



Brookfield Infant School

Computing Curriculum Ladder

EYFS - KS1



Foundation Stage	Step 1 (Emerging)	Step 2 (Expected)	Step 3 (Exceeded)	End of Year Expectations	
Computer Science (CS)	Algorithms	I understand simple instructions. I begin to follow simple procedures.	I understand and follow instructions. I begin to write my own algorithms.	I begin to understand what an algorithm is. I begin to write a simple set of instructions for a purpose using symbols. I know that users can develop their own programs.	I begin to understand what an algorithm is. I begin to write a simple set of instructions for a purpose using symbols. I know that users can develop their own programs.
	Programming and Development	I can use a simple program on a computer or device.	I can complete a simple program on a computer or device. I begin to write my own programs/sequences.	I know that they can develop their own programs. I demonstrate by creating simple programs i.e. on a programmable robot. I execute, check and change programs. I understand that programs execute by following precise	I demonstrate by creating simple programs i.e. on a programmable robot. I execute, check and change programs. I understand that programs execute by following precise instructions.



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				instructions.	
Information Technology (IT)	Data and Data Representation	I begin to recognise the different forms of data i.e. graphs, lists, web pages and tables. I begin to collect and interpret simple sets of data.	I use data to answer questions i.e. favourite colour of class. I use computers to make a table or list of data. I begin to collect data using a logging device. I begin to recognise that digital content can be in many forms.	I recognise that digital content can be represented in many forms. I begin to distinguish between forms of digital content and can explain the different ways that they communicate information. I organise, store, edit and manipulate data in different digital forms.	I recognise that digital content can be represented in many forms. I begin to distinguish between forms of digital content and can explain the different ways that they communicate information. I organise, store, edit and manipulate data in different digital forms. I understand that computers have no intelligence and can do nothing unless a program is used. I recognise that all software executed on digital devices is programmed.



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	Hardware and Processing	I begin to operate simple equipment i.e. turn on CD players and use a remote control.	I use ICT hardware to interact with age-appropriate computer software. I start to recognise that computers need programs to function.	I understand that computers have no intelligence and can do nothing unless a program is used. I recognise that all software executed on digital devices is programmed.	
Digital Literacy (DL)	Communication and Networks	I begin to understand how computer can be linked together. I begin to understand email and websites.	I use digital devices and computers to communicate i.e. web cams. I access and save information on the class network. I begin to obtain content from the world wide web using a web browser.	I obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online. I know the need for keeping personal information private. I know what to do when concerned about content or being contacted.	I obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online. I know the need for keeping personal information private. I know what to do when concerned about content or being contacted. I use software under supervision to create, store and edit digital content using appropriate file and folder names.



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	Information Technology	I begin to know that information can be retrieved on computers.	I use computer devices and software to create, research and store data. I use drawing software to design posters for a purpose. I know some common uses of information technology beyond the classroom.	I use software under supervision to create, store and edit digital content using appropriate file and folder names. I understand that people interact with computers. I share my use of technology in school and know common uses of information technology outside of school. I talk about my work.	I understand that people interact with computers. I share my use of technology in school and know common uses of information technology outside of school. I talk about my work.
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Year 1	Step 1 (Emerging)	Step 2 (Expected)	Step 3 (Exceeded)	End of Year Expectations
Computer Science (CS)	Algorithms	I understand and follow instructions. I begin to write my own algorithms.	I begin to understand what an algorithm is. I begin to write a simple set of instructions for a purpose using symbols.	I understand what an algorithm is. I can write a set of instructions for a purpose using symbols, numbers and words. I understand that computers need precise instructions. I start to show care and precision to avoid errors. I know that users can develop their own programs. I demonstrate this by creating simple programs i.e. on programmable robots.
	Programming and Development	I can complete a simple program on a computer or device. I begin to write my own programs/ sequences.	I know that users can develop their own programs. I demonstrate by creating simple programs i.e. on a	I know that users can develop their own programs. I demonstrate this by creating simple programs i.e. on I understand that programs execute by following precise instructions. I begin to use logical reasoning to predict the behaviour of programs.



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			programmable robot. I execute, check and change programs. I understand that programs execute by following precise instructions.	programmable robots. I understand that programs execute by following precise instructions. I begin to use logical reasoning to predict the behaviour of programs.	
Information Technology (IT)	Data and Data Representation	I use data to answer questions i.e. favourite colour of class. I use computers to make a table or list of data. I begin to collect data using a logging device. I begin to recognise that digital content can be in many forms.	I recognise that digital content can be represented in many forms. I begin to distinguish between forms of digital content and can explain the different ways that they communicate information. I organise, store, edit and manipulate data in different digital forms.	I recognise that digital content can be represented in many forms. I distinguish between some of these forms and can explain the different ways that they communicate information. I begin to appreciate that data can be structured into tables to make it more useful. I organise, store, edit and manipulate data in	I recognise that digital content can be represented in many forms. I distinguish between some of these forms and can explain the different ways that they communicate information. I begin to appreciate that data can be structured into tables to make it more useful. I organise, store, edit and manipulate data in a range of digital formats. I understand that computers have no intelligence and can do nothing unless a program is used. I begin to recognise a range of digital devices can be considered a computer.



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				a range of digital formats.	I begin to recognise and use a range of input and output devices i.e. robotics. I start to understand how programs specify the function of a general purpose.
	Hardware and Processing	I use ICT hardware to interact with age-appropriate computer software. I start to recognise that computers need programs to function.	I begin to understand that computers have no intelligence and can do nothing unless a program is used. I recognise that all software executed on digital devices is programmed.	I understand that computers have no intelligence and can do nothing unless a program is used. I begin to recognise a range of digital devices can be considered a computer. I begin to recognise and use a range of input and output devices i.e. robotics. I start to understand how programs specify the function of a general purpose.	



