

# Computing Objective Progression

## Christleton Primary School



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Context For Learning	<i>Where My Feet Take Me</i>	<i>Soaring</i>	<i>A Wave of Change</i>	<i>That's Entertainment</i>	<i>Fear and Triumph</i>	<i>Conflict and Resolution</i>
	<i>On Safari</i>	<i>Up In Flames</i>	<i>Hidden Depths</i>	<i>Blast from the Past</i>	<i>Heroes and Villains</i>	<i>Past, Present Future</i>
	<i>Blast Off!</i>	<i>The Tree of Life</i>	<i>Voyage of Discovery</i>	<i>Walk on the Wild side</i>	<i>One World</i>	<i>Hopes and Dreams</i>

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Problem solving</b>	<p>Understand what algorithms are.</p> <p>Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Understand what algorithms are.</p> <p>The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts</p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p>
<b>Programming</b>	Create and debug simple programs.	Create and debug simple programs.	<p>Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various forms of input and output</p>	<p>Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various forms of input and output.</p>	<p>Use sequence, selection, and repetition in programs; work with variables.</p> <p>Work with various forms of input and output.</p>	<p>Use sequence, selection and repetition in programs; work with variables</p> <p>Work with various forms of input and output.</p>

<b>Logical thinking</b>	Use logical reasoning to predict the behaviour of simple programs.	Use logical reasoning to predict the behaviour of simple programs.	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.  Understand how networks can provide multiple services, such as the world wide web.	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.  Understand how networks can provide multiple services, such as the world wide web.	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.  Understand how networks can provide multiple services, such as the world wide web.	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.  Understand how networks can provide multiple services, such as the world wide web.
<b>E-safety</b>	Keeping personal information private.  Use technology safely and respectfully.	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.	Use technology safely, respectfully and responsibly.  Recognise acceptable/unacceptable behaviour.  Know a range of ways to report concerns and inappropriate behaviour.  Be discerning in evaluating digital content.  Understand the opportunities networks offer for communication and collaboration.	Use technology safely, respectfully and responsibly.  Recognise acceptable/unacceptable behaviour.  Know a range of ways to report concerns and inappropriate behaviour.  Be discerning in evaluating digital content.  Understand the opportunities networks offer for communication and collaboration.	Use technology safely, respectfully and responsibly.  Recognise acceptable/unacceptable behaviour.  Know a range of ways to report concerns and inappropriate behaviour.  Be discerning in evaluating digital content.  Understand the opportunities networks offer for communication and collaboration.	Use technology safely, respectfully and responsibly.  Recognise acceptable/unacceptable behaviour.  Know a range of ways to report concerns and inappropriate behaviour.  Be discerning in evaluating digital content.  Understand the opportunities networks offer for communication and collaboration.
<b>Using IT beyond school</b>	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Recognise common uses of information technology beyond school.	Recognise common uses of information technology beyond school.				

<b>Creating content</b>	Use technology purposefully to organise, store and retrieve digital content.  Use technology purposefully to create and manipulate digital content.	Use technology purposefully to organise, store and retrieve digital content.  Use technology purposefully to create and manipulate digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices.  Design and create a range of programs, systems and content that accomplish given goals.  Collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices.  Design and create a range of programs, systems and content that accomplish given goals.  Collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices.  Design and create a range of programs, systems and content that accomplish given goals.  Collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices.  Design and create a range of programs, systems and content that accomplish given goals.  Collecting, analysing, evaluating and presenting data and information.
<b>Searching</b>			Use search technologies effectively.  Appreciate how search results are selected and ranked.	Use search technologies effectively.  Appreciate how search results are selected and ranked.	Use search technologies effectively.  Appreciate how search results are selected and ranked.	Use search technologies effectively.  Appreciate how search results are selected and ranked.
<b>Specific E-Safety Sessions are taught following the SWGFL lesson plans</b>	I can be Safe SWGFL – <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>	I can be Safe SWGFL – <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>	Digital Citizenship SWGFL- <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>	Digital Citizenship SWGFL- <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>	Digital Citizenship SWGFL- <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>	Digital Citizenship SWGFL- <a href="https://digital-literacy.org.uk/">https://digital-literacy.org.uk/</a>