The progression grid has been divided into three strands:

- **Computer Science: programming and understanding how digital systems work**
- **Information technology: using computer systems to create, store, retrieve and send information**
- **Digital Literacy: evaluating digital content and using technology safely and respectfully (e-Safety)**

COMPUTER SCIENCE

Reception	Year 1	Year 2	Arriving in Year 3 able to…
By the end of Reception chdn can: - Control a range of remote-control toys with purpose and direction - Sequence a series of events and explain the importance of sequencing - Answer the question 'What do you think will happen?' when using technology or attempting to solve a problem through play	By the end of Year 1 chdn can: - Give instructions to a friend and follow their instructions - Explain what an algorithm is and understand that programs and devices work by following clear and accurate commands - Control devices (eg BeeBots) using a simple sequence of commands - Predict what will happen for a short sequence of instructions - Use the word debug when correcting mistakes	By the end of Year 2 the chdn can: - Plan a set of commands for a device (eg BeeBots) or on a coding program (eg Scratch Jr) to navigate a course and/or for a specific outcome - Control devices (eg BeeBots) or coding platforms (eg Scratch Jr) using a simple sequence of commands - Evaluate effectiveness of algorithms and debug when necessary - Offer accurate predictions of what will happen for a sequence of instructions - Use logical reasoning to predict outcomes of a series of commands	Independently read, follow, create and debug simple algorithms. VOCABULARY: Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anti-clockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink

INFORMATION TECHNOLOGY			
Reception	Year 1	Year 2	Arriving in Year 3 able to…
By the end of Reception chdn can: • Use various devices and apps in the classroom • Independently choose an application for a particular purpose • Talk about types of technology both in and outside of school • Access the web on a classroom device and type in keywords • Name and use a keyboard and mouse with developing control • Use touch technologies with increasing control	By the end of Year 1 chdn can: • Login using a username and password with support • Create, save and retrieve different types of digital content • Use technology to collect, sort and display information • Combine text and images in a document for a purpose • Use a search engine to find answers • Use a keyboard and mouse with increasing accuracy	By the end of Year 2 chdn can: • Independently login using a username and password • Create, save, retrieve and organise files on the device they use. • Talk about the ways in which they use technology to collect, sort and display information • Create a presentation that is well designed, contains formatted text and images. • Read a simple database to find information • Search and navigate the results in a search engine • Use a keyboard and mouse with accuracy and increasing speed	Create, save and share a range of digital documents (using a variety of apps or software) that represent their learning during a topic. VOCABULARY Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboard, keys, mouse, click, button, double click, present

DIGITAL LITERACY			
Reception	Year 1	Year 2	Arriving in Year 3 able to…

By the end of Reception, chdn can:
 	
• Use classroom technology safely and responsibly
• Recognise common uses of information technology in and outside of school
• Talk about what they are doing on a computer
	By the end of Year 1 chdn can:
	
	• Independently use classroom technology safely and responsibly
	• Recognise the uses and purpose of technology in the classroom, at home and in the world around them.
	• Agree and follow the Dropmore e-safety rules:
	  o I keep my personal information safe
	  o I know that people I meet online are strangers
	  o I am kind to others
	  o I ask permission
	  o I ask before I share photographs
	  o I tell an adult if something upsets me
	• Recognise age-appropriate websites
	• Access different types of media content (sound, images etc)
	• Begin to identify some of the benefits of using technology
		By the end of Year 2 children can:
		
		• Confidently use classroom technology safely and responsibly
		• Recognise the numerous methods of online communication and how this is used in the world around them
		• Explore their own use of the internet and why it is important to stick to the rules
		• Agree, follow and understand the need for the Dropmore e-safety rules:
		  o I keep my personal information safe
		  o I know that people I meet online are strangers
		  o I am kind to others
		  o I ask permission
		  o I ask before I share photographs
		  o I tell an adult if something upsets me
		• Talk about the difference between the internet and the physical world
		• Recognise that other people have created information they use and some information may be inaccurate or untrue
		• Begin to identify some of the benefits and dangers of using technology
			Use classroom technology safely and responsibly, adhering to the online safety rules at school and at home.
			
			VOCABULARY
			
			Filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, question, share, stranger, danger.