Computing

Progression grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statutory guidance	There are no longer any Early Learning Goals for technology. Children working in this stage of their education will have opportunities to explore different types of technology to enhance their other areas of learning and development. Nursey and Reception classes have interactive whiteboards, which are used to support their education and provide experience of technologies. Appropriate websites and online content will be used to enhance and support learning experiences. From January 2023, Reception will begin to use resources from 'Mini Mash'. Children continue to be made aware of different technologies and through independent active play (role play provision) and adult-led activities they will use devices such as cameras, mobile phones, keyboards, programmable and remote controlled toys to reflect experiences in the world around them.		national curriculum					

National Curriculum, 2014 Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representations
- can analyse problems in computational terms, and have repeated practical experiences of writing computer programs in order to solve problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent and creative users of information and communication technology.

Pupils should be taught 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
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 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

Pupils should be taught to:

- 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 provide for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and can 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, analyzing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression and Assessment Criteria	**Computer Science**	Children with have exposure to electronic toys and will investigate how they work (cause and effect) They will have experiences using the interactive board to share stories and carry out simple activities linked to their learning.	Children will explore devices such as beebots to learn how to program equipment to achieve a desired outcome. They will use Purple Mash 'Mini Mash' to explore simple programs. They will have experiences using the interactive boards to support their other Early Learning Goals Children will have an awareness of different types of technology and how they can be used to make life easier or solve problems.	**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions** Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that a computer can understand. **Create and debug simple programs** 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. **Use logical reasoning to predict the behaviour of simple programs.** 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.	**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions** 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. **Create and debug simple programs** Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, displaying a growing awareness of the need for logical, programmable steps. **Use logical reasoning to predict the behaviour of simple programs.** 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.	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.** Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output** 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 that a repeat command when creating repetition effects. **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** Children's designs for their programs show	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.** 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. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output** Children's use of timers to achieve repetition are becoming more logical and are integrated in to 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 designed in their programs. Children can make use of user inputs and outputs such as 'print to screen. e.g. 2Code. **Use logical reasoning to explain how some simple algorithms work and to detect and correct**	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.** 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. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output** 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. **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.**	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.** Children are able to turn a more complex programming task into an algorithm by identifying the important aspect of the task (abstraction) 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 programs 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. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output** 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

					that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they provide for communication and collaboration.** Children can list a range of ways that the internet can be used to provide different methods of communication. E.g being able to open. respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	**errors in algorithms and programs.** Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing new knowledge of coding structures. For example 'IF' statements, repetition and variables. They can use 'step through' methods to identify errors in code and make logical attempts to correct this. They can read programs with several steps and predict the outcome accurately. **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they provide for communication and collaboration.** Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the safety implications associated with the ways that the internet can be used to provide different methods of communication is improving.	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. **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they provide for communication and collaboration.** 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, e.g. 2Blog, 2Email, Display boards.	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 values of functions. **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** 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. **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they provide for communication and collaboration.** 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.

Information Technology			Children will have opportunities to use devices such as V-tech cameras to take photographs, which they can edit. They will select different points of interest to photograph including their own work.	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children are able to sort, collate, edit and store simple digital content. e.g. children can save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children demonstrate an ability to organise data using for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequences. Children are confident when creating, naming and saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	**Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content.** 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 such as Purple Mash search or internet-wide search engines. **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, analyzing, evaluating and presenting data and information.** Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. Using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond	**Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content.** Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. **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, analyzing, evaluating and presenting data and information.** 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 such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual display boards.	**Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content.** 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. **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, analyzing, evaluating and presenting data and information.** 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 poram to meet a design brief using 2Code. 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 content i.e 2Blog, Display Boards and 2Email.	**Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating 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 communications. **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, analyzing, evaluating and presenting data and information.** 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 e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.

	Digital Literacy							
		Children will always be taught how to use devices safely and respectfully.	Children will be taught about being safe using technology at an age appropriate level and will know to tell a trusted adult if they are unsure about something that they encounter.	**Recognise common uses of information technology beyond school.** 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 **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.** 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 space where appropriate such as 'My Work' folder on Purple Mash.	**Recognise common uses of information technology beyond school.** 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 e.g. 2Pucblish example template. Children make links between technology that see around them, coding and multimedia work they do in school. e.g. animations, interactive code and programs. **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.** Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using e mail safely by using 2Respond activities and know ways of reporting inappropriate behaviours and content to a trusted adult.	**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.** 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 such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.** Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of reporting inappropriate content and contact.	**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about 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 relate appropriate online behaviour to their right to personal privacy and mental well-being of themselves and others.	**Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.** Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discrete inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value on preserving their privacy when online for their own and other people's safety.

This document is mainly taken from the **Computing Progression** document suggested by 'Purple Mash', which we will be adopting as our main scheme from September 2022.