



Broomwood Primary School

Progression of Computing Skills



Topics are covered by KS, not year group, but the same overarching activity and topic can be used to support the children in reaching their age-related skills.

Area of computing	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Computer Science</b>  <i>This is the principles of information and computation. It is how digital systems work and how to put this knowledge to use, through programming</i>	Play with programmable toys and make them move in desired ways.	Understand what algorithms are  Create simple programs	Understand that algorithms are implemented as programs on digital devices  Understand that programs execute by following precise and unambiguous instructions	Write programs that accomplish specific goals  Use sequence in programs  Work with various forms of input  Work with various forms of output	Design programs that accomplish specific goals  Design and create programs  Debug programs that accomplish specific goals  Use repetition in programs	Solve problems by decomposing them into smaller parts  Use selection in programs  Work with variables  Use logical reasoning to explain how some	Developing confidence and fluency in the objectives covered.  Working with a greater range of variables, programs and scenarios.

			<p>Debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>		<p>Control or simulate physical systems</p> <p>Use logical reasoning to detect and correct errors in programs</p> <p>Understand how computer networks can provide multiple services, such as the World Wide Web</p> <p>Appreciate how search results are selected</p>	<p>simple algorithms work</p> <p>Use logical reasoning to detect and correct errors in algorithms</p> <p>Understand computer networks, including the internet</p> <p>Appreciate how search results are ranked</p>	
<p>Information Technology</p> <p><i>This is the ability to create programs,</i></p>	Use technology to create content, e.g. recording images or videos,	Use technology purposefully to create digital content	Use technology purposefully to organise digital content	<p>Use search technologies effectively</p> <p>Use a variety of software to</p>	Select a variety of software to accomplish given goals	Combine a variety of software to accomplish given goals	Developing confidence and fluency in the objectives covered.

<i>systems and a range of content, using different pieces of software</i>	drawing / mark making.	<p>Use technology purposefully to store digital content</p> <p>Use technology purposefully to retrieve digital content</p>	<p>Use technology purposefully to manipulate digital content</p>	<p>accomplish given goals</p> <p>Collect information</p> <p>Design and create content</p> <p>Present information</p>	<p>Select, use and combine internet services</p> <p>Analyse information</p> <p>Evaluate information</p> <p>Collect data</p> <p>Present data</p>	<p>Select, use and combine software on a range of digital devices</p> <p>Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>	<p>Working with a greater range of software to present, analyse and evaluate data</p>
<p>Digital Literacy</p> <p><i>This is the ability to use, communicate and develop their ideas through, information and communication technology.</i></p>	Use technology safely	<p>Use technology safely</p> <p>Keep personal information private</p> <p>Recognise common uses of information technology beyond school</p>	<p>Use technology respectfully</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Use technology responsibly</p> <p>Identify a range of ways to report concerns about contact</p>	<p>Use technology responsibly</p> <p>Understand the opportunities computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content</p>	<p>Use technology responsibly</p> <p>Understand the opportunities computer networks offer for collaboration</p> <p>Be discerning in evaluating digital content</p>	<p>Developing confidence and fluency in the objectives covered.</p>

					Recognise acceptable/unacceptable behaviour		
--	--	--	--	--	---	--	--