Bournmoor Primary School Progression of Skills Computing

Computer Science						
Computer Science - the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•Explore using algorithms with Bee Bots	•Understand what algorithms are, how they are implemented as programs on digital devices

•Create simple programs with Bee Bots | •Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

•Create and debug simple programs

•Use logical reasoning to predict the behaviour of simple programs | •Design and write programs that accomplish specific goals

•Work with various forms of input and output

•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 | •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems

•Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

•Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

•Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

•Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

•Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Children should be able to independently carry out activities |

Information Technology						
Information Technology - the creative and productive use and application of computer systems, hardware and software.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•Know how to operate simple equipment

•Show interest in technological toys with knobs or | •Use technology purposefully to create, store, and retrieve digital content Use the software section to support this | •Use technology purposefully to organise, manipulate and retrieve digital content | •Use search technologies effectively

•Select, use and combine a variety of software (including | •Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | •Use search technologies effectively, appreciate how results are selected and ranked

•Select, use and combine a variety of software | •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 |

pulleys, or real objects •Show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images •Know that information can be retrieved from computers •Complete a simple program on a computer •To interact with age appropriate computer software •Recognise that a range of technology is used in places such as homes and school •Select and use technology for particular purposes		•Recognise common uses of information technology beyond school	internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, and present information	•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, and presenting data and information	(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, analysing and evaluating data and information	content that accomplish given goals

| Digital literacy |||||||
| Digital Literacy - the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to online safety and etiquette. |||||||
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•Use technology safely and learn where to go for help	•Use technology safely and respectfully, keeping personal information private; identify where to go for help •Using a website – online safety	•Use technology safely and respectfully, 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 •Navigate the web and complete simple searches – online safety •Web searches at home may be different to school – restriction and safe searches •Email - keeping information private, safe people to email/open email from - online safety	Use technology safely, respectfully and responsibly; identify a range of ways to report concerns about content and contact •Email/ communication (blogs) – online safety •Web searches at home may be different to school – restriction and safe searches	•Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour •Online Safety: use of social media - Facebook, Twitter etc keeping children safe (personal information/photos, other's information, reporting)	•Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact •Online Safety: use of social media - Facebook, Twitter etc. keeping children safe (personal information/photos, other's information, trusted people, reporting) •Web searches at home may be different to school – restriction and safe searches	•Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact •Online Safety: use of social media - Facebook, Twitter etc. keeping children safe (personal information/photos, other's information, trusted people, reporting)