



Larkrise Primary School Progressions of Skills – Computing

Knowledge Skills and Understanding

EYFS	<ul style="list-style-type: none"> • Can they explore directional language with technology? (Blubots, 2Go) • Can they understand the functionality of the direction keys? • Can they use the additional direction keys as part of an algorithm? • Can they create and follow instructions for simple journeys? (2Go)
Computer Science (Year 1)	<ul style="list-style-type: none"> • Can they understand what algorithms are and how they are implemented as programs on digital devices? Can they understand that programs execute by following precise and unambiguous instructions? Can they create and debug simple programs? • Use logical reasoning to predict the behaviour of simple programs?
Computer Science (Year 2)	<ul style="list-style-type: none"> • Can they understand what algorithms are and how they are implemented as programs on digital devices? Can they understand that programs execute by following precise and unambiguous instructions? Can they create and debug simple programs? • Can they use logical reasoning to predict the behaviour of simple programs?
Computer Science (Year 3)	<ul style="list-style-type: none"> • Can they design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems? • Can they solve problems by decomposing them into smaller parts? • Can they use sequence, selection and repetition in programs? • Can they work with variables and various forms of input and output? • Can they use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? • Can they understand computer networks, including the internet and understand how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Computer Science (Year 4)	<ul style="list-style-type: none"> • • • • Can they design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems? • Can they solve problems by decomposing them into smaller parts? Can they use sequence, selection and repetition in programs? Can they work with variables and various forms of input and output? Can they use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? • Can they understand computer networks, including the internet and understand how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
Computer Science (Year 5)	<ul style="list-style-type: none"> • • • Can they design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems? • Can they solve problems by decomposing them into smaller parts? Can they use sequence, selection and repetition in programs? Can they work with variables and various forms of input and output? • Can they use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs?
	<ul style="list-style-type: none"> • Can they understand computer networks, including the internet and understand how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
Computer Science (Year 6)	<ul style="list-style-type: none"> • • Can they design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems? • • Can they solve problems by decomposing them into smaller parts? • Can they use sequence, selection and repetition in programs? Can they work with variables and various forms of input and output? Can they use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? • Can they understand computer networks, including the internet and understand how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Knowledge Skills and Understanding

EYFS	<ul style="list-style-type: none"> • Can they interact with touch screen activities on IWB /iPads e.g. mark making, 2Paint, voice recorders? • Can they log on to a school laptop with purpose e.g., to use Bug Club and 2Paint? • Can they log on to a school laptop in groups and use it to complete an activity? • Can they use an iPad to take a photo? • Can they use music software such as 2BEat on IWB to make simple repeating patterns?
Information Technology (Year 1)	<ul style="list-style-type: none"> • Can they use technology purposefully to create, organise, store, manipulate and retrieve digital content?
Information Technology (Year 2)	<ul style="list-style-type: none"> • Can they use technology purposefully to create, organise, store, manipulate and retrieve digital content?
Information Technology (Year 3)	<ul style="list-style-type: none"> • Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they 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?
Information Technology (Year 4)	<ul style="list-style-type: none"> • Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they 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?
Information Technology (Year 5)	<ul style="list-style-type: none"> • Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? • Can they 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?

**Information
Technology
(Year 6)**

- Can they use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?
- Can they 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?



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Knowledge Skills and Understanding

EYFS

- Do they understand the difference between online and the real world?
- Can they identify adults in their life who they trust?
Do they know how to ask for help if they have a problem online?
- Do they understand about the joys and dangers of using the internet and how to stay safe while having fun online?
- Do they understand what to do if they see something online that worries/upsets them?

Digital Literacy (Year 1)

- Can they recognise common uses of information technology beyond school?
- Can they use technology safely and respectfully, keeping personal information private?
Can they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?

Digital Literacy (Year 2)

- Can they recognise common uses of information technology beyond school?
- Can they use technology safely and respectfully, keeping personal information private?
- Can they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies?

Digital Literacy (Year 3)

- Can they use technology safely, respectfully and responsibly?
- Do they recognise acceptable/unacceptable behaviour?
Can they identify a range of ways to report concerns about content and contact?

Digital Literacy (Year 4)

- Can they use technology safely, respectfully and responsibly?
- Do they recognise acceptable/unacceptable behaviour?
- Can they identify a range of ways to report concerns about content and contact?

Digital Literacy (Year 5)

- Can they use technology safely, respectfully and responsibly?
- Do they recognise acceptable/unacceptable behaviour?

	<ul style="list-style-type: none">• Can they identify a range of ways to report concerns about content and contact?
Digital Literacy (Year 6)	<ul style="list-style-type: none">• Can they use technology safely, respectfully and responsibly?• Do they recognise acceptable/unacceptable behaviour?• Can they identify a range of ways to report concerns about content and contact?