Computing Progression Grid
(Taken from Sheffield Primary Computing and adapted to our school)

Concept	Nursery	Reception	Y1	Y2
What is a computer? Key skills	• Recognise a selection of digital devices.	• Use different digital devices. • Recognise that you can access content on a digital device. • Use a mouse, touchscreen or appropriate access device to target and select options on screen. • Recognise a selection of digital devices. • Recognise the basic parts of a computer, e.g. mouse, screen, keyboard. • Select a digital device to fulfil a specific task, e.g. to take a photo.	• Recognise a range of digital devices e.g. laptop, tablet, telephone, smartphone. • Select a digital device to fulfil a specific task, e.g. to take a photo. • Name a range of digital devices, e.g. laptop, phone, games console. • Log on to the school computer / unlock the school tablet with support. • Identify the basic parts of a computer, e.g. mouse, keyboard, screen. • Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer. • Open key applications independently. • Save and open files with support. • Add an image to a document from a given folder/source with support.	• Recognise what a computer is (input > process > output). • Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker, tablet. • Explain what the basic parts of a computer are used for. • Identify and use input devices, e.g. mouse, keyboard; and output devices, e.g. speakers, screen. • Open key applications independently. • Save and open files to/from a given folder. • Add an image to a document from a given folder/source. • Resize an image in a document. • Highlight text and use arrow keys. • Capture media independently (e.g. take photos, record audio).

Presenting information and multimedia	• Operate a digital device with support to fulfil a task.	• Use technology to explore and access digital content. • Operate a digital device with support to fulfil a task. • Create simple digital content, e.g. digital art. • Choose media to convey information, e.g. image for a poster.	• Create digital content, e.g. digital art. • Choose media from a selection (e.g. images, video, sound) to present information on a topic. • Recognise that you can find out information from a website. - Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush. • Recognise that you can edit digital content to change its appearance. • Combine media with support to present information, e.g. text and images.	• Create simple digital content for a purpose, e.g. digital art. • Recognise that we can use technology to record and playback audio or take and view photographs. • Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text. • Present ideas and information by combining media, e.g. text and images. • Explain that you can search for information on the internet. • Plan out digital content, e.g. a simple sketch or storyboard. • Identify the common features of digital content, e.g. title, images. • Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.

Data	• Answer basic questions about information displayed in images e.g. more or less.	• Access content in a range of formats, e.g. image, video, audio. • Answer basic questions about information displayed in images e.g. more or less.	• Recognise different forms of digital content, i.e. text, image, video and audio. • Collect simple data (e.g. likes/dislikes) on a topic. • Present simple data using images, e.g. number of animals. • Recognise charts and pictograms and why we use them. • Explain information shown in a simple chart or pictogram. • Modify simple charts/pictograms, e.g. add title, item or labels. • Identify the key features of a chart or pictogram. • Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.	• Identify different forms of digital content, i.e. text, image, video and audio. • Recognise charts, pictograms and branching databases, and why we use them. • Identify an object using a branching database • Recognise an error in a branching database. • Create a branching database using pre-prepared images and questions • Identify the features of a good question in a branching database. • Independently plan out and create a branching database. • Evaluate a given branching database and suggest improvements.

Programming and algorithms	• Explore technology.	• Explore technology. • Repeat an action with technology to trigger a specific outcome. • Recognise the success or failure of an action. • Follow simple instructions to control a digital device. • Recognise that we control computers. • Input a short sequence of instructions to control a device e.g. Beebots.	• Recognise that computers don't have a brain. • Explain that we control computers by giving them instructions. • Create a simple program e.g. to control a floor robot. • Create a simple algorithm. • Predict the outcome of a simple algorithm or program. • Recognise that an algorithm is a sequence of instructions to complete a task. • Explain that we can use algorithms to plan out our programs. • Recognise that the order of instructions in an algorithm is important. Debug an error in a simple algorithm or program e.g. for a floor robot.	• Explain that computers have no intelligence and we have to program them to do things. • Create a program with multiple steps e.g. to control a floor robot. • Predict the outcome of an algorithm or program with multiple steps. • Identify and correct errors in a given algorithm or program, and recognise the term debugging. • Recognise that there may be more than one solution to a problem. • Recognise that the instructions in an algorithm need to be clear and unambiguous. • Explain what an algorithm is, and that when inputted on a computer it is called a program. • Plan out a program by creating an algorithm, and evaluate its success.
Online safety	• Know to tell an appropriate adult if they see something on the computer that upsets them.	• Are aware that some online content is inappropriate. • Are aware that information can be public or private. • Know to tell an appropriate adult if they see something on the computer that upsets them.	• Use a simple password when logging on, where relevant. • Explain why we use passwords. • Recognise examples of personal information e.g. name, image.	• Remember a simple password to log onto the computer or a website. • Identify rules for acceptable use of technology in school. • Recognise what personal information is and the need to keep it private.

			Know who to tell if concerned about content or contact online. Recognise that digital content belongs to the person who created it. Talk about their use of technology at home.	Recognise that spending a lot of time in front of a screen can be unhealthy. Recognise that some information found online may not be true.