Subject Progression Grid
for Computing

Information Technology		
Early Years	**Shows skill in making software/apps work by clicking, pressing or swiping to achieve effects, such as sound, movements or new images appearing.**	**Interacts with age-appropriate computer software and knows that information can be retrieved from computers.**
Year 1	**Uses technology purposefully to create digital content.**	**Uses technology purposefully to store and retrieve digital content.**
Year 2	*Uses technology purposefully to create* **and manipulate digital content.**	*Uses technology purposefully to store, retrieve* **and organise digital content.**
Year 3	**Use search technologies.**	**Use a variety of software to design and create content which accomplishes given goals, including collecting and presenting information.**
Year 4	*Use search technologies*.	**Select** *and use a variety of software to design and create content which accomplishes given goals, including collecting,* **analysing, evaluating** *and presenting information.*
Year 5	*Use search technologies* **effectively.**	*Select, use* **and combine** *a variety of software to design and create content which accomplishes given goals, including collecting and presenting* **data** *and information.*
Year 6	*Use search technologies effectively.*	*Select, use and combine a variety of software to design and create content which accomplishes given goals, including collecting,* **analysing, evaluating** *and presenting data and information.*

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Subject Progression Grid
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Swansfield Park Primary School

Digital Literacy

Early Years	**Recognises that a range of technology is used in places such as homes and schools.**	**Selects and uses technology for particular purposes.**	**Uses technology safely.**

Year 1	**Recognises common uses of information technology beyond school.**	**Uses technology safely.**	**Keeps personal information private.**	
Year 2	*Recognises common uses of information technology beyond school.*	*Uses technology safely* **and respectfully.**	*Keeps personal information private.*	**Knows where to go for help and support when they have concerns about content or contact on the Internet or through other online technologies.**

Year 3		**Use technologies safely, respectfully and responsibly.**	**Recognise acceptable/unacceptable behaviour.**	**Identify a range of ways to report concerns about content.**	
Year 4	**Understand the opportunities computer networks offer for communication.**	*Use technologies safely, respectfully and responsibly.*	*Recognise acceptable/unacceptable behaviour.*	*Identify a range of ways to report concerns about contact*.	
Year 5	*Understand the opportunities computer networks offer for communication* **and collaboration.**	*Use technologies safely, respectfully and responsibly.*	*Recognise acceptable/unacceptable behaviour.*	*Identify a range of ways to report concerns about contact* **and contact.**	
Year 6	*Understand the opportunities computer networks offer for communication and collaboration.*	*Use technologies safely, respectfully and responsibly.*	*Recognise acceptable/unacceptable behaviour.*	*Identify a range of ways to report concerns about contact and content.*	**Be discerning in evaluating digital content.**

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Computer Science						
Early Years	**Understands that devices can be controlled.**			**Completes a simple program on a computer.**		
Year 1	**Understands what algorithms are.**			**Creates simple programs.**		
Year 2	*Understands what algorithms are* **and that they run as programs on digital devices.** **Understands that algorithms need to be precise and unambiguous.**			*Creates* **and debugs simple programs.** **Uses logical reasoning to predict the behaviour of simple programs.**		
Year 3	**Design and write programs that accomplish specific goals, including controlling or simulating physical systems.**		**Use sequence in programs.**	**Work with various forms of input and output.**	**Use logical reasoning to explain how some simple algorithms work.**	
Year 4	*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* **and repetition** *in programs.*	*Work with various forms of input and output.*	*Use logical reasoning to explain how some simple algorithms work.* **Use logical reasoning to detect and correct errors in algorithms.**	
Year 5	*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 various forms of input and output.*	*Use logical reasoning to explain how some simple algorithms work.* *Use logical reasoning to detect and correct errors in algorithms* **and programs.**	**Appreciate how search results are selected and ranked.**

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Year 6	*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, repetition and* **variables** *in programs.*	*Work with various forms of input and output.*	*Use logical reasoning to explain how some simple algorithms work.* *Use logical reasoning to detect and correct errors in algorithms and programs.*	**Understand computer networks, including the Internet and how they can provide multiple services, such as the World Wide Web.** *Appreciate how search results are selected and ranked.*

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