

Computing Curriculum Progression Map - Computer Science

Cultural Capital:

- Growing up in an ICT-rich environment means that children need to have opportunities to experience and develop skills in its use that will help them make the most of adult life.
- Computing capability is an essential skill for life and enables learners to participate more readily in a rapidly changing world.
- Learning about control systems and robots increases children's awareness of many of the operating systems we use to manage our everyday lives. It develops essential life skills they will need in adult life, such as operating a washing machine and other devices.
- It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app

	Foundation Stage	Year 1			Year 2		
Statement	40-60+ Completes a simple program on a computer. Interacts with age-appropriate computer software.	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.	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.
Outcome	Early learning goal – technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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, and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	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 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.
Skills		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, 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.	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 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.

Computing Curriculum Progression Map - Computer Science								
	Year 3				Year 4			
Statement	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.	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.	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.	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.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. In programs such as Logo, they can 'read' programs with several steps and predict the out-come accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication. They can describe appropriate email conventions when communicating in this way.	When turning a real life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.
Skills	Children can turn a simple real-life	Children demonstrate the	Children's designs for their programs show	Children can list a range of ways that	When turning a real-life situation into an	Children's use of timers to achieve	Children's designs for their programs show	Children recognise the main component

	situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing	that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	the internet can be used to provide different methods of communication. They can use some of these methods of communication. They can describe appropriate email conventions when communicating in this way.	algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'.	that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use stepthrough methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.
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Computing Curriculum Progression Map - Computer Science								
	Year 5				Year 6			
Statement	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.	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.	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.	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.
Outcome	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content.	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.
Skills	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g.	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction)	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a

	manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	the use of tabs to organise code and the naming of variables.	is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content.	and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem	they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	together to explain the program as a whole.	WAN and LAN are and can describe how they access the internet in school.
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Computing Curriculum Progression Map - Information Technology

Cultural Capital:

- Growing up in an ICT-rich environment means that children need to have opportunities to experience and develop skills in its use that will help them make the most of adult life.
- Computing capability is an essential skill for life and enables learners to participate more readily in a rapidly changing world.
- Learning about control systems and robots increases children's awareness of many of the operating systems we use to manage our everyday lives. It develops essential life skills they will need in adult life, such as operating a washing machine and other devices.
- It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app

	Foundation Stage	Year 1	Year 2
Statement	40-60+ Completes a simple program on a computer. Interacts with age-appropriate computer software.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Outcome	Early learning goal – technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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, using a range of online resources.	Children demonstrate an ability to organise data using, for example, a database and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data.. 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.
Skills		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, using a range of online resources.	Children demonstrate an ability to organise data using, for example, a database and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data. 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.

Computing Curriculum Progression Map - Information Technology

	Year 3		Year 4	
Statement	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Outcome	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine.	Children can collect, analyse, evaluate and present data and information using a selection of software. Children can consider what software is most appropriate for a given task. They can	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. .	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software.

		create purposeful content to attach to emails..		Children share digital content within their community, i.e. using Virtual Display Boards.
Skills	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine.	Children can collect, analyse, evaluate and present data and information using a selection of software, using software. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails.

Computing Curriculum Progression Map - Information Technology				
	Year 5		Year 6	
Statement	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Outcome	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.
Skills	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. .	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software. Children share digital content within their community, i.e. using Virtual Display Boards	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content.

Computing Curriculum Progression Map - Digital Literacy					
	Foundation Stage	Year 1		Year 2	
Statement	40-60+ Completes a simple program on a computer. Interacts with age-appropriate computer software.	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.	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	Early learning goal – technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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 in the Pupil folders.	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. 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. They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult
Skills		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 in the Pupil folders.	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. 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. They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.

IT & Computing Curriculum Progression Map - Digital Literacy				
	Year 3	Year 4	Year 5	Year 6
Statement	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact	Children can explore key concepts relating to online safety using concept mapping. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety
Skills	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact.	Children can explore key concepts relating to online safety using concept mapping. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety.
	Pupils must have a clear understanding of what to do if they have concerns about inappropriate online behaviour (such as unwelcome contact or cyberbullying). Telling a teacher or parent should normally be the first response, but pupils should also know that they can talk directly and confidentially to Childline about such matters.			