Nursery to Year 1 Computing Progression
(No longer assessed in the EYFS)

	2- 3 Year Olds	3-4 Year Olds	Reception	Year 1 National Curriculum	Key stage 1 National Curriculum
Computing	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to: Computer Science- Algorithms and Programming -I can think of a simple everyday algorithm.	Pupils should be taught: - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by
Computer Science- Algorithms and Programming	Computer Science- Algorithms and Programming -I can anticipate repeated sounds, sights and actions – eg. When an adult demonstrates an	Computer Science- Algorithms and Programming -I can make a beebot or similar move. -I can programme a beebot to make it move for a particular purpose with support.	Computer Science- Algorithms and Programming -I can use a range of control toys and devices. -I understand that goals can be achieved by following a sequence of steps.	-I can plan a sequence of steps to solve real-word problems. -I can create simple sequence algorithms using symbols (beebot cards). -I can programme (code) a computer using a number	following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs

	action toy several times.	-I can say what will happen (or predict) when I press/swipe on a game using the iPad/whiteboard. -I can operate mechanical toys eg. – turns the knob on a windup toy and pull back on a friction car. -I can give commands/instructions e.g., forward, backwards, go, stop, when using simple software/hardware. -I can make choices about the buttons/icons to press, touch or click on when using simple software/hardware.	-I can programme a beebot or similar, one instruction at a time and clear it at the end. -I can recognise that there is a problem and say what the problem is. -I can make predictions about what a programme will do/do next. -I can complete a simple program on a coding app. - I know that information can be retrieved from digital devices and the internet. -I show an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.	of steps in order before pressing the run button. -I can identify where in the code or algorithm bug/problem occurs. -I can give explanations for what I think a programme will do. **Information Technology** -I can use a range of digital devices to create and store content e.g. taking a photo, videoing and artwork. -I can create original content using digital devices. **Digital Literacy** -I can show awareness of how IT is used for communication beyond school. I can keep myself safe when using digital technology. I can explain what I need to do to keep myself safe. I know that information on the internet can be seen by others. I	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Information Technology	**Information Technology** -I show an interest in toys with buttons, flaps and simple mechanisms and begin to learn to operate them.	**Information Technology** -I can use technology appropriately through role play. -I can recognise some technology that is used at home or school.	**Information Technology** -I can select and use technology for a particular purpose. -I can name a keyboard and mouse and use with developing control. -I can use digital devices to create and store content e.g.		

		-I can name and use an iPad with developing control. -I can use basic skills in turning on and operating some digital equipment. -I can investigate touch capable technology. -I have experience using simple apps and software and use these to present ideas – eg. – draw a picture, record a sound etc..	taking a photo, videoing, artwork, stories and drawing pictures on a screen. - I can use IT hardware to interact with age-appropriate apps. -I can use the internet with adult supervision to find and retrieve information of interest to them. -I can manage a device by correctly closing websites or apps and safely turning on and off. -I know how to operate simple equipment eg. – turn on the interactive board, use a remote control.	know what to do if I see disturbing content online at school or home.	
Digital Literacy	**Digital Literacy** -I can recognise technology that is used at home and in school. –I understand what a computer is and the different uses of computers i.e., learning, communicating,	**Digital Literacy** -I can recognise some technology that used in places such as home and school. -I can use technology appropriately through role play. -I can speak to an adult about what I have seen.	**Digital Literacy** -I can select and use technology for a particular purpose. -I can access and use simple activities using touch technology with increasing control. -I can name some uses of IT beyond school e.g. audio books, listening to music,		

		finding information, playing games etc.	-I can say if something on the internet makes me feel bad. -I can identify some simple examples of my personal information (my name, birthday, age, where I live etc..). -I can identify people I trust in the network around me.	watching films, creating paintings, send messages. -I know that I need to stay safe when using technology and can give examples. -I know that some information should be kept private. -I know what to do if I see things that upset me at school. -I develop digital literacy skills by being able to access, understand and interact with a range of technologies. -I can give examples of devices in my home that might be connected to the internet. -I can give examples of when I should ask permission to do something online and explain why this is important. -I can recognise some ways in which technology might be used to communicate with people I know.		

In preparation to access Purple Mash KS1 curriculum, Reception children must have learnt how to:
- take and watch electronic photographs and videos

- use technology for drawing and songs

- access online information

- enter a simple algorithm into a floor turtle/beebot

- use basic technology safely online and offline

- role-play with technology in real-life scenarios e.g. phones, keyboards