Year 2
Skills Check

Progression Overview
&
‘I can’ skills statements

Contents

Introduction

The purpose of this document is to provide a mechanism for children to identify the progress they are making against core skills.
The skills have been mapped against the National Curriculum and the Purple Mash Scheme of Work. We have provided helpful reference codes to each statement and the unit(s) this most explicitly relates to.
This document has been separated into year groups containing a skills progression overview for teachers and individual child friendly 'I can' statements for each computing strand.

Layout and Use

Teachers have a handy year group progression overview to refer to throughout the year. Each progression overview is sectioned into strands, national curriculum objectives and outcome statements.

Strands

N.C Statements

Pupil Outcomes

	Computer Science			Information Technology	Digital Literacy	
Statement	**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 logical reasoning to predict the behaviour of simple programs.**	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**	**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.**
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	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.	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 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.

Pupils have 'I can' progression statements. For each term they can colour code the monkey, self-assessing at either: Sometimes, mostly, or always.
There is also space for teachers to add additional information against each progression statement.

Y1 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science

Name: **Class:**

= Sometimes = Mostly = Always

	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
Computer Science	1.4-Lego Builders 	I can explain that an algorithm is a set of instructions.				
	1.5-Maze Explorers 	I know that an algorithm written for a computer is called a program.				
		I can work out what is wrong when the steps are out of order in instructions.				
	1.7-Coding 	I can say that if something does not work how it should it is because my code is incorrect.				
		I can try and fix my code if it isn't working properly.				
		I can make good guesses of what is going to happen in a program. For example, where the turtle might go.				

Y2 Teacher Progression Overview: N.C. Statements & skills

	Computer Science			Information Technology	Digital Literacy	
Statement	**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 logical reasoning to predict the behaviour of simple programs.**	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**	**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.**
Outcome	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.	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.	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.	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

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Y2 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science

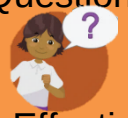
Name: **Class:**

= Sometimes = Mostly = Always

	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
Computer Science	2.1 – Coding 	I can explain an algorithm is a set of instructions to complete a task. (2.1)				
		I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1)				
		I can design a simple program using 2Code that achieves a purpose. (2.1)				
		I can find and correct some errors in my program. (2.1)				
		I can say what will happen in a program. (2.1)				
		I can spot something in a program that has an action or effect (does something). (2.1)				

Y2 Pupil 'I Can' Statements for Computing SOW Skills - Information Technology

= Sometimes = Mostly = Always **Name:** **Class:**

	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
Information Technology	2.3-Spreadsheet 	I can organise data – for example, using a database such as 2Investigate. (2.3, 2.4)				
	2.4-Questioning 	I can find data using specific searches – for example, using 2Investigate. (2.4, 2.5)				
	2.5-Effective Searching 	I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8)				
	2.6-Creating Pictures 	I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units)				
	2.7-Making Music 	I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units)				
	2.8-Presenting Ideas 	I can include photos, text and sound in my creations. (2.8, 2.6)				

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Y2 Pupil 'I Can' Statements for Computing SOW Skills - Digital Literacy

= Sometimes = Mostly = Always **Name:** **Class:**

	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
Digital Literacy	2.1-Coding 	I can find information I need using a search engine. (2.5)				
		I know the consequences of not searching online safely. (2.2, 2.5)				
	2.2-Online Safety 	I can share work and communicate electronically – for example using 2Email or the display boards. (2.2 and others)				
		I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2)				
	2.5-Effective Searching 	I can see where technology is used at school such as in the office or canteen. (2.2)				
		I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1)				

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