my work.	increase its effectiveness. • I can use photos, video and sound when presenting my ideas. • I can use a keyboard confidently to create and amend text. • I can evaluate and improve my own work, including checking spelling.	• I can combine a range of media. • I can use text, photo, sound and video editing tools to refine my work. • I can review and improve my own work and support others to improve their work.