COMPUTING KNOWLEDGE PROGRESSION MAP - IVY CHIMNEYS

	EYFS	*KS1*	*KS2*
Computer Science	• Use a computer, tablet and mouse • Use a painting program such as *Paint* to create digital artwork • Use Beebots to show understanding of cause and effect.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked
Information Technology	• Use a tablet to take photos and videos. • Store and retrieve content.	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Digital Literacy	● Recognise the need for safety when using technology and batteries. ● Log on – type name.	● Recognise common uses of information technology beyond school ● Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	● Understand the opportunities [networks] offer for communication and collaboration ● Be discerning in evaluating digital content ● Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact