



# J.H. GODWIN PRIMARY SCHOOL



## COMPUTING PROGRESSION DOCUMENT

This document is to support the teaching and embedding of computing in each year group, outlining the clear progression from Team Foundation to Team 6. Links should be made to your Context for Learning where relevant. The 'Can I' statements should be directly added to your CFL planning or any other planning where Computing links are being made. The curriculum is written around 3 elements: Computer Science, Information Technology and Digital Literacy (e-Safety). The last page includes progression statements linked to the application of skills to create, inform, research and present using different media. These are to be embedded into your curriculum wherever possible.

### COMPUTER SCIENCE

Foundation	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
I can make a floor robot move.	I know what an algorithm is	I know what an algorithm is	I can use algorithms to achieve a specific goal	I can use algorithms to achieve a specific goal	I debug programs to solve problems	I write and design programmes
I can use simple software to make something happen.	I know that programmes are made up of a sequence of codes	I can use algorithms to control devices or objects on screen	I can write a program using instructions and know that this is coding	I can design and write a program using instructions and know that this is coding	I can solve problems by decomposing code into smaller parts	I can debug programmes
I can make choices about the buttons and icons I press, touch or click on.	I can use instructions (algorithms) to control devices or objects on screen	I can write a program using instructions and know that this is coding	I know that variables can change programs	I debug programs to solve problems	I can work with conditional commands	I can work with conditional commands and variables within a code
I can move objects on a screen.	I can solve problems with instructions on and off screen	I can solve problems with instructions on and off screen	I can use a repeat and loop command in a code	I understand how inputs can be used in coding to control outputs	I understand the algorithm behind each part of a code	I can explain how an algorithm works
I can create shapes and text on a screen.		I can predict the behaviour of simple programs or code				

INFORMATION TECHNOLOGY

Foundation	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<p>I can tell you about technology that is used at home and in school.</p> <p>I can operate simple equipment.</p> <p>I can use a safe part of the Internet to play and learn.</p>	<p>I can get online and use websites</p> <p>Ask a question and find the answer</p> <p>I can use the internet to find information</p> <p>I can explain how to stay safe online</p>	<p>I can get online and use websites</p> <p>Ask a question and find the answer</p> <p>I can explore and share information online</p> <p>I am safe online</p>	<p>I use the internet safely to find answers to a question</p> <p>I can use search engines efficiently</p> <p>I know what to do if I come across inappropriate content</p>	<p>I can search for information and decide if it is useful</p> <p>I can use search engines efficiently and know how the results can change depending on words used</p> <p>I know what to do if I come across inappropriate content</p>	<p>I can search for information and decide if it is useful</p> <p>I understand how search results are selected</p> <p>I can use technology safely, respectfully and responsibly</p>	<p>I can use search technologies effectively</p> <p>I understand how search results are selected</p> <p>I can use technology safely, respectfully and responsibly</p>

DIGITAL LITERACY

Foundation	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<p>I can tell an adult when something worrying or unexpected happens while I am using the Internet.</p> <p>I can talk about the amount of time I spend using a computer / tablet / game device.</p> <p>I am careful with technology</p> <p>I know the school e-safety rules</p>	<p>I am safe online</p> <p>I know messages can be sent electronically</p> <p>I know that information online can be seen by others</p> <p>I know the school e-safety rules</p>	<p>I can use passwords and keep them safe</p> <p>I know that private information shouldn't be given out on the internet</p> <p>I know that information including images online can be shared at home, school and worldwide</p> <p>I know the school e-safety rules</p>	<p>I can use passwords to access resources on the web and keep them safe</p> <p>I can communicate and share ideas online</p> <p>I know how people are connected across the world</p> <p>I know the school e-safety rules</p>	<p>I can use passwords to access resources on the web and keep them safe</p> <p>I can communicate and share ideas online</p> <p>I can communicate in different ways depending on the audience</p> <p>I know the school e-safety rules</p>	<p>I know that it is important to keep information safe online</p> <p>I know how to prevent and respond to cyber bullying</p> <p>I know that information I put online reflects my image</p> <p>I know the school e-safety rules</p>	<p>I know that it is important to keep information safe online</p> <p>I know how to prevent and respond to cyber bullying</p> <p>I create positive profiles online to be a responsible member of the community</p> <p>I know the school e-safety rules</p>

APPLYING AND EMBEDDING SKILLS

Foundation	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<p>I can tell you about different kinds of information such as pictures, video, text and sound.</p> <p>I can record sound clips</p> <p>I can take photographs/videos on cameras and other digital devices</p>	<p>I can add text to pictures</p> <p>I can record and use sound clips</p> <p>I can take photographs/videos on cameras and other digital devices</p> <p>I can edit photos</p> <p>Use a data logger to collect information.</p> <p>I can use software to represent data and information on screen</p> <p>I can create a graph or chart to answer questions</p> <p>Talk about ICT in and out of school.</p>	<p>I can create presentations for a specific audience</p> <p>I can publish and share work online</p> <p>I can take and edit photographs/videos on digital devices</p> <p>I can save and use recorded sounds</p> <p>Use a data logger to collect information</p> <p>I can use software to represent data and information on screen</p> <p>I can create a graph or chart to answer questions</p>	<p>I can create and present information using programs</p> <p>I can publish and share work online for a given audience</p> <p>I can take and manipulate digital images</p> <p>I can use sound files to fit the mood of my work</p> <p>I can create pictograms, bar charts and tables on the computer</p> <p>I can speak about how ICT helps me to learn</p> <p>I know it's important to keep personal information safe</p>	<p>I can combine and evaluate digital images taking account of the audience</p> <p>I can publish and share work online</p> <p>I can think about the audience when creating animations, images or films</p> <p>I can evaluate my work on the computer</p> <p>I know that ICT can create different graph types for different purposes</p> <p>I know difference between a database and a spread sheet.</p> <p>I know that personal information is stored online</p>	<p>I can create presentations suited to an audience</p> <p>I can publish and share work online</p> <p>I can create, edit and evaluate digital images</p> <p>I can compose, manipulate and refine music and sound</p> <p>I can create music and sound files thinking about an audience</p> <p>I can use a spread sheet to carry out calculations</p> <p>I can create graphs to show information and present them in a variety of ways</p>	<p>I can choose the appropriate tools to create images for a task</p> <p>I can create, edit, evaluate and combine digital images for an audience or task</p> <p>I can create music to accompany a story, presentation or digital movie</p> <p>I can create music and sound files thinking about an audience</p> <p>I can use a spread sheet with formulas, to achieve a task</p> <p>I can create graphs to show information and present them in a variety of ways</p> <p>I know how a data logger can be used to prove a hypothesis</p>