	Three and Four-Year Olds	Reception	ELG	Area	Year 1	Year 2
Purston Infant School – Progression in Computing						
Personal Social and Emotional Development	Increasingly follow rules, understanding why they are important.	Show resilience and perseverance in the face of a challenge.	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	E-Safety & E-Sense	Pupils should be taught to 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 their online technologies I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I agree and follow sensible e-safety rules.	I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the internet.
Physical Development	Match their developing physical skills to tasks and activities in the setting.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.		Programming	Pupils should be taught to 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. I can give instructions to my friend and follow their instructions to move around. I can describe what happens when I press buttons on a robot. I can press the buttons in the correct order to make my robot do what I want. I can describe what actions I will need to do to make something happen and begin to use the word 'algorithm'. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. I can use the word 'debug' when I correct mistakes when I program.	I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it.

Understanding the World	Explore how things work.			**Handling Data**	Pupils should be taught to use technology purposefully to organise and manipulate digital content	
					I can talk about the different ways in which information can be shown. I can use technology to collect information, including photos, video and sound. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out.	I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question.
Expressive Arts & Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Pupils should be taught to use technology purposefully to create digital content.	
					I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again.	I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use.
					Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.	
					I can recognise the way we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits of using technology.	I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about the differences between the internet and things in the physical world.