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Computing Curriculum & Progression of Skills Overview

KS2- Y3/4

Year A (2022-2023)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	4.6 We are meteorologists	3.6 We are opinion pollsters	4.3 We are musicians	3.4 we are vloggers	4.1 We are software developers	4.2 We are toy designers
Area of curriculum	Digitally Literate - Creative skills	Communication Technology incl. online Safety	Digitally Literate - Creative skills	Communication Technology incl. online Safety	Computer Science - programming	Digitally Literate - Creative skills

Year B (2023-2024)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Basic Computer skills	4.4 We are HTML editors 4.5 We are co-authors	3.1 We are programmers	3.2 We are bug fixers	3.5 We are communicators	3.3 We are presenters
Area of curriculum	Communication Technology incl. online Safety	Computer Science - programming Digitally Literate - Creative skills	Computer Science - programming	Computer Science - programming	Communication Technology incl. online Safety	Digitally Literate - Creative skills



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Computing Curriculum & Progression of Skills Overview

KS2- Y5/6

Year A (2022-2023)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Basic skills: Word, etc	6.3 We are market researchers	5.1 We are game developers	5.5 We are bloggers	5.2 We are cryptographers (Scratch)	6.1 We are APP planners
Area of curriculum	Communication Technology incl. online Safety	Communication Technology incl. online Safety	Computer Science - programming	Communication Technology incl. online Safety	Computer Science - programming	Computer Science - programming

Year B (2023-2024)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	5.3 We are artists	6.6 We are marketeers	5.6 We are architects	6.4 We are interface designers	6.5 We are APP developers	5.4 We are web developers
Area of curriculum	Digitally Literate - Creative skills	Digitally Literate - Creative skills	Digitally Literate - Creative skills	Digitally Literate - Creative skills	Computer Science - programming	Computer Science - programming



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EYFS

Children at the expected level of development will:

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

	Year1/2	Year 3/4	Year 5/6
Computer Science (programming)	<ul style="list-style-type: none"> I am beginning to understand that sequence (order) is important when devising algorithms and programming devices. 1.1 <i>I can describe what actions are needed for a particular task and begin to use the word algorithm. 2.1</i> <i>I am able to predict what will happen in an algorithm or program. 2.1, 2.2</i> <i>I can understand why algorithms are useful for solving a wide range of problems and that we use algorithms every day. 2.1</i> I can describe what I expect to happen while programming a robot. 1.1 I am beginning to understand that sequence (order) is important when devising algorithms and programming devices. 1.1 I can execute a program, observe the results. 1.1 	<ul style="list-style-type: none"> I can work with a partner to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. 3.1, 3.2, 4.1,4.2 I am beginning to solve problems, by decomposing them into smaller parts. 3.1, 4.1 I can use sequence in programs. 3.1, 4.1 I am beginning to work with variables. 3.1, 4.1 I can work with various forms of input and output with support. 3.3 I am beginning to use logical reasoning to explain how some simple algorithms work. 3.1, 4.1 <i>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. 3.1, 4.1, 4.2</i> <i>I can solve problems by decomposing them into smaller parts. 3.1, 4.1</i> <i>I can use sequence in programs.3.1, 4.1</i> <i>I can use repetition in programs. 3.1, 4.1</i> <i>I can work with variables. 3.1, 4.1</i> <i>I can work with various forms of input and output. 3.3</i> <i>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 3.1, 3.2, 4.1</i> 	<ul style="list-style-type: none"> I can explain and program each of the steps in my algorithm. 5.1 I can review and amend the original algorithm while programming. 5.1, 5.2, 5.3, 6.2, 6.4, 6.5 I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. 5.1 I can recognise when a variable is needed to achieve a required result. 5.1 I can program a sprite to add to the score on a certain action. 5.1 I can evaluate the effectiveness and efficiency of an algorithm, continually testing the programming of that algorithm. 5.1, 5.2, 5.3, 6.2, 6.4, 6.5 I can write programs that include variables (e.g. a scoring system in a game) 5.1 I can design algorithms and programs that use repetition. 5.1, 5.3, 6.4, 6.5 <i>I can explain and program each of the steps in my algorithm. 5.1</i> <i>I can review and amend the original algorithm while programming. 5.1, 5.2, 5.3, 6.2, 6.4, 6.5</i> <i>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity. 5.1</i> <i>I can recognise when a variable is needed to achieve a required result. 5.1</i> <i>I can program a sprite to add to the score on a certain action. 5.1</i>



