



Moredon Primary and Nursery School
Progression Skills Document – Computing

Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage children are expected to:

EYFS	KS1	KS2
<p><u>Technology</u> <u>30-50 months</u> Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.</p> <p><u>40-60 months</u> Completes a simple program on a computer. Interacts with age-appropriate computer software.</p> <p><u>ELG</u> - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p><u>Computer Science</u> he/she can understand what algorithms are and how they are implemented as programs on digital devices he/she can understand that programmes execute by following precise and unambiguous instructions he/she can create simple programs he/she can debug simple programs he/she can use logical reasoning to predict the behaviour of simple programs</p> <p><u>Information Technology</u> he/she can use technology purposefully to create, organise and store digital content he/she can use technology purposefully to retrieve and manipulate digital content</p> <p><u>Digital Literacy</u> he/she can use technology safely and respectfully he/she keeps personal information private when using technology he/she knows they should ask for help if they feel unsure about any online content or contact and who to ask he/she can describe common uses of information technology beyond school</p>	<p><u>Computer Science</u> he/she can design and debug programs that accomplish specific goals he/she can design and create programs that use sequence he/she can control physical systems he/she can use logical reasoning to detect and correct errors in programs he/she can work with variables he/she can solve problems in writing programs by decomposing them into smaller parts he/she can use selection and repetition in programs he/she can simulate physical systems he/she can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</p> <p><u>Information Technology</u> he/she can choose from a variety of software and internet services to accomplish given goals he/she can collect and combine information and data he/she can design and create content to accomplish a given goal he/she can combine a variety of software to accomplish given goals on a range of digital devices he/she can analyse and evaluate information and data he/she can design and create systems that accomplish given goals</p> <p><u>Digital Literacy</u> he/she can use technology responsibly he/she can recognize acceptable / unacceptable behaviour and content he/she can appreciate how search results are selected he/she is selective when using digital content he/she understands how computer networks can provide multiple services, such as the world wide web he/she understand the opportunities computer networks offer for communication he/she can understand the importance of using technology safely, respectfully and responsibly he/she can identify a range of ways to report concerns about content and contact he/she can appreciate how search results are ranked he/she is discerning in evaluating digital content</p>



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		<p>he/she understands the basic workings of computer networks including the internet</p> <p>he/she understands the opportunities computer networks offer for collaboration</p>
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Area of skill as identified in the curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer science	<p>he/she can understand what algorithms are and how they are implemented as programs on digital devices</p> <p>he/she can create simple programs</p> <p>he/she can debug simple programs</p>	<p>he/she can understand that programmes execute by following precise and unambiguous instructions</p> <p>he/she can debug simple programs</p> <p>he/she can use logical reasoning to predict the behaviour of simple programs</p>	<p>he/she can design and debug programs that accomplish specific goals</p> <p>he/she can design and create programs that use sequence</p>	<p>he/she can control physical systems</p> <p>he/she can use logical reasoning to detect and correct errors in programs</p>	<p>he/she can work with variables</p> <p>he/she can solve problems in writing programs by decomposing them into smaller parts</p> <p>he/she can simulate physical systems</p>	<p>he/she can use selection and repetition in programs</p> <p>he/she can simulate physical systems</p> <p>he/she can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</p>
Information Technology	<p>he/she can use technology purposefully to create, organise and store digital content</p>	<p>he/she can use technology purposefully to retrieve and manipulate digital content</p>	<p>he/she can choose from a variety of software and internet services to accomplish given goals</p> <p>he/she can design and create content to accomplish a given goal</p>	<p>he/she can choose from a variety of software and internet services to accomplish given goals</p> <p>he/she can design and create content to accomplish a given goal</p> <p>he/she can collect and combine information and data</p>	<p>he/she can combine a variety of software to accomplish given goals on a range of digital devices</p> <p>he/she can design and create systems that accomplish given goals</p>	<p>he/she can combine a variety of software to accomplish given goals on a range of digital devices</p> <p>he/she can analyse and evaluate information and data</p>



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<p>Digital literacy</p>	<p>he/she can use technology safely and respectfully</p> <p>he/she keeps personal information private when using technology</p> <p>he/she knows they should ask for help if they feel unsure about any online content or contact and who to ask</p> <p>he/she can describe common uses of information technology beyond school</p>	<p>he/she can use technology safely and respectfully</p> <p>he/she keeps personal information private when using technology</p> <p>he/she knows they should ask for help if they feel unsure about any online content or contact and who to ask</p> <p>he/she can describe common uses of information technology beyond school</p>	<p>he/she can use technology responsibly</p> <p>he/she can recognize acceptable / unacceptable behaviour and content</p> <p>he/she understands how computer networks can provide multiple services, such as the world wide web</p>	<p>he/she can appreciate how search results are selected</p> <p>he/she is selective when using digital content</p> <p>he/she understands how computer networks can provide multiple services, such as the world wide web</p> <p>he/she understand the opportunities computer networks offer for communication</p>	<p>he/she can understand the importance of using technology safely, respectfully and responsibly</p> <p>he/she is discerning in evaluating digital content</p> <p>he/she understands the basic workings of computer networks including the internet</p> <p>he/she understands the opportunities computer networks offer for collaboration</p>	<p>he/she can understand the importance of using technology safely, respectfully and responsibly</p> <p>he/she can identify a range of ways to report concerns about content and contact</p> <p>he/she can appreciate how search results are ranked</p>
<p>Key Vocabulary</p>	<p>Rules Online Private information Email</p> <p>Instructions Buttons Robots Patterns Program</p> <p>Videos Camera stills Sounds Image bank Word bank Space bar</p> <p>Purpose Online tools Communicate</p> <p>Photographs Video Sound Data Pictogram Digitally</p>	<p>Forward Backward Right-angle turn Algorithm Sequence Debug Predict</p> <p>Paint effects Templates Animation Documents Index finger typing Enter/return Caps lock Backspace</p> <p>Information sources Communication Purposes Website content</p> <p>Capturing moments Magnified images Questions Data collection Graphs Charts Save Retrieve</p>	<p>Sequence instructions Sequence debugging Test + improve Logo commands Sequence programming</p> <p>Multimedia Presentations Alignment Brush size Repeats Reflections Green screening Amend Copy Paste</p> <p>Questioning Database Construct Contribute Recording data Data logger Present data</p>	<p>Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming</p> <p>Specific purpose Photo modifying Keyboard shortcuts Bullet points Spell check Constructive feedback</p> <p>School network Devices Computer parts Collaborate Appropriate online communication Search tools Appropriate websites Owner</p> <p>Different networks Information collection Reliability Owners</p> <p>Database creation Database searches Inaccurate data</p>	<p>Explore procedures Refine procedures Variable Hardware + software control Change inputs Different outputs Articulate solutions Commands</p> <p>Online sharing Multimedia effects Multimedia modification Transitions Hyperlinks Editing tools Refining Online sharing</p> <p>Computing devices Internet parts Collaboration Responsibility Searching strategies Webpages</p> <p>Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret</p>	<p>Predicting outputs Plan, program, test & review a program Program writing Control mimics + devices Sensors Measure input Create variables Link errors</p> <p>Appropriate online tools Audience Atmosphere Structure Copyright Information collection HTML code Storing</p> <p>Information movement Connecting devices Different audiences Research strategies Search result rankings Acknowledge resources</p> <p>Generate Process Interpret Store Present information Plausibility Appropriate data tool Interrogate Investigations</p>



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