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Digital Literacy (DL)	Communication and Networks	I use digital devices and computers to communicate i.e. web cams. I access and save information on the class network. I begin to obtain content from the world wide web using a web browser.	I obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online. I know the need for keeping personal information private. I know what to do when concerned about content or being contacted.	I can obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online as e-safety. I know the importance of keeping personal information private. I know what to do when concerned about content or being contacted. I begin to carry out simple web searches to collect digital content.	I can obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online as e-safety. I know the importance of keeping personal information private. I know what to do when concerned about content or being contacted. I begin to carry out simple web searches to collect digital content. I use technology with increasing independence to purposefully organise digital content. I show awareness for the quality of digital content collected. I use software to manipulate and present digital content: data and information. I share my experiences of technology in school and outside school.
	Information Technology	I use computer devices and software to create, research and store data. I use drawing software to designs posters for a purpose.	I use software under supervision to create, store and edit digital content using appropriate file and folder names.	I use technology with increasing independence to purposefully organise digital content. I show awareness for	



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		I know some common uses of information technology beyond the classroom.	I understand that people interact with computers. I share my use of technology in school and know common uses of information technology outside of school. I talk about my work.	the quality of digital content collected. I use software to manipulate and present digital content: data and information. I share my experiences of technology in school and outside school. I talk about my work and make some improvements to solutions based on feedback received.	I talk about my work and make some improvements to solutions based on feedback received.
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<u>Year 2</u>	Step 1 (Emerging)	Step 2 (Expected)	Step 3 (Exceeded)	End of Year/ Key Stage Expectations
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Computer Science (CS)	Algorithms	I understand what an algorithm is. I can write a set of instructions for a purpose using symbols, numbers and words. I understand that computers need precise instructions. I start to show care and precision to avoid errors.	I understand what an algorithm is and I am able to express these using symbols, numbers and words. I understand that computers need precise instructions. I start to show care and precision to avoid errors. I understand that algorithms are used on digital devices as programs. I design simple algorithms using loops and selections. I use logical reasoning to predict outcomes. I detect and correct errors (debugging) in algorithms.	I understand what an algorithm is; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions. I create and debug simple programs.	I understand what an algorithm is; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions. I create and debug simple programs. I use logical reasoning to predict the behaviour of simple programs.
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	Programming and Development	I know that users can develop their own programs. I demonstrate this by creating simple programs i.e. on programmable robots. I understand that programs execute by following precise instructions. I begin to use logical reasoning to predict the behaviour of programs.	I develop my own program i.e. robots. I start to use 'what if statements and loops within programs. I start to detect and debug simple programs. I use logical reasoning to predict the behaviour of simple programs.	I develop my own program i.e. robots. I use 'what if statements and loops within programs. I create and debug simple programs. I use logical reasoning to predict the behaviour of simple programs.	
Information Technology (IT)	Data and Data Representation	I recognise that digital content can be represented in many forms. I distinguish between some of these forms and can explain the different ways that they communicate information. I begin to appreciate that data can be structured into tables to make it more	I recognise different types of data i.e. text and number. I start to appreciate that programs can work with different types of data. I am secure organising, storing, editing and manipulating data in a	I recognise different types of data i.e. text, pictures and number. I appreciate that programs can work with different types of data. I recognise that data can be structured in tables to make it useful.	I use technology purposefully to create, organise, store, manipulate and retrieve digital content.



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		useful. I organise, store, edit and manipulate data in a range of digital formats.	range of digital formats.	I confidently organise, store, edit and manipulate data in a range of digital formats. I begin to recognise the different between data and information.	
	Hardware and Processing	I understand that computers have no intelligence and can do nothing unless a program is used. I begin to recognise a range of digital devices can be considered a computer. I begin to recognise and use a range of input and output devices i.e. robotics. I start to understand how programs specify the function of a general purpose.	I recognise that a range of digital devices can be considered a computer. I recognise and use a range of input and output devices. I understand how programs specify the function of a general purpose computer.	I begin to consider that computers collect data from various input devices i.e. sensors.	



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Digital Literacy (DL)	Communication and Networks	I can obtain content from the world wide web using a web browser. I understand the importance of communicating safely and respectfully online as e-safety. I know the importance of keeping personal information private. I know what to do when concerned about content or being contacted. I begin to carry out simple web searches to collect digital content.	I navigate the web and can carry out simple searches to collect digital content. I demonstrate use of computers safety and responsibly. I know a range of ways to report unacceptable content and contact when online.	I begin to understand the difference between the internet and internet services i.e. world wide web.	I recognise and discuss common uses of information technology beyond school. I use technology safely and respectfully, keeping personal information private; identifying where to go for help and support when I have concerns about content or contact on the internet or other online technologies.
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	Information Technology	I use technology with increasing independence to purposefully organise digital content. I begin to show awareness for the quality of digital content collected. I use software to manipulate and present digital content: data and information. I share my experiences of technology in school and outside school. I talk about my work and make some improvements to solutions based on feedback received.	I use technology independently, to organise digital content. I show awareness for the quality of digital content collected. I confidently use software to manipulate and present digital content: data and information. I confidently share my experiences of technology in school and outside school. I confidently talk about my work and make some improvements to solutions based on feedback received.	I begin to create a digital content to achieve a given goal through combining software I.e. blogs.	
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