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	<ul style="list-style-type: none"> • I am beginning to write programs successfully to create movement on-screen. 1.1 • I am beginning to use different kinds of inputs in programming (key press, mouse click tap on a sprite, automated start condition ...) 1.1 • <i>I can describe clearly what I expect to happen while programming a robot. 1.1</i> • <i>I can understand that programs respond to inputs to carry out actions. 2.1</i> • <i>I can write programs successfully to create movement on-screen. 2.1</i> • <i>I can use different kinds of inputs in programming (key press, mouse click tap on a sprite, automated start condition ...) 2.1</i> 		<ul style="list-style-type: none"> • <i>I can evaluate the effectiveness and efficiency of an algorithm, continually testing the programming of that algorithm. 5.1, 5.2, 5.3, 6.2, 6.4, 6.5</i> • <i>I can link errors in a program to a problem in the algorithm on which it is based. 5.1, 5.2, 5.3, 6.2, 6.4, 6.5</i> • <i>I can write programs that include variables (e.g. a scoring system in a game) 5.1</i> • <i>I can design algorithms and programs that use repetition. 5.1, 5.3, 6.4, 6.5</i>
<p>Computer Science (computers and networks)</p>	<ul style="list-style-type: none"> • I am aware of obvious uses of IT in and beyond school. 1.5, 2.2 • I have a growing awareness of things in and beyond the home that have some kind of computer in them (microwave, car etc.) 1.5 • With support I can save and retrieve my work. 1.3 • <i>I can understand some of the things that people do with computers at work and at home. 1.5, 2.2</i> • <i>I can log on to a computer network.</i> • <i>I understand how to save and retrieve my work from a shared drive. 2.3, 2.4, 2.5, 2.6</i> 	<ul style="list-style-type: none"> • I understand that the Internet is a collection of computers (servers) joined together across the world. 3.4, 4.4 • I know there is a difference between the internet and the world wide web. 3.5 • I am aware of the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing, scanning, internet via server ...) 3.4 • I can save my work to a variety of locations on the school network, online and locally to a device. 3.4 • <i>I understand that the Internet is a collection of computers (servers) joined together across the world. 3.4, 4.4</i> • <i>I understand the differences between the internet and the world wide web. 3.5</i> • <i>I understand the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing, scanning, internet via server ...) 3.4</i> • <i>I can save (and successfully retrieve!) their work to a variety of locations on the school network, online and locally to a device. 3.4</i> 	<ul style="list-style-type: none"> • I know that the internet provides different services and be able to describe some (email, www) 5.2, 5.4, 5.5, 6.1 • I know that information is passed around the internet) 5.2, 5.4, 5.5, 6.1 • <i>I can explain that the internet provides different services and be able to describe some (email, www file transfer protocol, video conferencing) 5.2, 5.4, 5.5, 6.1</i>



