

Computing Progression Document



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Operate simple equipment Complete simple repetitions	Understand what algorithms are. Create simple programs.	Understand that algorithms are programs on digital devices. Create and debug simple programs using precise and unambiguous instructions.	Write programs that accomplish specific goals. Use sequence in programs. Work with various forms of input. Work with various types of output.	Design and write programs that accomplish specific goals. Use sequence, selection and repetition in programs. Work with various forms of input and output.	Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs that work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work	Design, write and debug their own computer control application. Solve problems by decomposing them into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Understand computer networks including the internet. Understand how networks can provide multiple services, such as the world wide web.
Switched on Computing links		1.1, 1.2, 1.4	2.1, 2.2, 2.3	3.1, 3.2, 3.3, 3.6	4.1, 4.2, 4.3	5.1, 5.3, 5.4, 5.5, 5.6	6.1, 6.2, 6.4, 6.5, 6.6
Digital Literacy / Online Safety	Asking parents' permission to use apps / computers	Use technology safely. Keeping personal information private	Use technology safely and respectfully Know where to go for help and support if they have concerns about content on the internet. know how technology is used in school and outside of school.	Use technology safely, respectfully and responsibly. Recognise acceptable unacceptable behaviour. Know a range of ways to get help if I am concerned. Understand the need for rules to keep me safe when exchanging learning and ideas online.	Know how to respond if asked for personal information or feel unsafe about the content of a message. Recognise that information on the internet may not be accurate or reliable. Understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.	I understand that you have to make choices when using technology and that not everything is true and/or safe. Make safe choices about the use of technology. Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.	I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. Understand that some messages may be malicious and know how to deal with this. Understand that online environments have security settings, which can be altered, to protect the user.

Computing Progression Document



				Understand the need to keep personal information and passwords private and that making personal information available online it may be seen and used by others.	<p>Know how to report an incident of cyber bullying. Understand what computer networks do and how they provide multiple services.</p> <p>Discern where it is best to use technology and where it adds little or no value.</p>	<p>Understand the potential risk of providing personal information online.</p> <p>Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</p> <p>Understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</p> <p>Know that content put online is extremely difficult to remove.</p> <p>Understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p>	<p>I understand the benefits of developing a 'nickname' for online use</p> <p>Understand that some malicious adults may use various techniques to make contact and elicit personal information.</p> <p>Know that it is unsafe to arrange to meet unknown people online and know how to report any suspicions.</p> <p>Know to create strong passwords and manage them so that they remain strong.</p> <p>Understand that copyright exists on most digital images, video and recorded music</p>
Switched on Computing links		1.2, 1.3, 1.4, 1.5, 1.6	2.1, 2.2, 2.3, 3.4, 2.5, 2.6	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6
Information Technology	<p>Begin to use a keyboard</p> <p>Use a mouse to rearrange objects on the screen.</p> <p>Drag and drop</p>	<p>Create digital content.</p> <p>Store digital content.</p> <p>Retrieve digital content.</p> <p>Use a web site.</p> <p>Use a camera.</p> <p>Record sound and play back.</p>	<p>Organise digital content.</p> <p>Retrieve and manipulate digital content.</p> <p>Navigate the web to complete simple searches</p>	<p>Use a range of software for similar purposes.</p> <p>Collect information.</p> <p>Design and create content.</p> <p>Present information.</p> <p>Search for information on the web in different ways.</p> <p>Manipulate and improve digital images</p>	<p>Select and use software to accomplish given goals.</p> <p>Collect and present data and information.</p> <p>Use search technologies effectively.</p> <p>Appreciate how search results are selected and ranked</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices.</p> <p>Collect, analyse, evaluate and present data and information.</p> <p>Use strategies to verify information, e.g. cross-checking</p>	<p>Design and create a range of programs, systems and content that accomplish given goals</p>

Computing Progression Document



Switched on Computing links		1.2, 1.3, 1.4, 1.5, 1.6 To also be taught through cross curricular links	2.3, 2.4, 2.5, 2.6 To also be taught through cross curricular links	3.3, 3.4, 3.5, 3.6 To also be taught through cross curricular links	4.3, 4.4, 4.5, 4.6 To also be taught through cross curricular links	5.1, 5.1, 5.4, 5.5, 5.6 To also be taught through cross curricular links	6.1, 6.2, 6.3, 6.4, 6.5, 6.6 To also be taught through cross curricular links
--	--	--	---	---	--	--	--