Wharton CE Primary School
Computing Progression Grid
Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it.

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding.

Digital Literacy

	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
Skills	Children recognise that a range of technology is used in places such as homes and schools. Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe	**D1.**To recognise common uses and purposes of technology beyond school. **D2.**Use Technology Safely and respectfully. **D3.** Keep information privately. **D4.** Identify where to go for help and support.	**D1.**To recognise common uses and purposes of technology beyond school. **D2.**Use Technology Safely and respectfully. **D3.** Keep information privately. **D4.** Identify where to go for help and support.	**D1.** I know what is acceptable and unacceptable behaviour when using the internet and being online. **D2.** I know how to effectively use search engines	**D1.** I know how search engines rank search results and how that can help me when researching and using the internet. **D2.** I know how data transmits between digital computers over networks e.g. IP addresses.

Computer Science

	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
Skills	They can switch devices on and off safely. Can use a range of technology.	**C1.**To know how to log on to a device. **C2.** Understand the purpose of a range of different technology, eg,tablets, laptops, microphones, cameras. **C3.** To understand what algorithms are and how we use them.	**C4.** Create and debug simple programs. **C5.** Create precise and unambigious instructions **C6.**Use logical reasoning to predict behaviour of simple programmes.	**C1.** I can find and correct simple errors by debugging **C2.** I can use logical reasoning to predict outputs showing an awareness of inputs **C3.** I can create programs that use algorithms to achieve desired goals.	**C4** I can design solutions by breaking down the parts into sub-sections. **C5** I know that different solutions exist for the same problem and can perform different solutions. **C6** I can design, write and debug programs using procedures.

Information Technology

Skills	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
	They select and use a range of technology for a particular purpose.	**IT1.** To use technology purposefully to create digital content, begin to save and retrieve pictures and text (Powerpoint, Microsoft word. **IT2.** To know how to select and launch a programme/app	**IT1**. To use technology purposefully to create digital content, begin to save and retrieve pictures and text (Powerpoint, Microsoft word. **IT2**. To know how to select and launch a programme/app	**IT1.** I can use technology independently to collect, organise and present digital content. **IT2.** I can use a variety of software to present digital content and information.	**IT3**.I know the audience when I am designing and creating digital content **IT4**. I can choose an appropriate program to collect, organise and present a variety of digital content.

Overarching Computing Vocabulary

		Digital Literacy	Computer Science	Information Technology
	EYFS	Technology E-safety Cyberbullying Personal information Private Online Website	Tablets Ipads Technology Laptops Beebots Microphone Keyboard Algorithms Program Precise Logical reasoning Arrow buttons Mouse Data	Search engine Browser toolbar Research Layout Appropriate Webpage Digital footprint Online Website Content keywords

	KS1	Technology E-safety Cyberbullying Personal information Private Online Website	Tablets Ipads Technology Laptops Beebots Microphone Keyboard Algorithms Program Precise Logical reasoning Arrow buttons Mouse Data	Search engine Browser toolbar Research Layout Appropriate Webpage Digital footprint Online Website Content keywords
	Lower KS2	Technology E-safety Cyberbullying Digital footprint Acceptable Unacceptable Online service Network	Beebots Algorithms Debug Precise Logical reasoning Data Precise	Browser toolbar Research Layout Webpage Digital footprint Content Solutions Communication Audience Design
	Upper KS2	Cyberbullying Digital footprint Acceptable Unacceptable Online service Transmits Transmission Rank	Beebots Algorithms Debug Precise Logical reasoning Procedures	Layout Solutions Communication Software Evaluate Quality Construct