St. Gerard's Catholic Primary & Nursery
Computing Progression 2021-2022

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DFE Purpose & Aims	Intent- the digital skills that all children should possess: - have a basic understanding of coding and how the web works; - able to evaluate online information and be social media savvy; - understand online safety rules and know how to report and block; - be proficient with word processing and able to use cloud storage; - be able to create visually engaging content/presentations in order to present learning to others; - have experience of online collaboration and using communication tools;						
Vocabulary	Instructions, camera, robot, QR code, sequence, share, technology, control, Google, information, internet, computer, IPad/tablet, app (application), keyboard, button, printer, save, zoom.	3D, program, debug, design, algorithm, emoji, search, selection, website, personal information, link, menu, icon, trusted adult, online, sign in, game, wireless (WIFI), online bullying, landscape, portrait, download, illustration, log in, tool, digital, communicate.	Browser, computer networks, data, computational thinking, input, output, software, World Wide Web (WWW), password, username, interact, images, post/re-post, backdrop, repeat/loop, characters, avatars, publish, template, digital book (eBook/ePub)	Block, code/coding, command, decomposition, sprite, stage, condition, control block, costume, digital content, simulation, hyperlink, attachment, URL, blog/blogging, cyberbully, cyberbullying, verify, fake news, font, shortcut, multimedia.	Logical reasoning, audio, selection, hacker, repetition (iteration UKS2), script, scripts area, secure (https), PEGI, netiquette, conditional, scene, filters, storyboard, cloud computing, positive online communication, online persona, digital footprint, animation, age restrictions, social network,	Abstraction, vlog, YouTuber, IP address, pixels,, vector, HTML, CSS, services, ISP, LAN, TCP/IP, variables, hub, peripheral, bandwidth, CEOP, ChildLine, cache, harassment, plagiarism, infringe copyright, illegal downloads, streaming, blocking, victim, cookie, junk mail, RAM/ROM, USB,	Antivirus, new media, collaboration, visual coding, text based coding, adware, trojan, feedback, bot, checksum, server, firewall, generalisation, security updates, plug in, pop up blocker, scams, phishing, location based settings, in app purchasing, trolling, exclusion, doxxing, catfishing, flaming,

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					screenshot, screencast.	ZIP, augmented reality, bit & bytes, upload, score, podcast, edit	fabotage, creeping, ghosting FTP, filtering, malware, screen time, configuring.
Mandatory Skills	I can do the basics with technology I can go online. I can use a camera.	I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera.	I can save, share and retrieve my digital work. I can use technology to organise and present my ideas.	I can troubleshoot when something doesn't appear to be working with my device. I can discuss different types of digital content and file types.	I can label the different types of input connections on devices. I can explain common file types.	I can make a QR codes that links to my own work. I can film and produce a short video	I can collaborate to create digital content. I can create a consistent design for my presentation, and present to others.
Computing Science	I can explain an algorithm. I can explain sequencing. I can give instructions to a programable toy. - .	I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. I can create algorithms that can be turned into a program	I can plan out an algorithm with a sequence of commands to carry out specific tasks. I can identify 'bugs' in computer programs and use the term debug in context.	I can plan, create and debug programs. I can use decomposition to help me solve computing problems. I can use sequence, selection,	I can design an algorithm to simulate a real-life situation. I can solve an open-ended problem by breaking it up into smaller parts. I can design and write a	I can decompose a problem, design an algorithm and use this to write a program. I can design and write a program linked to physical	I can design, plan & create a complex programs. I can test, debug and modify a program to improve it. I can write a program using a text based

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		using a robot or digital device. I can independently debug simple sequence errors in a program. I can use logical reasoning to predict the outcome of simple programs.	I can create a simple repeat loop. I can create a simple game program. I can predict the outcome of a sequence of blocks in Scratch. -Create simple programs. -Debug simple programs. -Use logical reasoning to predict the behaviour of own programs. -Work with various forms of input and output.	repetition and variables in programs. I can work with various forms of input and output. I can use logical reasoning to predict and correct errors in algorithms and programs. I can explain how the internet works. I can explain how a search engine works.	program for a given purpose including specific programming features. I can test existing programs to see how they could be improved. I can understand the different method	systems and sensors. I can use variables, conditional statements, procedures & repeat commands to improve programs. I can use logical reasoning to detect & debug a program. I can explore networks and internet traffic. I can translate binary numbers to decimal. I can create a basic web page using HTML.	programming language. I can use logical reasoning to detect and correct errors in algorithms and programs. I understand how computer networks work, including the internet. I can talk about the way search results are selected and ranked.
Digital Literacy	I can discuss the use of technology in the world around me.	I can recognise the ways we use technology in our classroom, my	I can give examples of how technology is used to	I know how to use the internet.	I can collaborate online to	I can access school email and can send emails to	I can explain how to protect my computer or device from

