Charing CEP School

Computing Progression Document

Our vision

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope

Progression in Computing

Skills		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer science	Statement	ELG Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. ELG Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	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.	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.	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 in Early Years are already immersed in a programmed world. They experience it every day of their lives when:* *• the doors at the supermarket open automatically when they approach,* *• the hand drier starts when they place their hands underneath* *• the price of an item shows as you scan* *• the streetlights come on automatically when it gets dark.* *In the EYFS, continuous provision draws on these common uses of control technology for children to experience first-hand and to explore their uses through play. Additional experiences might also include: 'programming' friends by telling them how to move around like a robot or making jam sandwiches in maths, use of control toys like remote control cars, BeeBots or apps on iPads.*	*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, e.g.* **The Wrong Sandwich** *in Purple Mash 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, e.g.* **Bubbles activity** *in 2Code.* *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, for example, interpret where the turtle in 2Go challenges will end up at the end 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.*	*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*	*When turning a reallife 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'. e.g.* **2Code.** *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*	*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 utilizing 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 organize code and the* **naming of variables**. *Children understand the value of computer networks but are also*	*Children are able to turn a more complex programming task into an algorithm by identifying the important aspects 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 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*

					attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in **2Code.** *In programs such as Logo, they can 'read' programs with several steps and predict the outcome 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, 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.*	*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. e.g. traffic light algorithm in* **2Code**. *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.*	*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**.	*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**.

Information technology	Statement	ELG People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG 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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.	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's natural curiosity has always driven them to develop an understanding of the world around them and this is no different when it comes to understanding technology; both how it works and what it can do for us. From their first, early experiences with technology, pupils begin to make sense of how it works and the opportunities it can provide.* *Children's experiences in this area should include exploring:* *• the technology they encounter at home and school (e.g. role play toys, photocopiers, iPads etc.)* *• how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others. (Links to history).*	*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, use Purple Mash* **2Quiz** *example (sorting shapes),* **2Code** *design mode (manipulating backgrounds) or using pictogram software such as* **2Count.**	*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* **2Sequence**. *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.*	*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.* *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**.	*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 such as* **2Connect** *and* **2Publish+**. *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 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 digital content, i.e.* **2Blog**, **Display Boards** *and* **2Email**	*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, 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	Statement	**ELG Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** **ELG Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.**	**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.**	**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	*Practitioners will need to support the youngest children as they explore digital apparatus with discussion about what it does, how it works and how to use it safely. Children in Early Years will explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas.* *They will Interact with adults and their peers and explore their environment using multimedia equipment, including cameras, iPads and visualisers to capture still and moving images. With help, they will play back their captured recordings, demonstrating confidence and increasingly in control. They will be encouraged to explore ways of making and listening to sounds using simple programs, apps and devices, e.g. talking postcards and age appropriate apps*	*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 such as their My Work folder on Purple Mash.*	*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.* **2Publish example template**. *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 such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using* **2Respond** *activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.*	*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.*	*Children can explore key concepts relating to online safety using concept mapping such as* **2Connect**. *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, e.g.* **2Respond** *activities. They recognise the value in preserving their privacy when online for their own and other people's safety.*