

# William Martin Schools and Nursery & St James' Church of England Primary School

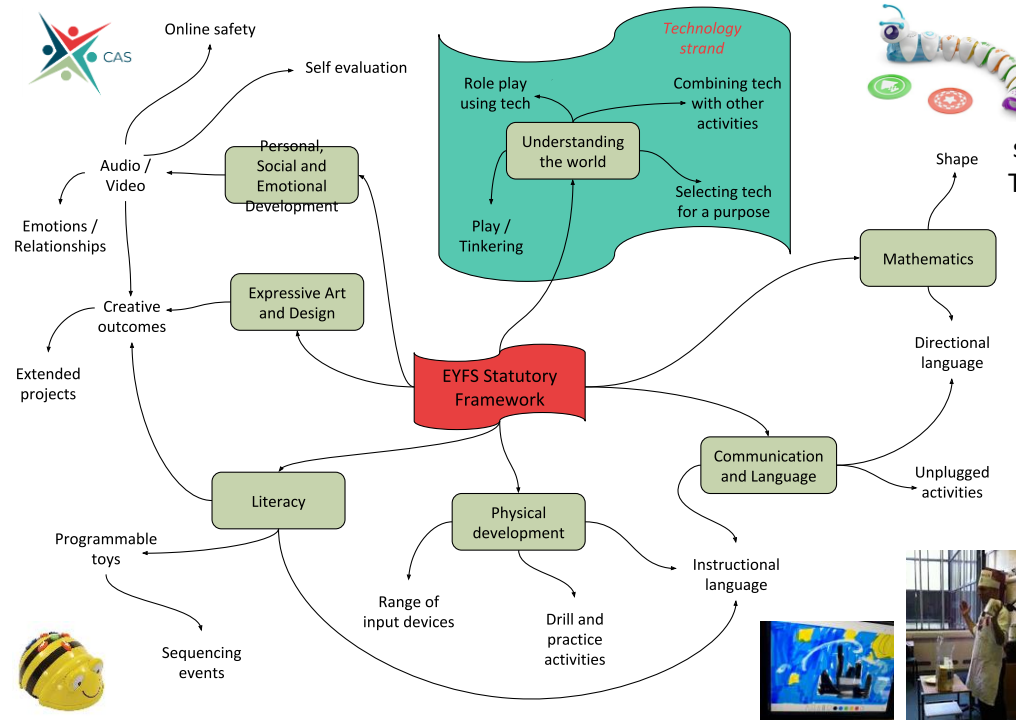
## COMPUTING PROGRESSION MAP

### EYFS

**EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.**

### Understanding the World - Computing

Despite computing not being Foundation Stage (EYFS) statutory young children to use technology outcomes. The main area within the EYFS Understanding the world - framework enables practitioners computing curriculum. In particular, many areas of the develop their ability to use



explicitly mentioned within the Early Years framework, there are many opportunities for to solve problems and produce creative statutory framework related to computing is the Technology strand, although each area of the to effectively prepare children for studying the framework provide opportunities for pupils to computational thinking effectively, see below:



## William Martin Schools and Nursery & St James' Church of England Primary School

Key Objectives:			
	Computer Science	Information Technology	Digital Literacy
<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>➤ Create and debug simple programs.</li> <li>➤ Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise common uses of information technology 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 online technologies.</li> </ul>



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Key Objectives:			
	Computer Science	Information Technology	Digital Literacy
<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>➤ Create and debug simple programs.</li> <li>➤ Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise common uses of information technology 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 online technologies.</li> </ul>



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Key Objectives:			
	Computer Science	Information Technology	Digital Literacy
<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>➤ Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>➤ Select, use and combine a variety of software (including internet services).</li> <li>➤ and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour identify a range of ways to report concern about content and contact.</li> </ul>



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Key Objectives:			
	Computer Science	Information Technology	Digital Literacy
Year 4	<ul style="list-style-type: none"> <li>➤ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>➤ Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>➤ Select, use and combine a variety of software (including internet services) to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> </ul>



## William Martin Schools and Nursery & St James' Church of England Primary School

Key Objectives:			
	Computer Science	Information Technology	Digital Literacy
<b>Year 5</b>	<ul style="list-style-type: none"> <li>➤ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>➤ Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>➤ Select, use and combine a variety of software (including internet services) to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> </ul>



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