



**Hassocks Infant School**  
**Skills Progression**  
**Subject area: Computing**

**School intent:** At Hassocks Infant School it is our intent that through our Computing Curriculum, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their life. With technology playing such a significant role in society today, we believe ‘Computational thinking’ is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. We aim to equip children with the skills to create their own digital content in a range of purposeful contexts. A skills-based approach will ensure that children are able to apply their knowledge to a range of technology. Central to our approach is ensuring that children are able to use technology safely and responsibly.

Area of Computing	Reception	Year 1	Year 2
Computer Science	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>☆ To create and follow a simple obstacle course</li> <li>☆ To be able to follow instructions</li> <li>☆ To understand simple directional language</li> <li>☆ To give instructions to another</li> <li>☆ To understand that actions have cause and effect</li> <li>☆ To explore cause and effect using Beebots / 2Go MiniMash</li> </ul>	<p><b>Grouping and sorting (1.2)</b></p> <ul style="list-style-type: none"> <li>☆ To sort items using a range of criteria</li> <li>☆ To sort items on the computer</li> </ul> <p><b>LEGO Builders (1.4)</b></p> <ul style="list-style-type: none"> <li>☆ To compare the effects of adhering strictly to instructions without complete instructions</li> <li>☆ To follow and create simple instructions on the computer</li> <li>☆ To consider how the order of instructions affects the result</li> </ul> <p><b>Maze Explorers (1.5)</b></p> <ul style="list-style-type: none"> <li>☆ To use direction keys</li> <li>☆ To understand how to create and debug a set of instructions</li> <li>☆ To write an algorithm</li> <li>☆ To edit an algorithm</li> <li>☆ To share and complete a challenge with a peer</li> </ul> <p><b>Coding (1.7)</b></p> <ul style="list-style-type: none"> <li>☆ To understand what instructions are and predict what might happen when they are followed</li> <li>☆ To use code to make a computer program</li> </ul>	<p><b>Coding (2.1)</b></p> <ul style="list-style-type: none"> <li>☆ To understand what an algorithm is</li> <li>☆ To create a computer program using an algorithm</li> <li>☆ To create a program using a given design</li> <li>☆ To begin to understand how to use “when” and “if”</li> <li>☆ To understand that an algorithm follows a timed sequence</li> <li>☆ To understand that different objects have different properties</li> <li>☆ To understand what different events do in code</li> <li>☆ To understand the function of buttons in a program</li> <li>☆ To debug simple programs</li> </ul>

		<ul style="list-style-type: none"> <li>☆ To understand what objects and actions are</li> <li>☆ To understand what an event is</li> <li>☆ To use an event to control an object</li> <li>☆ To begin to understand how code executes when a program is run</li> <li>☆ To understand what backgrounds and objects are</li> <li>☆ To plan and make a computer program</li> </ul>	
<b>Information Technology</b>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>☆ To understand how to manoeuvre a mouse / track pad - Simple City</li> <li>☆ To click to select - Simple City</li> <li>☆ To drag and drop – MiniMash Puzzles / Matching Games</li> <li>☆ To use keyboard to label/caption – MiniMash 2Paint a Picture</li> <li>☆ To understand and use the space bar and full stop – MiniMash 2Paint a Picture</li> </ul>	<b>Pictograms (1.3)</b> <ul style="list-style-type: none"> <li>☆ To understand that data can be represented in picture format</li> <li>☆ To create a class pictogram</li> <li>☆ To use a pictogram to record the results of an experiment</li> </ul>	<b>Spreadsheets (2.3)</b> <ul style="list-style-type: none"> <li>☆ To use copy and paste in a spreadsheet</li> <li>☆ To use totalling tools</li> <li>☆ To use a spreadsheet for simple money calculations</li> <li>☆ To use the equals tool to check calculations</li> <li>☆ To collect data and produce a graph</li> </ul>
	<b>Recording and Retrieving Information</b> <ul style="list-style-type: none"> <li>☆ To take a photo using an Ipad / MiniMash Mashcams and Role play</li> <li>☆ To listen to an e-book using MiniMash Stories</li> <li>☆ To understand the function of arrow keys to move story along</li> </ul>	<b>Animated Story Books (1.6)</b> <ul style="list-style-type: none"> <li>☆ To understand how an e-book is used to present and share information</li> <li>☆ To add an animation to a story</li> <li>☆ To add a sound to a story, including voice recordings and music</li> <li>☆ To add a background to a story</li> <li>☆ To use copying and pasting</li> <li>☆ To present my learning using an e-book</li> </ul>	<b>Questioning (2.4)</b> <ul style="list-style-type: none"> <li>☆ To learn about data handling tools that can give more information than pictograms</li> <li>☆ To use yes / no questions to separate information</li> <li>☆ To construct a binary tree to identify items</li> <li>☆ To use a database to answer questions</li> <li>☆ To use a search tool to find information</li> </ul>
	<b>Creating Pictures</b> <ul style="list-style-type: none"> <li>☆ To explore 2Paint a Picture</li> <li>☆ To be able to change colour</li> <li>☆ To understand and use the eraser tool</li> </ul>		<b>Creating Pictures (2.6)</b> <ul style="list-style-type: none"> <li>☆ To learn the functions of the 2Paint a Picture tool</li> <li>☆ To use the tools in a paint program to recreate art work</li> </ul>

