

Computing progression FS and KS1

	FS	Year 1	Year 2
Programming	<ul style="list-style-type: none"> <input type="checkbox"/> I can make a floor robot move. I can use simple software to make something happen. <input type="checkbox"/> I can make choices about the buttons and icons I press, touch or click on. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can give instructions to my friend and follow their instructions to move around. <input type="checkbox"/> I can describe what happens when I press buttons on a robot. <input type="checkbox"/> I can press the buttons in the correct order to make my robot do what I want. <input type="checkbox"/> I can describe what actions I will need to do to make something happen and begin to use the word algorithm. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. <input type="checkbox"/> I can use the word debug when I correct mistakes when I program. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it.
Children exceeding age expectations (working at mastery level)			
Children working towards age expectations			

Primary Computing KS1: End of year expectations

Handling Data	FS	Year 1	Year 2
	<input type="checkbox"/> I can tell you about different kinds of information such as pictures, video, text and sound.	<input type="checkbox"/> I can talk about the different ways in which information can be shown. <input type="checkbox"/> I can use technology to collect information, including photos, video and sound. <input type="checkbox"/> I can sort different kinds of information and present it to others. <input type="checkbox"/> I can add information to a pictograph and talk to you about what I have found out.	<ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question.
Children exceeding age expectations (working at mastery level)			
Children working towards age expectations			

Primary Computing KS1: End of year expectations

Multimedia	FS	Year 1	Year 2
	<ul style="list-style-type: none"> <input type="checkbox"/> I can move objects on a screen. I can create shapes and text on a screen. <input type="checkbox"/> I can use technology to show my learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can be creative with different technology tools. <input type="checkbox"/> I can use technology to create and present my ideas. <input type="checkbox"/> I can use the keyboard or a word bank on my device to enter text. <input type="checkbox"/> I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use.
Children exceeding age expectations (working at mastery level)			
Children working towards age expectations			

Primary Computing KS1: End of year expectations

Technology in our Lives	FS	Year 1	Year 2
	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell you about technology that is used at home and in school. I can <input type="checkbox"/> operate simple equipment. I can use <input type="checkbox"/> a safe part of the Internet to play and learn. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognise the ways we use technology in our classroom. <input type="checkbox"/> I can recognise ways that technology is used in my home and community. I <input type="checkbox"/> can use links to websites to find information. <input type="checkbox"/> I can begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world.
Children exceeding age expectations (working at mastery level)			
Children working towards age expectations			