Stanhope Primary School
Progression of Knowledge and Skills in Computing

Computing

Subject	
	Intent
	At Stanhope Primary, we teach a curriculum in conjunction with the National Curriculum. With technology playing such a significant role in society today, Stanhope Primary believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high quality education equips all pupils with necessary skills and knowledge as well as providing creativity to understand and change the ever growing technological world. We aim to offer a broad, deep understanding of computing, how it links to children's lives using a wide range of experiences with a range of up to date technology.
	Our curriculum offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. **Computer Science** introduces children to how computers and networks work. It will also give all children the opportunity to learn basic computer programming. They develop analytical problem-solving skills and learn to evaluate and apply information technology. By providing the children with a wide range of devices to explore and experience, we are allowing them to continually practice and improve the skills they learn for functional purposes. It also enables them to become responsible, competent, confident and creative users of information technology. This ensures they become *digitally literate* so that they are able to express themselves, recognise its advantages for collaboration or communication and develop their ideas.

Year Group	EYFS		
	Computer Science	**Information Technology**	**Digital Literacy**
Knowledge and skills objectives/ statements	To understand each programme has its own programming language, vocabulary and grammar but they all follow the same type of logic. An introduction to algorithms.	To identify the technology, they encounter and have a basic understanding of how it works. To understand basic icons and symbols associated with Computing e.g. play, stop, pause, back, select buttons. Experience simple apps and software and use these to present ideas.	Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. Recognise technology is used at home and in school. If something goes wrong or they see something they don't like they should know what to do and where to go for help.
Knowledge and skills Outcomes	Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware e.g. beebots (patterns/commands/algorithms). Make choices about the buttons/icons to press, touch or click on when using simple software/hardware. Algorithms- using programmes, identifying problems and fixing mistakes (bugs).	Safely turning on and off devices. Manage a device by correctly opening and closing websites or apps. Input commands using the spacebar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe) e.g. painting programmes (can be found on PurpleMash). Use appropriate activities including technical toys such as beebots, cameras to create images, editing photographs, creating music and animations, navigating around websites and using microphones.	Introduction to our SMART rules. Begin to identify and use computer devices appropriately, being able to search safely on the internet. To know what information needs to be kept safe. To begin to understand what is age appropriate e.g. cbeebies, purplemash rather than fortnite etc. To begin to create their own pieces of work and save it safely.

Year Group	Year 1					
	Computer Science			**Information Technology**	**Digital Literacy**	
Knowledge and skills objectives/ statements	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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
Knowledge and skills Outcomes	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Year Group	Year 2					
	Computer Science			**Information Technology**		**Digital Literacy**
Knowledge and skills objectives/ statements	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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.
Knowledge and skills Outcomes	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult

Year Group	Year 3						
	Computer Science				**Information Technology**		**Digital Literacy**
Knowledge and skills objectives/ statements	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Knowledge and skills Outcomes	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

Year Group	Year 4						
	Computer Science				**Information Technology**		**Digital Literacy**
Knowledge and skills objectives/ statements	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Knowledge and skills Outcomes	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

Year Group	Year 5						
	Computer Science				**Information Technology**		**Digital Literacy**
Knowledge and skills objectives/ statements	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Knowledge and skills Outcomes	Children may attempt to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

Year Group	Year 6						
	Computer Science				**Information Technology**		**Digital Literacy**
Knowledge and skills objectives/ statements	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Knowledge and skills Outcomes	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Year Group	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	EYFS
Open Zone Days/ Loans *Dates/loans can change year on year depending on teachers, prior arrangement, equipment and schedules.*	November	December	February	February	March	May	Loans in the spring/ summer term

End of the Foundation Stage	**Foundation Stage** The Early Years Foundation Team (EYFS) will ensure they introduce our children to technology and the ever changing world with the introduction of the Purple Mash Scheme and a range of devices in readiness to start the National Curriculum by Year 1. Our EYFS team will use the four guiding principles of the new framework: - unique child- to develop resilience, be capable of, confident and self-assured young people. - support and develop positive attitudes - provide an enabling environment - emphasis the importance of learning and development through, Staff will personalise the learning and experiences based on the children's current knowledge and skills as well as building upon these understanding how important it is to provide our children with the necessary skills of being safe and responsible (Digital Literacy), understanding how technology works with the opportunity to build confidence, self-esteem and problem solving (Computer Science) as well as using Information Technology for a range of functional purposes.

End of Key Stage 1	**Key Stage 1 National Curriculum Expectations:** ● Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. ● Create and debug simple programmes. ● Use logical reasoning to predict the behaviour of simple programmes. ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Recognise common uses of information technology beyond school. ● Communicate 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.
End of Key Stage 2	Key Stage 2 National Curriculum Expectations: ● 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. ● 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. ● Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibility, securely and safely. ● 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. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
More Able Challenge & End Points	Pupils who excel in the Computing curriculum objectives or are identified as having a specific talent or passion in Computing will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: ● Promote engagement in extracurricular Computing ● Communicate with parents about skills and talents ● Encourage access to school based or externally provided Computing experiences ● Provide additional opportunities to engage in Computing related trips and visits in the local area utilising local venues and organisations such as The Word, The Discovery Museum and the Centre for Life. ● Provide opportunities to meet and learn about inspiring inventors and computer scientists.

End Points & Support for Least Able **Children working below ARE**	Children who are identified as working below ARE in Computing may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies such as OT and Physio. It is also important to recognise that children identified as having SEND may not always be least able in Computing and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers. How to achieve this: ● My Turn, Your Turn ● Modelling ● Scaffolded support ● Next Steps planned carefully for individuals ● Opportunities to practise skills in continuous provision time ● Repetition ● Planning frames to aid the planning process (where appropriate). ● Pre teaching key vocabulary. ● Vocabulary mats. ● Visual instructions - first, then, next ● Pre-saved images, videos, audio. ● Pre-selected websites/links ● Paper blocks for easier manipulation/ experimentation
SEND: Engagement Model **Children working below NC Level**	For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment. The five areas of engagement are: ● Exploration ● Realisation ● Anticipation ● Persistence ● Initiation This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.