

Cambridgeshire Progression in Computing Capability – Y2 Assessment Record

Class(es): _____

Teacher(s): _____

Academic Year: 2024 - 2025

Term: _____

Complete the 3 columns below to show those pupils who have not yet achieved expected levels or have achieved over the expected levels. In the middle column, add the range of learning experiences pupils have had over the year.

	Capability Statement	Children who have not have met end of year expectations	Children who have met end of year expectations (or a description of their experiences)	Children who have exceeded end of year expectations
Understanding Technology	Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.			
	Pupils understand that computers are not intelligent but can appear to be when following algorithms . They can share examples of this.			
Programming	Pupils understand that algorithms are implemented as programs on digital devices .			
	Pupils create and debug programs to achieve specific goals and understand the importance of sequence .			
	Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs .			
	Pupils solve problems on and off screen.			

Notes:

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Digital Literacy	With adult guidance, pupils use a range of technology to enhance and present their learning. Within both specific computing lessons and cross curricular contexts, pupils are able to:			
	<ul style="list-style-type: none"> enquire with purpose, accessing digital content such as text, still and moving images, video and audio 			
	<ul style="list-style-type: none"> collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and present as graphs, tables and charts 			
	<ul style="list-style-type: none"> present and communicate their learning to others in a variety of ways using text, still images, video and audio, including combining 2 or more of these mediums 			
Online Safety	Pupils are becoming increasingly aware of content , contact and conduct benefits and risks, how to manage them safely and where to go for help and support when they have concerns or feel unsafe, worried or upset.			
	They are beginning to develop a better understanding of their own and others' ' identity ' (including online), the importance of keeping personal information private and of seeking permission before sharing. They check with an adult before clicking on pop ups , notifications or dialogue boxes .			
	They increasingly use a range of digital devices to communicate safely and respectfully online, making links to positive behaviour in the physical world.			
Notes:				