



## Curriculum Progression - Computing

<b>An EYFS Computer User</b>		<b>A Year 1/2 Computer User</b>	
<p><b><u>Algorithms and programming</u></b></p> <ul style="list-style-type: none"> <li>• I know how to operate simple equipment.</li> <li>• I can make toys work by pressing parts or lifting flaps to achieve effects such as sound movements or new images.</li> <li>• I can use a simple program on a computer.</li> </ul> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>• Show an interest in technological toys with knobs and pulleys, or real objects such as cameras or mobile phones.</li> <li>• I know that information can be retrieved from computers.</li> </ul> <p><b><u>Digital literacy</u></b></p> <ul style="list-style-type: none"> <li>• I know how technology is used in school and outside of school.</li> </ul>		<p><b><u>Algorithms and programming</u></b></p> <ul style="list-style-type: none"> <li>• I can create a series of instructions. (e.g. direction, angles, turns).</li> <li>• I can plan a journey for a programmable toy.</li> <li>• I can test and amend a set of instructions.</li> <li>• I can find errors and amend. (debug)</li> <li>• I can write a simple program and test it.</li> <li>• I can predict what the outcome of a simple program will be (logical reasoning).</li> <li>• I understand that algorithms are used on digital devices.</li> <li>• I understand that programs require precise instructions.</li> </ul> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>• I can create and organise digital content.</li> <li>• I can store and organise digital content.</li> <li>• I can retrieve and manipulate digital content.</li> <li>• I can use a web site to complete simple searches.</li> <li>• I can use a camera.</li> <li>• I can record sound and play back.</li> </ul> <p><b><u>Digital literacy</u></b></p> <ul style="list-style-type: none"> <li>• I can use technology safely and respectfully.</li> <li>• I can keep personal information private.</li> <li>• I know where to go for help if I am concerned.</li> <li>• I know how technology is used in school and outside of school.</li> </ul>	
<b>Names Below</b>	<b>Names Above</b>	<b>Names Below</b>	<b>Names Above</b>



## Curriculum Progression - Computing

A Year 3/4 Computer User	A Year 5/ 6 Computer User
<p><b><u>Algorithms and programming</u></b></p> <ul style="list-style-type: none"><li>• I can design a sequence of instructions, including directional instructions.</li><li>• I can write programs that accomplish specific goals.</li><li>• I can work with various forms of input.</li><li>• I can work with various forms of output.</li><li>• I can experiment with variables to control models.</li><li>• I can give an on-screen robot specific instructions that takes them from A to B.</li><li>• I can make an accurate prediction and explain why I believe something will happen (linked to programming).</li><li>• I can de-bug a program.</li></ul> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"><li>• I can use a range of software for similar purposes to accomplish given goals.</li><li>• I can collect information and present data.</li><li>• I can design and create content.</li><li>• I can present information.</li><li>• I can search for information on the web in different ways.</li></ul> <p><b><u>Digital literacy</u></b></p> <ul style="list-style-type: none"><li>• I use technology respectfully and responsibly and recognise acceptable and unacceptable behaviour using technology.</li><li>• I know different ways I can get help if I am concerned.</li><li>• I understand what computer networks do and how they provide multiple services.</li><li>• I can discern where it is best to use technology and where it adds little or no value.</li></ul>	<p><b><u>Algorithms and programming</u></b></p> <ul style="list-style-type: none"><li>• I can combine sequences of instructions and procedures to turn devices on and off.</li><li>• I can use technology to control an external device.</li><li>• I can design algorithms that use repetition.</li><li>• I can design a solution by breaking a problem up.</li><li>• I recognise that different solutions can exist for the same problem.</li><li>• I can use logical reasoning to detect errors in algorithms.</li><li>• I can work with variables.</li><li>• I can explain how an algorithm works.</li><li>• I can explore ‘what if’ questions by planning different scenarios for controlled devices.</li></ul> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"><li>• I can analyse information.</li><li>• I can evaluate information.</li><li>• I understand how search results are selected and ranked.</li><li>• I can select, use and combine software on a range of digital devices.</li><li>• I can use a range of technology for a specific project.</li></ul> <p><b><u>Digital literacy</u></b></p> <ul style="list-style-type: none"><li>• I understand that you have to make choices when using technology and that not everything is true and/or safe.</li><li>• I can discuss the risks of online use of technology.</li><li>• I can identify how to minimise risks.</li></ul>



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Names Below	Names Above	Names Below	Names Above



## Curriculum Progression - Computing

<b>A Safe Computer User in EYFS</b>		<b>A Safe Computer User in Y1 and Y2</b>	
		<p><b><u>Knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>I understand the different methods of communication</li> <li>I know that websites sometimes include pop-ups that take me away from the main site.</li> <li>I know that bookmarking is a way to find safe sites again quickly.</li> <li>I have begun to evaluate websites and know that everything on the internet is not true.</li> <li>I know that it is not always possible to copy some text and pictures from the internet.</li> <li>I know that personal information should not be shared online.</li> <li>I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>I follow the school's safer internet rules.</li> <li>I can use the search engines agreed by the school.</li> <li>I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting etc).</li> <li>I can use the internet for learning, making choices when navigating through sites. I can recognise advertising on websites and learn to ignore it.</li> <li>I can use a password to access the secure network.</li> </ul>	
<b>Names Below</b>	<b>Names Above</b>	<b>Names Below</b>	<b>Names Above</b>



## Curriculum Progression - Computing

<b>A Safe Computer User in Y3 and Y4</b>	<b>A Safe Computer User in Y5 and Y6</b>
<p><b><u>Knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• I understand the need for rules to keep me safe when learning online.</li> <li>• I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</li> <li>• I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</li> <li>• I use strategies to verify information, e.g. cross-checking.</li> <li>• I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</li> <li>• I understand that copyright exists on most digital images, video and recorded music.</li> <li>• I understand the need to keep personal information and passwords private.</li> <li>• I understand that if I make personal information available online it may be seen and used by others.</li> <li>• I know how to respond if asked for personal information or feel unsafe about the content of a message.</li> <li>• I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</li> <li>• I know how to report an incident of cyber bullying.</li> <li>• I understand that the outcome of internet searches at home may be different than at school.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• I follow the school's safer internet rules.</li> <li>• I can use different search engines agreed by school.</li> <li>• I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting etc).</li> </ul>	<p><b><u>Knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.</li> <li>• I understand the potential risk of providing personal information online.</li> <li>• I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</li> <li>• I understand that some material on the internet is copyrighted and may not be copied or downloaded.</li> <li>• I understand that some messages may be malicious and know how to deal with this.</li> <li>• I understand that online environments have security settings, which can be altered, to protect the user.</li> <li>• I understand the benefits of developing a 'nickname' for online use.</li> <li>• I understand that some malicious adults may use various techniques to make contact and elicit personal information.</li> <li>• I know that it is unsafe to arrange to meet unknown people online.</li> <li>• I know how to report any suspicions.</li> <li>• I understand I should not publish other people's pictures or tag them on the internet without permission.</li> <li>• I know that content put online is extremely difficult to remove.</li> <li>• I know what to do if I discover something malicious or inappropriate.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• I follow the school's safer internet rules.</li> <li>• I can make safe choices about the use of technology.</li> <li>• I can competently use the internet as a search tool.</li> <li>• I can reference information sources.</li> <li>• I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.</li> </ul>



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		<ul style="list-style-type: none"><li>I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</li></ul>	
Names Below	Names Above	Names Below	Names Above