

Curriculum Progression Map – Computing 2025-2026

<i>Year group</i>	<i>Term</i>	<i>Knowledge</i>	<i>Key Skills</i>	<i>Key vocabulary</i>
<i>Reception</i>	<i>Autumn</i>	<i>To know that different types of technology can be found at home and in school</i> <i>To be able to understand what a computer keyboard is and recognising some letters and numbers.</i> <i>To know that a mouse can be used to click, drag and create simple drawings</i> <i>To know that to use a computer you need to log in to it and then log out at the end of your session.</i> <i>To know that you can take simple photographs with a camera or iPad.</i> <i>To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</i>	<i>Recognising that a range of technology is used for different purposes.</i> <i>Recognising and identifying familiar letters and numbers on a keyboard.</i> <i>Developing basic mouse skills such as moving and clicking</i> <i>Learning to log in and log out.</i> <i>Learning how to operate a camera to take photographs of meaningful creations or moments</i> <i>Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</i>	<i>computer, tablet, laptop, keyboard, log in/out, mouse, click, drag, photo, password,</i>
<i>Year 1</i>	<i>Autumn 1</i>	<i>Log in and log out means to begin and end a connection with a computer</i> <i>A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart.</i> <i>Passwords are important for security and to keep us safe</i>	<i>Learning how to explore and tinker with hardware to find out how it works.</i> <i>Learning where keys are located on the keyboard.</i> <i>Using a basic range of tools within graphic editing software.</i> <i>Developing control of the mouse through dragging, clicking and resizing images to create different effects.</i> <i>Developing an understanding of different software tools.</i> <i>Recognising devices that are connected to the internet.</i> <i>Logging in and out and saving work on their own account.</i>	<i>account, click, clipart, computer, drag, drag and drop, layers, log off, log on, mouse, password, predict, resize, screen (monitor), software, tool, username</i>

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Year 2	Autumn 1	The difference between a desktop and a laptop computer. People control technology. Some input devices that give a computer an instruction about what to do (output). Computers often work together.	Understanding what a computer is and that it is made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Learning how computers are used in the wider world	battery, buttons, computer, desktop, electricity, input, invention, keyboard, laptop, mouse, output, robot, screen (monitor), tablet, technology, wire
Year 1	Autumn 2	An algorithm is when instructions are put in an exact order. Decomposition means breaking a problem into manageable chunks, which is important in computing. Errors in an algorithm are called bugs and fixing these is called debugging.	Recognising that some devices are input devices and others are output devices. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.	algorithm, artificial, intelligence, bug, debug, decompose, directions, input, instructions, order, output, problem, virtual assistant

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Year 2	Autumn 2	To understand what machine learning is and how it enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem.	Developing confidence with the keyboard and the basics of touch typing. Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.	abstraction, algorithm, artificial, intelligence, bug, clear, correct, data, debug, decompose, error, key features, loop, predict, unnecessary
Reception	Spring	To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong. To know that you can program a Bee-Bot with some simple commands. To understand that debugging means how to fix some simple programming errors. To understand that an algorithm is a set of clear and precise instructions.	Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands. Learning to debug instructions, with the help of an adult, when things go wrong.	forward, backward, turn, clear, debug, beebot, Algorithm, instructions

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Year 1	Spring 1	When we create something on a computer it can be more easily saved and shared than a paper version. Some of the simple graphic design features of a piece of online software. A spreadsheet is an electronic table for sorting data.	Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing an understanding of different software tools. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways, such as pictograms, tables, pie charts, bar charts, and block graphs. Logging in and out and saving work on their own account.	algorithm, cells, components, computer, create, data, debug, distance, evaluate, input, instructions, list, materials, measure, order, photo, program, save, sequence, share, spreadsheet
Year 2	Spring 1	To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour.	Developing confidence with the keyboard and the basics of touch typing. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.	author, back button, backspace, bold, copy, copyright, cut, delete, forward button, highlight, image, import,

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		<i>To know that “copy and paste” is a quick way of duplicating text.</i>	<i>Using word processing software to type and reformat text.</i> <i>Searching for appropriate images to use in a document.</i> <i>Understanding what online information is.</i> <i>Identifying whether information is safe or unsafe to be shared online.</i>	<i>italics, keyboard, keyboard shortcut, keyword, layout, navigate, paste, redo, search, space bar, text, text effects, touch typing, underline, undo, word processing</i>
Year 1	Spring 2	<i>The basic functions of a Bee-Bot.</i> <i>You can use a camera/tablet to make simple videos.</i> <i>Algorithms move a Bee-Bot accurately to a chosen destination.</i>	<i>Learning how to explore and tinker with hardware to find out how it works.</i> <i>Learning how to operate a camera to take photos and videos.</i> <i>Using decomposition to solve unplugged challenges.</i> <i>Using logical reasoning to predict the behaviour of simple programs.</i> <i>Developing the skills associated with sequencing in unplugged activities.</i> <i>Following a basic set of instructions.</i> <i>Assembling instructions into a simple algorithm.</i> <i>Programming a floor robot to follow a planned route.</i> <i>Learning to debug instructions when things go wrong.</i> <i>Using programming language to explain how a floor robot works.</i> <i>Learning to debug an algorithm in an unplugged scenario.</i> <i>Taking and editing photographs.</i>	<i>algorithm, Bee-Bot, code, debug, demonstration, explain, explore, filming, inputting, instructions, precise, predict, program, review, test, tinker, video</i>

