

# LADY BANKES PRIMARY SCHOOL

## COMPUTING CURRICULUM SKILLS PROGRESSION



Pupils should be taught to:	EYFS		Key Stage 1		Key Stage Two			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Linked to National Curriculum Objectives:</b>	Within the Foundation Stage the children will be exposed to using iPad, computers and other resources to support everyday learning and understanding of the technological world.		To use technology safely, keeping personal information private; identify where to go for help and support.	To use technology safely, 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	To use the technology safely, respectfully and responsibly.	To use technology safely, respectfully and responsibly	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour  To identify a range of ways to report concerns about content and contact.	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour  To identify a range of ways to report concerns about content and contact.
				To recognise common uses of information technology beyond school	To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the	To understand computer networks and the opportunities they offer for communication and collaboration.	To 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.	To 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.

# LADY BANKES PRIMARY SCHOOL

## COMPUTING CURRICULUM SKILLS PROGRESSION



				opportunities they offer for communication and collaboration.			
		To create simple programs	To create and debug simple programs	To design, write and debug programs that accomplish specific goals; including controlling or stimulating physical systems.	To design, write and debug programs that accomplish specific goals; including controlling or stimulating physical systems.	To design, write and debug programs that accomplish specific goals; including controlling or stimulating physical systems.	To design, write and debug programs that accomplish specific goals; including controlling or stimulating physical systems.
		To understand what algorithms are, how they are implemented as programs on digital devices.	To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	To solve problems by decomposing them in smaller parts.	To solve problems by decomposing them in smaller parts.	To solve problems by decomposing them in smaller parts.	To solve problems by decomposing them in smaller parts.
				To use sequence and repetition in programs.	To use sequence and repetition in programs.	To use sequence and repetition in programs; work with variables and various forms of input and output.	To use sequence, selection and repetition in programs; work with variables and various forms of input and output.
			To use logical	To use logical reasoning to	To use logical reasoning to	To use logical reasoning to explain how some	To use logical reasoning to explain how some

# LADY BANKES PRIMARY SCHOOL

## COMPUTING CURRICULUM SKILLS PROGRESSION



			reasoning to predict the behaviour of simple programs	explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	simple algorithms work and to detect and correct errors in algorithms and programs.	simple algorithms work and to detect and correct errors in algorithms and programs.
				To use search engines effectively.	To use search technologies effectively and be discerning in evaluating digital content.	To use search technologies effectively and be discerning in evaluating digital content.	To use search engines effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
		To use technology purposefully to create, organise, store, manipulate.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	To select use and combine a variety of software to design and create a range of content that accomplish a given goals, including collecting and presenting data and information.	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 presenting data and information.	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 presenting data and information.	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 presenting data and information.
					analysing, evaluating and presenting data and information.		