



# Old Dalby C of E Primary School

## Subject Progression

### Computing

#### EYFS

<ul style="list-style-type: none"> <li>- Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Mouse</li> <li>Ipad</li> <li>Beebot</li> <li>Instructions</li> <li>Click</li> <li>Drag and drop</li> </ul>
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#### Year 1

<p>With support:</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are; how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions</li> <li>- Create and debug simple programmes</li> <li>- Use logical reasoning to predict the behaviour of simple programmes</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- Recognise common uses of IT beyond school</li> <li>- 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 technologies</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Algorithm</li> <li>Programme</li> <li>Digital device</li> <li>Instructions</li> <li>Debug</li> <li>Execute</li> <li>Internet</li> </ul>
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#### Year 2

<ul style="list-style-type: none"> <li>- Understand what algorithms are; how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions</li> <li>- Create and debug simple programmes</li> <li>- Use logical reasoning to predict the behaviour of simple programmes</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- Recognise common uses of IT beyond school</li> <li>- 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 technologies</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Algorithm</li> <li>Programme</li> <li>Digital device</li> <li>Instructions</li> <li>Debug</li> <li>Execute</li> <li>Internet</li> <li>Permission</li> <li>Private</li> </ul>
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#### Year 3

<ul style="list-style-type: none"> <li>- Begin to use logical reasoning to explain how some simple algorithms work and to detect simple errors</li> <li>- Begin to use search technologies effectively</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Internet</li> <li>Logic</li> </ul>
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### Computing

<ul style="list-style-type: none"> <li>- Begin to understand that the internet can provide multiple services, including communication and collaboration</li> <li>- Begin to understand how to write simple programs to accomplish specific goals</li> <li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- Select software on a range of devices for presenting information</li> </ul>	Detect Communication Collaboration Aim Appropriate Private Responsibility Positive Negative Safe Respect Technology
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#### Year 4

<ul style="list-style-type: none"> <li>- Independently detect and correct simple errors in simple algorithms and programs</li> <li>- Use search technologies with an awareness of how results are selected and ranked</li> <li>- Develop their understanding of how to write and debug programs, including solving problems by breaking them into smaller parts</li> <li>- Develop an understanding that the internet and other networks can provide multiple services, including communication and collaboration</li> <li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- Select and combine a variety of software on a range of devices to design and create programs of to present and evaluate information</li> </ul>	<b>Key Vocabulary</b> Safe Unsafe Private Appropriate Inappropriate Debug Reliable Global Respect Software Acceptable Conclude Evaluate Accurate
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#### Year 5

<ul style="list-style-type: none"> <li>- When using search technologies, understand how results are selected and ranked and begin to evaluate the content and reliability of sources</li> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- Select, use and combine a variety of software on a range of devices to design and create a range of programs and content that accomplish given goals of collecting, analysing, evaluating and presenting information.</li> <li>- Begin to develop an understanding of computer networks including the internet</li> </ul>	<b>Key Vocabulary</b> Privacy Network Sequence Repetition Collecting Analysing Accuracy System
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### Computing

#### Year 6

<ul style="list-style-type: none"><li>- Confidently use search technologies, understand how results are selected and ranked, and evaluate the content and reliability of sources</li><li>- Use sequence, selection and repetition in programs, working with variables and various forms of input and output</li><li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li><li>- Select, use and combine a variety of software on a range of devices to design and create a range of programs, systems and content that accomplish given goals of collecting, analysing, evaluating and presenting information.</li></ul>	<b>Key Vocabulary</b> Safety Privacy Stereotype Bias Justification Evaluation Logical Repetition Sequence Combine Reliability
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