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Year 2	Spring 2	To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke	Recognising that buttons cause effects and that technology follows instruction Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Using software (and unplugged means) to create story animations.	algorithm, animation, blocks, bug, button, CGI, computer code, code, debug, fluid, icon, imitate, instructions, loop, 'on tap', programming, repeat, ScratchJR, sequence, sound recording
Reception	Summer	To know that sorting objects into various categories can help you locate information. To know that a pictogram is a way of showing information.	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms.	sort, groups, graph, chart, pictogram, results
Year 1	Summer 1	Holding a camera or device still and considering angles and light are important to taking good pictures. Photographs can be edited, cropped and filtered. How to search safely for images online.	Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Developing the skills associated with sequencing in unplugged activities. Using a basic range of tools within graphic editing software. Taking and editing photographs.	background, blurred, camera, clear, crop, delete, device, digital camera, download, drag and drop, edit, editing software, filter, image, import, internet, keyword, online, photograph, resize, save as, screen, search engine,

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			Developing control of the mouse through dragging, clicking and resizing images to create different effects. Developing an understanding of different software tools. Searching and downloading images from the internet safely. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.	sequence, software, storage space, visual effects
Year 2	Summer 1	To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	Using greater control when taking photos with cameras, tablets or computers. Using logical thinking to explore software, predicting, testing and explaining what it does.	Animation, background, decompose, digital device, drawing, flipbook, frames, moving images, object, onion skinning, plan, still images
Year 1	Summer 2	Charts and pictograms can be created using a computer. A branching database is a way of classifying a group of objects. Computers understand different types of input.	Learning how to explore and tinker with hardware to determine how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Developing control of the mouse through dragging, clicking and resizing images to create different effects. Developing an understanding of different software tools. Recognising devices that are connected to the internet.	bar chart, block graph, branching database, categorise, chart, click and drag, compare, count, data, data collection, data record, data representation, edit, input, keyboard, line graph, mouse, information, label,

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			<i>Understanding that technology can be used to represent data in different ways, such as pictograms, tables, pie charts, bar charts and block graphs.</i> <i>Using data representations to answer questions about data.</i> <i>Using software to explore and create pictograms and branching databases.</i>	<i>pictogram, pie chart, process, record, resize, sort, table, tally</i>
<i>Year 2</i>	<i>Summer 2</i>	<i>Simple data can be entered into a spreadsheet.</i> <i>What steps are needed to take to create an algorithm.</i> <i>What data to use to answer certain questions.</i> <i>Computers can be used to monitor supplies.</i>	<i>Developing confidence with the keyboard and the basics of touch typing.</i> <i>Creating and labelling images.</i> <i>Collecting and inputting data into a spreadsheet.</i> <i>Interpreting data from a spreadsheet.</i> <i>Learning how computers are used in the wider world.</i>	<i>Algorithm, astronaut, column, data, digital content, essential, experiment, Goldilocks , zone, interactive map, International Space Station, input, monitor, row, satellite, sensor, space, spreadsheet, survival, temperature, thermometer</i>

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Year 1	Online Safety	To know that the internet is many devices connected to one another. To know what to do if you feel unsafe or worried online – tell a trusted adult. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.	Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Understanding some of the ways we can use the internet. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about posting online. Discussing ways to balance time spent online and offline.	App, appropriate, device, digital footprint, feelings, going online, in-person interactions, internet, kindness, offline activity, online activity, online experience, online interactions, online safety, personal information, pop-up, posting online, report, responsible digital citizen, screen time, sharing online, stranger, technology, trusted adult, unkind, website
Year 2	Online Safety	To understand the difference between online and offline. To understand what information I should not post online. To know how to create a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say ‘no.’ To understand that not everything I see or read online is true.	Identifying whether information is safe or unsafe to be shared online. Learning how to create a strong password. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.	Accepting, consent, denying permission, fake, giving permission, offline, online, password, permission, personal information, pop-up, pressure, private information, real, reliable, sharing online, source, trusted adult