

Progression for Computing Curriculum

	Computer Science (CS)	Information Technology (IT)	Digital Literacy (DL)
Year 1	<ul style="list-style-type: none"> • Be able to program a floor robot e.g. Beebot or roamer • Be able to identify problems in the program (e.g. "It didn't go the right way") • Know that a program uses instructions (algorithms) to work 	<ul style="list-style-type: none"> • Be able to create simple documents/images e.g. type a sentence/ create a picture on 2simple • Be able to save work • Be able to retrieve saved work 	<ul style="list-style-type: none"> • Know to keep personal information private • Identify computer technology used outside of school e.g. digital TV, microwave, xBox or Wii etc.
Year 2	<ul style="list-style-type: none"> • Be able to debug problems in a program (e.g. "It didn't go the right way so I'll change the instructions") in floor turtles and screen turtles e.g. Roamer, Logo, Scratch • Know that an algorithm has to be precise and unambiguous for a computer to understand it • Predict what a program outcome will be based on experience (e.g. "This instruction will make the Roamer go here") 	<ul style="list-style-type: none"> • Be able to edit work e.g. add to a Word document started previously • Be able to manipulate work e.g. change font colour and size/rotate an image • Be able to copy and paste images and text • Be able to organise work e.g. choose appropriate file names, organise files appropriately 	<ul style="list-style-type: none"> • Understand that some behaviour is acceptable and some is unacceptable online • Know how to report a problem to an adult • Identify a range of computer technology used outside of school
Year 3	<ul style="list-style-type: none"> • Design and debug a program, using sequence, for a purpose e.g. create a Scratch animation • Use logical reasoning to explain how a simple algorithm works e.g. "The logo turtle is moving in that way because..." • Understand that input affects outcome and test this on simulation games 	<ul style="list-style-type: none"> • Be able to combine images and text for a purpose e.g. create a leaflet on Purple Mash or a Power Point presentation 	<ul style="list-style-type: none"> • Identify acceptable and unacceptable behaviour online • Know a variety of ways to report a problem (tell an adult, report abuse to Childline)
Year 4	<ul style="list-style-type: none"> • Use repetition in programs • Solve problems by decomposing them into smaller parts e.g. "First I will... then I will..." • Create simple simulations using computer software • Use Lego software to control physical systems 	<ul style="list-style-type: none"> • Be able to combine a variety of software to create work for a purpose e.g. create an image and a sound file, then upload into a PowerPoint presentation, create an app on Blippit using downloaded images • Collect data and information • Present data and information 	<ul style="list-style-type: none"> • Demonstrate an awareness of reliability of websites i.e. know to check facts on more than one website • Know what the world wide web is • Know that copyright prevents anyone from downloading images/text and claiming it is theirs

Year 5	<ul style="list-style-type: none"> • Work with variables • Work with various forms of input and output • Create simulations to solve problems using computer software • Create more complex programs for a purpose e.g. create a maths game on Scratch • Use Lego software to control physical systems 	<ul style="list-style-type: none"> • Create work using a range of digital devices e.g. desktop computer, laptop, iPad, sound equipment etc. • Analyse data and information • Evaluate data and information 	<ul style="list-style-type: none"> • Begin to show understanding of how networks operate and allow people to collaborate • Begin to show understanding of how email works • Know how to reference a source • Evaluate digital content e.g. does the website appear reliable and how do you know?
Year 6	<ul style="list-style-type: none"> • Use selection in programs (i.e. if... then... otherwise... in Scratch) • Create simulations to solve problems using computer software • Use Lego software to control physical systems 	<ul style="list-style-type: none"> • Be able to plan and carry out an independent investigation using various forms of technology to collect, present and analyse data e.g. track temperature using data loggers, record results in a spreadsheet, present results in a Power Point presentation 	<ul style="list-style-type: none"> • Understand how an email message is sent and received • Understand how a network operates • Understand the difference between the world wide web and the internet • Know how search results are ranked