



Donhead Preparatory School Curriculum Progression Map 2025/2026 - Computing

Pre School – Year 6				
Computer Science		Information Technology		Digital Literacy
Pre school		At Donhead, Computing in the Early Years is introduced through play-based, hands-on experiences that nurture curiosity, creativity, and confidence with technology. Rather than focusing only on computers, children explore a wide range of technologies to help them understand how things work and to develop the foundations for future digital learning. How We Learn • Through play and exploration: Children use programmable toys such as <i>Bee-Bots</i>, walkie-talkies, and simple devices to follow instructions, practise sequencing, and explore cause and effect. • Recording and sharing: Cameras and microphones are used to record singing, storytelling, and performances, helping children build confidence and communication skills. • Role play and real-world use: Old phones, keyboards, and tills are added to imaginative play areas so children can use technology in meaningful, everyday contexts. • Creative digital expression: Children use age-appropriate apps and software to paint, make music, or create short animations, introducing them to digital content creation. • Exploring the world: Tools like child-friendly search engines and <i>Google Earth</i> encourage children to find out about people, places, and ideas beyond the classroom. What We Learn • Early digital skills: Using a mouse, trackpad, or touchscreen to open and use programs. • Logical thinking and problem-solving: Predicting what will happen and experimenting with programmable toys. • Online safety: Learning simple, age-appropriate rules about using technology safely and respectfully. • Cross-curricular connections: Technology supports learning across the curriculum—for example, accessing online books for phonics or exploring number games for early maths. We aim to build digital confidence, curiosity, and creativity—laying strong foundations for the children’s future learning in Computing and beyond.		
Reception		Mouse and Trackpad Skills This includes clicking, navigating using the movement of the mouse and dragging and dropping. The activities aim to support children in developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively. Keyboard Skills This includes simple typing, capital letters and function keys such as ‘enter’. Activities are included that match lower-case and capital letters as most keyboards that children encounter will contain capital letters. It also includes recognising different fonts for example, an ‘a’ written a or a. Children can also combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing. Drawing skills This includes choosing pens and style and composing drawn images on screen. It also includes the undo function. The use of a tablet is used as well as a mouse to enable children to mark make using touch. Robots Most early years classroom have access to floor robots; ideas are included for structured play with robots, starting with toy vehicles initially. There are also ideas that start to develop children’s logical processing skills in terms of following and creating instructions and making predictions. Sounds These ideas make use of recording tools within Purple Mash. Children will also create music using the tools. Photography Ideas for using photos in the classroom. How to upload images; a variety of devices and connections are suggested but will need to be adapted to the resources available in the school.		
Year 1	Computing	• 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 technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to	• Recognise common uses of information technology beyond school. 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 other online technologies.

		Use logical reasoning to predict the behaviour of simple programs. Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand. Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code. When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.
Year 2		- Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Recognise common uses of information technology beyond school. 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 other online technologies. Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.
Year 3		- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	- Children know what PowerPoint is. - Children can open PowerPoint. - Children can add text to a page and format. - Children can add shapes to a page. - Children can change the design of the slides. - Children can insert a new slide. - Children can insert pictures. - Children can edit pictures. - Children can insert video and audio. - Children can use animations in a presentation. - Children can use transitions in a presentation. - Children can add timings to a presentation. - Children can present effectively using PowerPoint. - Children can create a presentation including formatted text. - Children can include different media. - Children can add transitions and animations.	- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. - Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

		- Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. - Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. - Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. - Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	- Children can add timings to the presentation. - Children can present effectively	
Year 4		- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. - When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information	Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact

		while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as ‘print to screen’. e.g. 2Code. Children’s designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, ‘IF’ statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can ‘read’ programs with several steps and predict the outcome accurately. Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.		
Year 5		- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Children may attempt to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables. Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

		can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.		
Year 6		- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.