St. Paul and St. Timothy's Catholic Infant School

Progression Ladder for Computing

	RECEPTION
Computer Science	• Works with simple remote toys – cause and effect. • Uses ICT hardware to interact with age appropriate computer software.
Information Technology	• Acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Digital Literacy	• Understands the dangers of speaking with strangers online.

	YEAR 1
Computer Science	• Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Program the toy to follow their algorithm. • Debug their programs. • Predict how their programs will work. • Break down a process into simple, clear steps, as in an algorithm.
Information Technology	• Select and use appropriate painting tools to create and change images on the computer. • Understand how this use of ICT differs from using paint and paper. • Create an illustration for a particular purpose. • Know how to save, retrieve and change their work. • Use sound recording equipment to record sounds.
Digital Literacy	• Use the web safely to find ideas for an illustration. • Find and use pictures on the web. • Know what to do if they encounter pictures that cause concern.

	YEAR 2
Computer Science	• Have a clear understanding of algorithms as sequences of instructions. • Convert simple algorithms to programs. • Predict what a simple program will do. • Spot and fix (debug) errors in their programs. • Use logical reasoning to make predictions of what a program will do.
Information Technology	• Organise data and view it in different formats. • Use data to answer simple questions.
Digital Literacy	• Be aware of e-safety issues when using email. • Understand that some information should not be shared with strangers.

Reception information is taken from the Early Learning Goals within Development Matters. <u>*Those that are underlined are the 'Exceeding' statements.*</u>

Brackets contain additional information or detail on which to focus. Seeing it through a local lens.