



Computing Progression Map

Endpoint	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
To be able to discuss and minimise the risks of online use of technology. To recognise the validity of a website and to learn how to share information safely. To know how to report an incident of cyberbullying and to understand the consequences for others. To understand that the outcome of internet searches may be different at home to school due to the firewall protection.	To understand the internet carries risks.	To learn that the internet carries risks and how to minimise them. To know to keep personal information private. To understand there are different methods of communication .	To learn that websites often contain pop ups which take me away from the initial site. To begin to evaluate websites and know that not everything is true. To know to keep personal information private. To understand there are different methods of communication.	To understand that the internet contains facts, fiction and opinions and to begin to differentiate between them. To recognise that cyberbullying is unacceptable and to know how to report and incident.	To recognise the information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. To know the difference between online communication tools may be different at home and school.	To recognise the information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. To know the difference between online communication tools may be different at home and school.	To recognise the information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. To know the difference between online communication tools may be different at home and school.	In computing, pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



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<p>To be able to design and manipulate a programme using a sequential set of instructions. To use logical reasoning to find errors within a programme and be able to debug them.</p>	<p>To follow a set of instructions to complete a routine being aware of space.</p>	<p>To know how to plan a journey for a programmable toy. I can create a series of instructions.</p>	<p>To use a range of instructions, such as direction, angles and turns. To write a simple program and test it. To understand that programmes require precise instructions.</p>	<p>To know how to design a sequence of instructions including directional instructions. To know how to work with various forms of input and output.</p>	<p>To know how to experiment with variables to control models. To know how to give an onscreen robot specific instructions which take them from A to B. To be able to debug a program.</p>	<p>To know how to use technology to control an external device. To know how to design algorithms that use repetition and two way selection.</p>	<p>To know how to design a solution by logically breaking apart a program to debug. To explore what if questions by exploring what if questions by planning different scenarios for controlled devices.</p>	<p>In computing, pupils should be taught to: Use sequence, selection and repetition in programs; work with 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.</p>
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<p>To select use and combine a variety of software on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals. Including, collecting, analysing, evaluating and representing data and information.</p>	<p>To know how to use a mouse and to recognise parts of the keyboard.</p>	<p>To know how to create, store and retrieve digital content. To know how to use a website and an ipad.</p>	<p>To know how to organise, retrieve and manipulate digital content. To know how to navigate the web to complete simple searches.</p>	<p>To know how to use a range of software for specific purposes. To know how to collect and present information. To know how to manipulate and improve digital images.</p>	<p>To know how to select and use software to accomplish given goals. To know how to create a podcast. To be able to collect and present data.</p>	<p>To know how to analyse and evaluate information. To understand how search results are selected and ranked. To know how to edit a film.</p>	<p>To know how to select, use and combine software on a selection of digital devices. To know how to use a range of technology for a specific project.</p>	<p>In computing, pupils should be taught to: 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 representing data and information.</p>
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