

**Lever House Primary School
Computing Progression Map**

	EYFS	KS1	LKS2	UKS2	Progression
					Higher level
Information Technology	How to turn on and off a computer/iPad. How to log in and out of an App. Clicking and dragging. Take a photo, tinker with the photo. sort and categorise data.	Recognise that digital content can be represented in many forms. Distinguishes between some of these forms and can explain the different ways that they communicate information. Obtains content from the WWW using a web browser. Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understands that people interact with computers. Talks about their work and makes changes to improve it. Recognises different types of data: text, numbers. Appreciates that programs can work with different types of data. Recognises that data can be structured in tables to make it useful. Recognises that a range of digital devices can be considered computers. Recognises and can use a range of input and output devices.	Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience. Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. Understands the difference between data and information. Uses filters or can perform single searches for information. Shows an awareness of and can use a range of internet services eg Voice,	Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals. Designs criteria to identify improvements and can make appropriate refinements to the solution. Knows the difference between physical, wireless and mobile networks. Recognises the audience when designing and creating digital content and considers the aesthetic quality by editing and reediting. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution and future solutions.	Y2 Y4 Y6

		Navigates the web and can carry out simple web searches to collect digital content. Uses a variety of software to manipulate and present digital content: data and information. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received.			
Computer Science	Explore using Bee Bots to move forward, backwards, right and left.	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 and explain their findings.	Designs solutions (algorithms) that use repetition and two-way selection (if, then and else). Uses diagrams to express solutions. Uses logical reasoning to predict outputs, showing awareness of inputs. Knows that computers collect data from various input devices, including sensors and application software, Understands the difference between hardware and application software and their roles within a computer system. Understand the difference between internet and internet services. Creates programs that implement algorithms to achieve given goals. Uses variables, loops (until).	Designs solutions by decomposing a problem and creates a sub-solution for each of these parts. Recognises that different solutions exist for the same problem. Understands and uses if, then, else statements. Uses variables and loops consistency. Designs effectively and writes precise algorithms and debugs programs efficiently.	Y2 Y4 Y5 - learn to code 1 Y6 - Learn to code 2 (Swift playgrounds)
Digital Literacy	Create rules for using technology responsibly Be aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads.	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 to other online technologies	Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable,	Makes judgments about digital content when evaluating and repurposing it for a given audience. Demonstrates responsible use of technologies and online	Y2 Y4 Y6

		Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, share, stranger, danger, internet.	tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.	services, and knows a range of ways to report concerns. Selects, combines and uses internet services. Understands the potential of information technology for collaboration when computers are networked. Use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.	
Online Safety Using project Evolve	EYFS Project Evolve units on:. Self Image and Identity Online Relationships Privacy and Security Health, well-being and lifestyle Managing Online Information Online Bullying Copyright and Ownership Online Reputation.	Year A all KS1 units on: Self Image and Identity Online Relationships Privacy and Security Health, well-being and lifestyle Year B all KS1 units on: Managing Online Information Online Bullying Copyright and Ownership Online Reputation.	Year A all LKS2 units on: Self Image and Identity Online Relationships Privacy and Security Health, well-being and lifestyle Year B all LKS2 units on: Managing Online Information Online Bullying Copyright and Ownership Online Reputation.	Year A all UKS2 units on: Self Image and Identity Online Relationships Privacy and Security Health, well-being and lifestyle Year B all UKS2 units on: Managing Online Information Online Bullying Copyright and Ownership Online Reputation.	
Vocabulary	Instruction, photo, picture, video, text, sound, online, rules.	<u>Information Technology</u> Edit, upload, voiceover, highlight, zoom, import, database, effects, crop, filter.	<u>Information Technology</u> Media, interactive, audio, annotate, background, transition, formatting, questionnaire, multimedia, hyperlinks,	<u>Information Technology</u> Collabotative, prototype <u>Computer Science</u> Action, function, simulation	

		<u>Computer Science</u> Algorithm, debug, program, code, decomposition, precise, logical, reasoning, prediction, sequence <u>Digital Literacy</u> Trusted adult, permission, personal information, password, sharing, pressure, accept, bullying, untrue, private	<u>Computer Science</u> Logical reasoning, selection, loop, input, output, internet, router, WWW, data, web page, sequence, network, server <u>Digital Literacy</u> Accurate, age restrictions, data, copyright, interact, healthy, unhealthy online behaviours, distraction, screen time	<u>Digital Literacy</u> Fake news, copied, modified, sceptical, trustworthy, adverts, reliability, scams, digital footprint, inappropriate, stereotypes, screen grabs, unintended consequences, anonymity, ad-targeting, phishing, terms and conditions.	
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