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<p>Information Technology (multimedia)</p>	<ul style="list-style-type: none"> I can use a painting app to create a picture to communicate ideas. 1.3 I can use a camera or camcorder to take a picture or record my work. 1.2 I can begin to edit digital photographs. 1.3 I understand the differences between a graphics apps and traditional art activities. 1.3 I can talk about my use of a painting app and my choice of tools. 1.3 I can experiment with a range of devices that create and record sound. 1.5 I can understand that devices have record and playback functions. 1.5 I can access different information using a range of equipment (apps, website, TV, DVD etc.) 1.4 I can use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools. 1.2, 1.3 I can demonstrate good control when using still and video cameras understanding the need to frame an image or scene and keep the camera still. 2.3 I am beginning to discuss the quality of my image and make decisions (e.g. delete a blurred image) 2.3 	<ul style="list-style-type: none"> I can use different font effects, layout, format, graphics and illustrations. 3.3 I can use editing tools. 3.3 I can log on to an email account or forum. 3.5 I can capture "footage" from different devices into simple movie editing software. 3.3 I can use IT to select and record voice and sounds. 4.3 I can select sound files in sound editing software / app. 4.3 I can use music software or app to experiment with sound patterns. 4.3 I can use music software / app to create a simple composition. 4.3 I can use ICT to create and perform sounds or music. 4.3 I can use different font effects, layout, format, graphics and illustrations to communicate for a given audience. 3.3 I can use appropriate editing tools to ensure my work is clear and error free. 3.3 I can log on to an email account or forum, open emails, create and send appropriate replies, use attachments. 3.5 I can create a short-animated sequence from captured images. 3.3 I can capture "footage" from different devices into simple movie editing software. 3.3 I can use IT to select and record voice and sounds. 4.3 I can select, import and edit existing sound files in sound editing software / app. 4.3 I can use music software or app to experiment with capturing, repeating and reordering sound patterns. 4.3 I can use music software / app to create a simple multipart percussion composition. 4.3 	<ul style="list-style-type: none"> I can independently create, send and respond to emails, blogs and forums. 5.5 I can independently create, send and respond to email, blogs and forums. 5.5
<p>Information Technology</p>	<ul style="list-style-type: none"> I can enter text into a search engine to find specific given web sites. 1.3, 1.4 	<ul style="list-style-type: none"> I can develop key questions and key words to search for specific information. 4.5 	<ul style="list-style-type: none"> I can use strategies for finding information. 5.4, 6.1 I understand the possible impact of using incorrect data. 5.4, 6.1



