

St. Hugh's Catholic Primary School Computing Progression Map

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Communication and Language: Understanding	Computer Science			Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions	Responds to instructions involving a two-part sequence

Early Learning Goal: Children follow instructions involving several ideas or actions.

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Health and Self Care	Digital Literacy			Understands that equipment and tools have to be used safely	Shows understanding of how to transport and store equipment safely

Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Literacy: Reading	Information Technology				Knows that information can be retrieved from books and computers

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Understanding the wider world: Technology	Information Technology Digital Literacy		Seeks to acquire basic skills in turning on and operating some ICT equipment	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control Knows that information can be retrieved from computers	Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software

Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Area of Learning and Development	Aspect	16 – 26 months	22 – 36 months	30 – 50 months	40 – 60+ months
Physical development	Digital Literacy		Begins to recognise danger and seeks support of significant adults for help		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risk

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Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	<p>To understand what algorithms are</p> <p>To create simple programs</p>	<p>To understand that algorithms are implemented as programs on digital devices</p> <p>To understand that programs execute by following precise and unambiguous instructions</p> <p>To debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p>	<p>To write programs that accomplish specific goals</p> <p>To use sequence in programs Work with various forms of input</p> <p>To work with various forms of output</p>	<p>To design programs that accomplish specific goals</p> <p>To design and create programs</p> <p>To debug programs that accomplish specific goals</p> <p>To use repetition in programs Control or simulate physical systems</p> <p>To use logical reasoning to detect and correct errors in programs</p> <p>To understand how computer networks can provide multiple services, such as the World Wide Web</p> <p>To appreciate how search results are selected</p>	<p>To solve problems by decomposing them into smaller parts</p> <p>To use selection in programs, Work with variables</p> <p>To use logical reasoning to explain how some simple algorithms work</p> <p>To use logical reasoning to detect and correct errors in algorithms</p> <p>To understand computer networks, including the internet</p> <p>To appreciate how search results are ranked</p>	<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>To appreciate how [search] results are selected and ranked</p>
Information Technology	<p>To use technology purposefully to create digital content</p>	<p>To use technology purposefully to organise digital content</p> <p>To use technology purposefully to</p>	<p>To use search technologies effectively</p> <p>To use a variety of software to accomplish given goals</p>	<p>To select a variety of software to accomplish given goals</p>	<p>To combine a variety of software to accomplish given goals</p>	<p>To use search technologies effectively</p> <p>To select, use and combine a variety of software (including</p>

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	<p>To use technology purposefully to store digital content</p> <p>To use technology purposefully to retrieve digital content</p>	<p>manipulate digital content</p>	<p>To collect information</p> <p>To design and create content Present information</p>	<p>To select, use and combine internet services</p> <p>To analyse information</p> <p>To evaluate information</p> <p>To collect data</p> <p>To present data</p>	<p>To select, use and combine software on a range of digital devices</p> <p>To analyse data</p> <p>To evaluate data</p> <p>To design and create systems</p>	<p>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</p>
Digital Literacy	<p>To use technology safely</p> <p>To understand they can find a range of information on the internet To know what to do if they find something inappropriate online (minimise the screen and tell a trusted adult)</p> <p>To know that the internet can be used to communicate with other people</p> <p>To recognise the characteristics or people who are trustworthy and unworthy</p> <p>To recognise common uses of information technology beyond school</p>	<p>To use technology respectfully</p> <p>To use the internet purposefully to find specific information To know that not everything on the internet is true</p> <p>To understands why passwords should not be shared</p> <p>To understand what is meant by personal information and why it is special</p> <p>To 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>To use technology responsibly</p> <p>To know strategies for staying safe online (use child-friendly search engines, no sharing of personal information, no communication with strangers)</p> <p>To distinguish between fact, fiction and opinion</p> <p>To know about the risks of different forms of online communication</p> <p>To know how to deal with inappropriate forms of electronic communication</p> <p>To understand what cyber bullying is</p> <p>To identify a range of ways to report concerns about contact</p>	<p>To understand the opportunities computer networks offer for communication</p> <p>To understand the importance of using correct search criteria when using a search engine</p> <p>To understand that not everything on the internet is accurate and that information needs to be evaluated</p> <p>To recognise when it might be unsafe to open an email or an attachment</p> <p>To have an awareness of E-safety issues when using social media and playing online games</p> <p>To identify a range of ways to report concerns about content</p> <p>To recognise acceptable/unacceptable behaviour</p>	<p>To understand the opportunities computer networks offer for collaboration</p> <p>To recognise inaccuracy/bias and evaluate websites for their validity</p> <p>To understand it's OK to ignore unsolicited advertising (pop-ups, videos etc.)</p> <p>To be aware of the different forms of technology that can be used to access the internet and communicate with others</p> <p>To understand the risks of providing personal information and photographs</p>	<p>To understand the opportunities [networks] offer for communication and collaboration</p> <p>To critically evaluate websites for their use and authenticity</p> <p>To evaluate their own use of social media and how they present themselves online</p> <p>To understand the impact of cyber bullying and of sending/uploading inappropriate content (inc. sexting)</p> <p>To know that malicious adults can use the internet to make contact with adults</p> <p>To know how to report abuse</p> <p>To use technology safely, respectfully and responsibly</p> <p>To know how to report abuse or concerns about content</p>