Leigh Beck Infant and Nursery Academy Computing Progression Ladder

	Foundation Stage	Year 1	Year 2
Target Tracker	**Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'** **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)**	Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.	Use technology safely and keep personal information private.
Online Safety	Talk about good & bad choices in real life e.g. taking turns, being kind, helping others, telling an adult if something upsets you	Understand they need to follow certain rules to remain safe when visiting places online	Stay safe online by choosing websites that are good for them to visit & not inappropriate sites
	Play appropriate games on the Internet	Begin to understand that if you create something you own it	Explore what cyber-bullying means & what to do when they encounter it
	Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private	Learn that many websites ask for information that is private & discuss how to responsibly handle such requests	Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it's not hurtful
	Have an understanding of how to keep log in details safe and how they protect us.	Learn that directory sites with alphabetical listings offer one way to find things on the Internet	Understand that keyword searching is an effective way to locate online information & how to select keywords to produce the best search results
		To understand the importance of logging out when they have finished.	Explore how email can be used to communicate with real people within their schools, families & communities
			Realise that not all websites are equally good sources of information

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Target Tracker		**Explore how things work**	Recognise common uses of information technology in the home and school environment.	Recognise common uses of information technology beyond school.
Computers		Children can identify some common uses of technology within the classroom and wider school e.g. microwave, photocopier	Children understand what is meant by technology and can identify a variety of examples both in and out of school.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge.
			They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically.

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		Foundation Stage	Year 1	Year 2
Target Tracker		Explore how things work	Use technology purposefully to create digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.
Using Computers		Children are able to use a PC or iPad to log into familiar programs	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work.	Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.
		Children are able to navigate to a given program and activity set for them.	Children are able to follow simple instructions to access online resources	Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.
				Children demonstrate an ability to organise data using, for example, a database and can retrieve specific data for conducting simple searches.
				Children are able to edit more complex digital data such as music compositions.

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	Foundation Stage	Year 1	Year 2
Target Tracker	**Explore how things work** **Increasingly follow rules, understanding why they are important** **Repeat actions that have an effect**	Predict the behaviour of simple programs. Understand what algorithms are and how they are implemented on digital devices.	Use logical reasoning to predict the behaviour of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following precise and unambiguous instructions.
Coding	Children can consider the steps needed to make common technology work e.g. copies from a photocopier.	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.
	Children can begin to understand the sequence of a set of instructions and how they need to be followed accurately for a given outcome.	Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	Children can create a simple program that achieves a specific purpose.
	Children can use and program a programmable toy.	Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm.	They can identify and correct some errors. Children's program designs display a growing awareness of the need for logical, programmable steps.
		When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.