	<ul style="list-style-type: none"> <li>☆ To understand and use the undo button</li> <li>☆ To start a new page</li> <li>☆ To use they keyboard to label/caption</li> </ul>		<ul style="list-style-type: none"> <li>☆ To use the shape tools in a paint program</li> <li>☆ To use the line tool in a paint program</li> <li>☆ To use the fill tool in a paint program</li> </ul>
	<p><b>Exploring Music</b></p> <ul style="list-style-type: none"> <li>☆ To explore sounds on 2explore/2beat</li> <li>☆ To understand and use the play and stop tool</li> </ul>	<p><b>Spreadsheets (1.8)</b></p> <ul style="list-style-type: none"> <li>☆ To understand what a spreadsheet is</li> <li>☆ To enter data into spreadsheet cells</li> <li>☆ To add images to cells</li> <li>☆ To use simple spreadsheet tools: lock, move cell, speak and count</li> </ul>	<p><b>Making Music (2.7)</b></p> <ul style="list-style-type: none"> <li>☆ To make music digitally</li> <li>☆ To explore, edit and combine sounds</li> <li>☆ To edit and refine composed music</li> <li>☆ To upload a sound from a bank of sounds into the sounds section</li> <li>☆ To record environmental sounds and upload these to Purple Mash</li> <li>☆ To use sounds to create own compositions</li> </ul> <p><b>Presenting Ideas (2.8)</b></p> <ul style="list-style-type: none"> <li>☆ To explore how a story can be presented in different ways</li> <li>☆ To create a Quiz</li> <li>☆ To create a fact file on a non-fiction topic</li> </ul>
<p><b>Digital Literacy</b></p>	<p><b>Online Safety and Exploring Purple Mash</b></p> <ul style="list-style-type: none"> <li>☆ To understand that technology/internet has things for both children and adults only</li> <li>☆ To understand the importance of only using adult approved games</li> <li>☆ To know to ask for help if something goes wrong with technology</li> <li>☆ To be able to name and talk about the programmes used</li> <li>☆ To be able to tell a trusted adult if something makes them feel worried when using technology</li> </ul>	<p><b>Online Safety and Exploring Purple Mash (1.1)</b></p> <ul style="list-style-type: none"> <li>☆ To log in safely</li> <li>☆ To find and open saved work</li> <li>☆ To use a search tool to find resources</li> <li>☆ To become familiar with icons in Purple Mash</li> <li>☆ To open, save and print work</li> <li>☆ To understand the importance of logging out</li> </ul>	<p><b>Online Safety (2.2)</b></p> <ul style="list-style-type: none"> <li>☆ To refine searches using a search tool</li> <li>☆ To use digital technology to communicate with others safely (within school closed platform)</li> <li>☆ To develop an understanding of how information is shared on the internet</li> <li>☆ To understand how to talk to others in an online situation</li> <li>☆ To open and read simple emails (within school closed platform)</li> <li>☆ To understand that information put online leaves a digital footprint or trail</li> <li>☆ To identify the steps that can be taken to keep personal data and hardware secure</li> </ul>

	<b>Technology Outside School</b> <ul style="list-style-type: none"> <li>☆ To be able to choose technology for appropriate purpose</li> <li>☆ To recognise technology both at home and in school</li> </ul>	<b>Technology Outside School (1.9)</b> <ul style="list-style-type: none"> <li>☆ To walk around the local community and name examples of where technology is used</li> <li>☆ To record examples of technology used outside school</li> </ul>	<b>Effective Searching (2.5)</b> <ul style="list-style-type: none"> <li>☆ To understand the terminology associated with searching</li> <li>☆ To gain a better understanding of searching on the internet</li> <li>☆ To create a leaflet to help someone search for information on the internet</li> </ul>
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**Impact:** *(How will we know what pupils have learned?)*

Children's skills will be assessed and developed by the teacher during lessons and through critical discussions at the end of each unit. Children's achievements will be celebrated through regular opportunities, such as Find out Fridays, Open Evenings and assemblies. Some work will be displayed around the school and in children's Learning journeys will demonstrate children's progression in skills and their achievements in the computing curriculum. Children will be encouraged to apply their skills across the curriculum and use ICT to support their learning in a variety of purposeful contexts.