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<p>(data handling)</p>	<ul style="list-style-type: none"> I am aware of responsible internet use and the school's acceptable use policy. 1.3 I can develop simple classification skills by carrying out simple sorting activities (probably away from the computer) 1.4 I can sort and classify a group of items by asking simple yes / no questions. 1.4 I can talk about the different ways technology can be used to collect information, (e.g. camera, microscope or sound recorder). 1.2 I can interpret graphs, discuss information contained and answer simple questions. 2.6 I can use appropriate buttons, menus and hyperlinks to navigate web sites for stored information. 1.3, 1.4, 2.4 I can locate specific sites by typing a website address (URL) into the address bar in a web browser. 1.3, 1.4, 2.4 I am beginning to develop key questions to help find information. 2.4 I am aware of responsible internet use and the school's acceptable use policy. 2.4 I can use simple graphing programs to produce pictograms and other simple graphs. 2.6 I can use graphing software to change the way a graph type (e.g. pictogram to bar chart) 3.6 I understand that IT can be used to create, display and change graphs quite easily. 3.6 	<ul style="list-style-type: none"> I can use information purposefully to complete specific tasks. 3.6 I can use search engines for different media. 4.5 I understand a website has a unique address. 4.4 I can explain that some information found through searching is more relevant than others. 4.5 I can collect appropriate information, enter it into a database or spreadsheet. 3.6 I can generate and compare different charts and graphs. 3.6 I can organise, present, analyse and interpret the data in tables, tally charts, charts / graphs. 3.6, 4.6 I am beginning to develop skills to identify what data needs to be collected. 3.6 I can change the contents of cells in a spreadsheet. 3.6 I can use a spreadsheet to record data. 3.6 I can use a spreadsheet to explore simple patterns. 4.6 I can develop key questions and key words to search for specific information. 4.4 I can use information purposefully to complete specific tasks. 3.6 I can use search engines for different media. 4.5 I understand a website has a unique address. 4.4 I can explain that some information found through searching is more relevant than others. 4.5 I can describe the process of finding specific information. 4.5 I can collect appropriate information, enter it into a database or spreadsheet and use this to answer simple questions. 3.6 I can generate and compare different charts and graphs (using graphing software / app, spreadsheet etc.) 3.6 I can organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, using IT where appropriate. 3.6 	<ul style="list-style-type: none"> I can modify a search pattern in order to find specific information. 5.4, 5.6, 6.1, 6.6 I can use strategies for finding information. 5.4, 5.6, 6.1, 6.6 I recognise the impact of using incorrect information in my work. 5.4, 5.6, 6.1, 6.6 I understand the possible impact of using incorrect data. 5.4, 5.6, 6.1, 6.6
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		<ul style="list-style-type: none">• <i>I am beginning to develop skills to identify what data needs to be collected and design a questionnaire or survey to aid its collection. 3.6</i>• <i>I can use a spreadsheet to record data and produce graphs. 3.6</i>• <i>I can use a spreadsheet to explore simple patterns (e.g. in a number square) 4.6</i>• <i>I understand the need to structure information properly in a database or spreadsheet. 4.6</i>• <i>I know, understand and use the vocabulary: file, record, field, data and information. 4.6</i>	
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<p>Digital Literacy (e-safety)</p>	<ul style="list-style-type: none"> • I can use technology safely. 1.3 • I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. 1.3 • I can recognise acceptable/unacceptable behaviour. 1.3 • I know what to do when concerned about content or being contacted. 1.3 • I can recognise what is acceptable and unacceptable behaviour when using technologies and online services. • I understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. 1.3 • <i>I can keep personal information private. 2.2</i> • <i>I can use technology respectfully. 2.2</i> • <i>I can use technology responsibly. 2.2</i> • <i>I can identify a range of ways to report concerns about contact. 2.3, 2.4, 2.5, 2.6</i> • <i>I am discerning in evaluating digital content. 2.3, 2.4, 2.5, 2.6</i> • <i>I understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. 2.2, 2.3</i> • <i>I can demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. 2.3, 2.4, 2.5, 2.6</i> • <i>I can demonstrate responsible use of technologies and online services, and know a range of ways to report concerns. 2.3, 2.4, 2.5, 2.6</i> 	<ul style="list-style-type: none"> • I make sensible decisions if content is inappropriate or upsetting. 3.4 • I can explain why we must keep personal information and passwords private when communicating online. 3.5 • I can tell you how to deal with unpleasant communications via mobile, text, chat rooms. 3.5 • I know why it is important to respect others' feelings and electronic work. 3.5 • <i>I make sensible decisions if content is inappropriate or upsetting. 3.4</i> • <i>I can explain why we must keep personal information and passwords private when communicating online. 3.5</i> • <i>I can tell you how to deal with unpleasant communications via mobile, text, chat rooms. 3.4, 4.4, 4.5</i> • <i>I can choose when to use appropriate writing conventions for electronic communication. 3.5</i> • <i>I know why it is important to respect others' feelings and electronic work. 4.3</i> 	<ul style="list-style-type: none"> • I can demonstrate safe practice when selecting images or content for uploading to a personal profile. 5.2, 5.4, 5.5, 6.2, 6.3, 6.4, 6.6 • I can explain the importance of appropriate online behaviour and that online bullying is unacceptable. 5.2, 5.4, 5.5, 6.2, 6.3, 6.4, 6.6 • <i>I can demonstrate safe practice when selecting images or content for uploading to a personal profile. 5.2, 5.4, 5.5, 6.2</i> • <i>I understand the importance of appropriate online behaviour and that online bullying is unacceptable. 5.2, 5.4, 5.5, 6.2, 6.3, 6.4, 6.6</i>
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Saughall All Saints C of E Primary School

Computing Curriculum & Progression of Skills Overview

Vocabulary	Computer Device Digital Internet iPad Online Phones Screen Search Tablets	Action App Content Image Keyboard Network Program Save Store Text	Debug Design Information Input Logon Organise Output Table Website Write	Control Editing Email Graphics Repetition Retrieve Selection Sequence Simulate Technology	Analyse Avatar Cropping Download E-safety Evaluate Password Resizing Software Upload	Algorithms Collaboration Communication Copyright Cyberbullying Orientation Photo-manipulation Plagiarism Processing Spreadsheet
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