

Computing Progression



KS1																	
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		
Understand what algorithms are	Understand that algorithms are implemented as programs on digital devices	Understand that programs execute by following precise and unambiguous instructions	Create simple programs	Debug simple programs	Use logical reasoning to predict the behaviour of own programs	Use logical reasoning to predict the behaviour of others' programs	Use technology purposefully to create digital content	Use technology purposefully to store digital content	Use technology purposefully to retrieve digital content	Use technology purposefully to organise digital content	Use technology purposefully to manipulate digital content	Recognise common uses of information technology at home	Recognise common uses of information technology outdoors	Use technology safely	Keep personal information private	Use technology respectfully	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Colour coding key	
Computer science statement	
Information technology statement	
Digital literacy statement	

KS2																													
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			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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.											
Write programs that accomplish specific goals	Design programs that accomplish specific goals	Debug programs that accomplish specific goals	Control or simulate physical systems	Solve problems by decomposing them into smaller parts	Use sequence in programs	Use selection in programs	Use repetition in programs	Work with variables	Work with various forms of input and output	Use logical reasoning to detect and correct errors in programs	Use logical reasoning to explain how some simple algorithms work	Use logical reasoning to detect and correct errors in algorithms	Understand how computer networks can provide multiple services, such as the world wide web	Understand computer networks, including the internet	Understand the opportunities computer networks offer for communication	Understand the opportunities computer networks offer for collaboration	Use search technologies effectively	Appreciate how search results are selected	Appreciate how search results are ranked	Be discerning in evaluating digital content	Select, use and combine software	Design and create content	Design and create systems	Collect, analyse, evaluate and present data	Collect, analyse, evaluate and present information	Use technology responsibly	Identify a range of ways to report concerns about contact	Identify a range of ways to report concerns about content	Recognise acceptable/unacceptable behaviour

	Cycle A						Cycle B						Cycle C					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class One: Year 1	In the Forest		Toys		Journey		You & Me		Traditional Stories		Out & about							
	1.1 We are treasure hunters	1.2 We are travel guides	1.3 We are painters	1.4 We are collectors	1.5 We are storytellers	We are celebrating	1.1 We are treasure hunters	1.2 We are travel guides	1.3 We are painters	1.4 We are collectors	1.5 We are storytellers	We are celebrating						
Class Two: Year 2 & 3	Invasion		Wild water		Comparisons		Grand designers		Extreme Survival		Captivating Creators							
	3.1 We are programmers	3.2 We are bug fixers	3.3 We are presenters	3.4 We are network engineers	3.5 We are communicators	3.6 We are opinion pollsters	2.1 We are explorers	2.3 We are game testers	2.3 We are photographers	2.4 We are researchers	2.5 We are detectives	2.6 We are zoologists						
Class Three: Year 4, 5 & 6	Invaders & Settlers		Survival		Discovery		Britain at War		Going Places		Legacy		Crime & Punishment		Climate Control		Fit for a King?	
	6.1 We are app planners	6.2 We are project managers	6.3 We are market researchers	6.4 We are interface designers	6.5 We are app developers	6.6 We are marketers	5.1 We are game developers	5.2 We are Cryptographers	5.3 We are Artists	5.4 We are web designers	5.5 We are bloggers	5.6 We are architects	4.1 We are software developers	4.2 We are toy designers	4.3 We are musicians	4.4 We are HTML editors	4.5 We are co-authors	4.6 We are meteorologists