

THE CAREY FEDERATION



Computing Curriculum Progression.

	Year 1 and 2	Year 3 and 4	Year 5 & 6
Implementation Computer Science	<p>Year 1:</p> <ul style="list-style-type: none"> • Understand what algorithms are. • Create simple programs <p>Year 2:</p> <ul style="list-style-type: none"> • Understand that algorithms are implemented as programs on digital devices. • Understand that programs execute by following precise and unambiguous instructions. • Debug simple programs • Use logical reasoning to predict the behaviour of simple programs. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Write programs that accomplish specific goals • Use sequence in programs • Work with various forms of input • Work with forms of output <p>Year 4:</p> <ul style="list-style-type: none"> • Design programs that accomplish specific goals • Design and create programs • Debug programs that accomplish specific goals • Use repetition in programs • Control or simulate physical systems • Use logical reasoning to detect and correct errors in programs • Understand how computer networks can provide multiple services, such as the World Wide Web • Appreciate how search results are selected 	<p>Year 5/6:</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Use selection in programs • Work with variables • Use logical reasoning to explain how some simple algorithms work • Use logical reasoning to detect and correct errors in algorithms • Understand computer networks, including the internet • Appreciate how search results are ranked.

Vocabulary	Instructions, Buttons, Robots, Patterns, program, forward, backward, right-angle turn, algorithm, sequence, debug, predict	Sequence debugging, test + improve, commands, programming, sensors, software, digital, input, output, outcome, prototype, variable	Procedures, variables, hardware, software, solutions, review, binary code, cipher, decrypt, encrypt.
Implementation Information Technology	<p>Year 1:</p> <ul style="list-style-type: none"> • Use technology purposefully to create digital content • Use technology purposefully to store digital content • Use technology purposefully to retrieve digital content <p>Year 2:</p> <ul style="list-style-type: none"> • Use technology purposefully to organise digital content • Use technology purposefully to manipulate digital content 	<p>Year 3:</p> <ul style="list-style-type: none"> • Use search technologies effectively • Use a variety of software to accomplish given goals • Collect information • Design and create content • Present information <p>Year 4:</p> <ul style="list-style-type: none"> • Select a variety of software to accomplish given goals • Select, use and combine internet services • Analyse information • Evaluate information • Collect data • Present data 	<p>Year 5/6:</p> <ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals • Select, use and combine software on a range of digital devices • Analyse data • Evaluate data • Design and create systems
Vocabulary	Collect, photo, image, video, sound, keyboard, paint, camera, effect, animation, document, enter/return, caps lock, back space, space bar, tools	Create, modify, insert, copy, paste, shortcut, bullet point, spell check, composition, presentation, HTML, hyperlink, URL, web page, tag, search tools, device, green screen	Multimedia, modification, transitions, editing tools, refine, structure, copyright, audience, HTML code, special effects, podcast, blog, hyperlinks, geometric, symmetry, tessellations, landscape, op art
Implementation Digital Literacy	<p>Year 1:</p> <ul style="list-style-type: none"> • Use technology safely • Keep personal information private • Recognise common uses of information technology beyond school 	<p>Year 3:</p> <ul style="list-style-type: none"> • Use technology responsibly • Identify a range of ways to report concerns about contact <p>Year 4:</p>	<p>Year 5/6:</p> <ul style="list-style-type: none"> • Understand the opportunities computer networks offer for collaboration • Be discerning in evaluating digital content

	<p>Year 2:</p> <ul style="list-style-type: none"> • Use technology respectfully • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> • Understand the opportunities computer networks offer for communication • Identify a range of ways to report concerns about content • Recognise acceptable/unacceptable behaviour 	
Vocabulary	Rules, online, private information, email, appropriate/inappropriate sites, cyber bullying, digital footprint, keyword searching.	E-safety rules, secure passwords, report, gaming, blogs, chats, connecting.	Responsible, communication. Informed choices, virus threats, messaging, bloggers, security, semaphore.
Impact	See 'The Carey Federation - Computing Curriculum Progression of Skills Assessment Grid'		