



Computing skills progression

	EYFS	Year one	Year two
Internet and network	<p style="text-align: center;">Range 5</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p style="text-align: center;">Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>	<p>Recognise IT around them</p> <p>Explore information from various IT sources</p> <p>Know personal information should not be shared online</p> <p>Act when they find something online that they are not sure of</p>	<p>Can find information on the internet</p> <p>Recognise advertising on websites and learn to ignore it</p> <p>Begin to evaluate websites</p> <p>Know that everything on the website is not true</p>
Using ICT	<p style="text-align: center;">Range 4</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p>Range six</p> <p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age appropriate computer software</p>	<p>Know the names for IT components (eg. mouse)</p> <p>Record own voice and that of others</p> <p>Use a simple art program</p>	<p>Understands the importance of ICT</p> <p>Knows different ways to use ICT and decides what to use</p> <p>Uses shape tools to draw</p> <p>Resizes pictures</p> <p>Make simple slide shows</p>

Computing skills progression

<p>Making things happen</p>	<p>Range 4 Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p>Range 5 Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Range five Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Range 6 Can create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>Play a simple computer game Move objects around on screen Repeat a series of actions for a purpose</p>	<p>Can make a device move Can give one instruction to make something happen Can explain what has happened when using IT for control Can predict what might happen when controlling something</p>
-----------------------------	---	---	--

Computing skills progression

Problem solving and logical thinking		<p>Creates a simple series of instructions (eg. left and right)</p> <p>Records a route</p> <p>Uses forwards, backwards, up and down</p> <p>Puts two instructions together to control a programmable device</p> <p>Begins to plan and test instructions</p>	<p>Predicts outcomes of a set of instructions</p> <p>Programs using sequences of instructions to implement an algorithm</p> <p>Creates algorithms for a partner to debug</p> <p>Tests and amends instructions</p>
Creative content		<p>Creates simple original content using digital technology</p> <p>Uses digital technology to store and retrieve content</p>	<p>Finds information on a website</p> <p>Uses a web page as a resource</p> <p>Experiments with drawing tools, text, pictures and animation to create content</p> <p>Creates content (e.g. presentation, video, animation) in a small group and records the narration</p>
Digital literacy	<p>Range 6</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p>	<p>Recognises different forms of digital communication (eg. email, texts)</p> <p>Has awareness of keyboard layout and other navigational skills (space bar etc)</p>	<p>Communicates safely online</p> <p>Creates, edits and formats text (insert/delete words, use bold/italics/underline)</p>