



Computing Skills Progression at St Paul's



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safety and responsibility	Children are beginning to use technology safely and respectfully. Children think about safety rules and start to think about how to be safe online and when using internet apps.	Children are beginning to use technology safely and respectfully. Children are beginning to understand that personal information is private. Children know where to report their concerns.	Children use technology safely and respectfully. Children understand that personal information is private. Children know where to report their concerns.	Children use technology safely, responsibly and respectfully. Children recognise the difference between acceptable and unacceptable behaviours.	Children use technology safely, responsibly and respectfully. Children recognise the difference between acceptable and unacceptable behaviours	Children use technology safely, responsibly and respectfully. Children recognise the difference between acceptable and unacceptable behaviours. Children are beginning to question the source of information.	Children use technology safely, responsibly and respectfully. Children recognise the difference between acceptable and unacceptable behaviours. Children question the source of information.
Uses of technology	Children start to think about uses of technology in their life.	Children are beginning to recognise common uses of technology in daily life.	Children can independently recognise common uses of technology in daily life.	Children use different types of technology with increasing independence. Children are beginning to understand that technology is part of a network. They are developing the knowledge that different applications work on different networks and that these can work together to	Children use different types of technology with increasing independence. Children understand that technology is part of a network. Different applications work on different networks - these can work together to provide multiple services.	Children use different types of technology independently with increasing confidence. Children are developing the knowledge that technology networks work together to provide multiple services. Children are beginning to understand that some of these networks can work together to aid	Children use different types of technology independently with increasing confidence. Children understand that technology networks work together to provide multiple services. Children understand that some of these networks can work together to aid communication and collaboration.

				provide multiple services.		communication and collaboration.	
Organising and searching	Children being to think about apps, where programs are located and how to use them.	Children can print, load familiar programs and retrieve work with support. Children are beginning to use a keyboard with both hands.	Children can print, load familiar programs and retrieve work independently. Children are developing the skills to use a keyboard with both hands. Children can explain their work and how they have created it	Children are beginning to effectively use search engines and show some understanding of how the results are ranked.	Children effectively use search engines and show some understanding of how the results are ranked.	Children are developing the skill to use search engines effectively and are beginning to evaluate the source of information. Children are starting to show an awareness that not everything they find online is true.	Children use search engines effectively and evaluate the source of information. Children understand that not everything they find online is true.
Problem solving	Children begin to create and solve very simple lines of programming. E.g. bee bots, coding caterpillar	Children are beginning to solve very simple problems in simple lines of code.	Children are able to solve very simple problems in simple lines of code independently.	Children are beginning to understand that problems can be solved by breaking them down in to smaller chunks.	Children understand that problems can be solved by breaking them down in to smaller chunks.	Children are beginning to solve problems by breaking them down in to smaller chunks and fixing one chunk at a time. Children start to show an understanding that the problem could be something very small in a line of code.	Children solve problems by breaking them down in to smaller chunks and fixing one chunk at a time. Children understand that the problem could be something very small in a line of code.

Elements of programs	Children begin to discover and use programmes to move bee bots and caterpillars.	Children are beginning to understand that programs work like instructions. They are beginning to realise that programs need to be precise and correct for the code to work.	Children understand that programs work like instructions. They understand that programs need to be precise and correct for the code to work.	Children are beginning to use, sequence, select and repeat programs. When using code, children can read the sequence, select what they need and can also use repetition to create the code they require with some support.	Children can use, sequence, select and repeat programs. When using code, children can read the sequence, select what they need and can also use repetition to create the code they require independently.	Children are beginning to use variables in their programming. Children are starting to create varying lines of code that differ depending on input and output.	Children use variables in their programming. Children can create varying lines of code that differ depending on input and output.
Using software	Children explore software and apps for purpose. Children use ipads to look at images of interest and for topics. Children begin to use the video and camera features in their play and learning.	Children are beginning to use technology purposefully. Children can create, organise, store, change and find their digital work with support.	Children use technology purposefully. Children can create, organise, store, change and find their digital work independently.	Children are beginning to select and use a variety of software to design and create programs, systems and content that enable them to accomplish their chosen goal.	Children select and use a variety of software to design and create programs, systems and content that enable them to accomplish their chosen goal.	Children select, use and are beginning to combine a variety of software on a range of digital devices to design and create programs, systems and content that enable them to accomplish their chosen goal.	Children select, use and combine a variety of software on a range of digital devices to design and create programs, systems and content that enable them to accomplish their chosen goal.
Creating programs	Children begin to fill in the missing gaps of simple lines of code.	Children are beginning to be able to create and debug simple lines of code with support.	Children are able to create and debug simple lines of code independently.	Children are beginning to be able to design, write and debug programs that accomplish a specific goal.	Children design, write and debug programs that accomplish a specific goal independently.	Children design, write and debug programs that accomplish a specific goal independently. They are beginning to include controlling and	Children design, write and debug programs that accomplish a specific goal, including controlling and simulating physical systems.

						simulating physical systems.	
Logical Reasoning	Children develop a sense of logic when exploring apps, thinking about why things are happening and beginning to predict the behaviour of simple programs.	Children are beginning to use logical reasoning to predict the behaviour of simple programs.	Children use logical reasoning to predict the behaviour of simple programs.	Children are beginning to use logical reasoning to explain how some algorithms work.	Children use logical reasoning to explain how some algorithms work.	Children are beginning to use logical reasoning to detect and correct errors in algorithms.	Children use logical reasoning to detect and correct errors in algorithms.
Algorithms	Children are beginning to understand that programs use a code.	Children are beginning to understand that programs use algorithms, and that algorithms are a set of precise instructions.	Children understand that programs use algorithms, and that algorithms are a set of precise instructions.				