



Computing - Curriculum Progression

Strand	Year 3	Year 4	Year 5	Year 6
Computer Science	<p>Can design and code a program which follows a simple sequence (including using timers for repetition).</p> <p>Can identify simple errors in an algorithm and fix it.</p> <p>Can use email to communicate and collaborate.</p>	<p>Can design and code a program using timers for repetition and conditional statements.</p> <p>Can make intuitive attempts to debug their own program when coding.</p> <p>Understands and 'reads' programs with several steps and predicts the outcome accurately when coding.</p>	<p>Can design more complex programs and are able to test and debug these as they go along.</p> <p>Can design and code a program which uses sequences, selection and repetition.</p>	<p>Can design and code a program using a range of inputs and outputs, including new functions such as sounds.</p> <p>Can identify the cause of bugs when coding using a systematic approach to identify which line of code is causing the bug.</p> <p>Understand the difference between the internet and the Worldwide Web.</p>
Digital Literacy (Including E-safety)	<p>Knows the importance of keeping passwords secure.</p> <p>They know some ways to report unacceptable content and contact.</p> <p>Can use email to communicate and collaborate.</p>	<p>Understands how to report inappropriate content and contact in a range of ways.</p> <p>Can help others to understand the importance of online safety.</p> <p>Can use, communicate and collaborate using different computer networks and share digital content with their community.</p>	<p>Demonstrates how to use technology safely, responsibly and respectfully across a range of online services.</p> <p>Recognises what personal information is and can explain how this can be kept safe.</p> <p>Selects the most appropriate form to communicate and collaborate using computer networks.</p>	<p>Recognises the value of preserving their privacy when using online services.</p> <p>Can recognise more discrete inappropriate behaviours online through developing critical thinking.</p> <p>Designs and creates their own blogs to become a content creator on the internet.</p>

Information Technology	<p>Collects, analyses and presents data by using a range of software.</p> <p>Carries out simple searches to retrieve content.</p>	<p>Makes more informed software choices when presenting information and data.</p> <p>Is beginning to appraise selected web pages for credibility and information.</p>	<p>Can search with greater complexity for digital content when using a search engine</p> <p>Can evaluate the reliability of a range of websites.</p> <p>Can use a variety of software to create content collaboratively, using digital features within the software.</p>	<p>Applies filters when searching for digital content.</p> <p>Explains in detail how credible a webpage is and compare it with others.</p> <p>Can use a variety of software to design and create digital content, making clear connections to the target audience.</p>
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