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I understand that people can talk to each other (communication) online. I can use a search engine. I can discuss the rules for staying safe online. I know online content is made and belongs to someone.	home and community. I can use a search engine. I understand something online may upset and know where to find help it anything does, I can communicate politely via the internet. I understand that once something it posted you lose control if it. I can describe how to behave online in ways that do not upset others and can give examples. I know the rules of using technology at home or in school. I can explain what personal information is and	communicate beyond school. I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image) I can use online services to communicate safely. (Online Relationships) I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for	I can analyse information and make accurate searches. I understand the need for copyright and the consequences of ignoring it. I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is	create digital content. I can evaluate information presented to me to make informed choices about what is Fake News. I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) I understand that people may have a different online identity to that in real life and am able to interact with	classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. I can collaborate to develop & improve work. I can search for someone online and create a summary report about that person. I understand the need for copyright and the consequences of ignoring it. I am aware that there are people online who may try to upset me and	harm on the Internet. I understand the need for copyright and the consequences of ignoring it. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the ways in which the media can shape our ideas about gender. I am aware that if I need help I keep asking for it until I get help.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		give examples of it. I am aware that content online is owned by the person that created it.	support. (Online Bullying) I can use a search engine and I am aware that not everything I read online is true. (Online Bullying) I know the rules of using technology at home or in school. (Health well being) I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security) I am aware that content online is owned by the person that created it. (Copyright)	and know where to go for help. I understand the impact technology can have on my health, well being and lifestyle. I know who I should be sharing information with and how to keep my data secure. I understand the term identity and I can take appropriate measures to protect my own online identity	others. (Self Image) I am aware others can find information out about me by searching online. (Online Reputation) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) I understand the impact technology can have on my health, well being and lifestyle. (Health well being) I am aware that some people want to access my	my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well being and lifestyle. I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied	I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure. I understand the impact technology can have on my health, well being and lifestyle

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						data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) I understand the need for copyright and the consequences of ignoring it. (Copyright).	by other users and take appropriate measure to minimise the risk of this happening.	
Information Technology	I can select and use technology for a particular purpose.	I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data.	I can use design and formatting to enhance my digital work. I can create with technology. E.g. Video, animation, 3D 10 I can collect and record data purposefully		I can improve the quality and presentation of my work. I can create with technology. E.g. Video, animation, 3D I can collect, analyse, evaluate and present data	I can improve the quality and presentation of my work using editing and formatting techniques. I can create with technology. E.g. Video, animation, 3D I can use a	I can record and produce a podcast / audio clips. I can use unfamiliar technology to create content. I can improve the quality and presentation of my work.	I can create and combine a range of media in order to produce digital content. I can improve the quality and presentation of my work using editing and formatting techniques.

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					and information. I can use advanced search tools.	search engine and I am aware that not everything I read online is correct. (Online Bullying)	I can use a spreadsheet to collect and record data. I can use a search engine and I am aware that not everything I read online is correct.	I can create a digital storyboard to plan a project or investigation. I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions

Computer Science	Digital Literacy	Information Technology		
Programming and Theory	E-Safety & Research	Communication	Data	Multimedia
Programming Simulations Computer Theory	Research E-safety	Word processing Presentations Online collaboration	Graphs Databases Spreadsheets	Creating images Photography Animation Video Audio

Assessment:

A = Exceeding expectations: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their year expectations and program of study. Assessment in each of the strands could be described as:

SKILLS:

- Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
- Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
- Showing greater: judgement; autonomy; independence; perception; s ubtlety.

KNOWLEDGE

- Showing greater: breadth; contextual understanding; explanation; judgement.

E1/E2= Meeting expectations: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have

understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their year expectations and program of study.

WT1,2,3 or SB= Not yet meeting expectations:

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year expectations and program of study,