ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Computing Progression Document

	Year R	Year 1	Year 2
Digital literacy	Learn how to log onto the laptops and use simple programs and use ipads to record images.	Begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content through use of art packages, simulation games, word processing and digital cameras.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content through use of word processing, graphing software and ipads to manipulate images and sounds.
Information technology	Use age appropriate games on the interactive whiteboard.	Begin to recognise common uses of information technology beyond school through exploring ways in which libraries and shops use technology	Recognise common uses of information technology beyond school through searching the internet.
Computer studies	Use Beebots to begin to understand very simple logical steps (algorithms) and programming	Begin to 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 through use of beebots and a human crane.	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 programs through the use of beebots
e-safety	Begin to discuss how to use technology safely when online at home and in school	Begin to 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 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.

	Year 3	Year 4	Year 5	Year 6
Digital literacy	Select, use and combine a variety of software to design and create a range of programs and content that accomplish given goals, including collecting, evaluating and presenting data	Select, use and combine a variety of software to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and	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 that accomplish given goals,	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

	and information using word processing and presentation software and spreadsheets, graphing software and databases	presenting data and information using presentation software and word processing software	including, analysing, evaluating and presenting data and information by creating short animations and using databases and spreadsheets	accomplish given goals, including collecting, analysing, evaluating and presenting data and information by creating websites and comparing PowerPoint and Keynote
Information technology	Begin to understand the internet; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Understand the internet and how it can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	Understand computer networks including the internet; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Computer studies	Begin to design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts use sequence in programs; work with variables. Begin to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs using Scratch	Develop the ability to design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts use sequence and repetition in programs; work with variables. Continue to develop logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs using Scratch and Logo	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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs using Scratch and Logo	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 using Scratch, Kodu and Logo
e-safety	Begin to understand how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Continue to develop an understanding how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Secure understanding of how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Understand and model how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.