Knowledge/ cover what are we teac		Digital Literacy	Online Safety	Possible use of software- this is not an exhaustive list and should be used for guidance only
By the end of KS1: • understand what algorithms are; how implemented as pro- digital devices; and programs execute b following precise an unambiguous instruct • create and debug programs • use logical reaso predict the behavior simple programs • use technology purposefully to creat organise, store, mar and retrieve digital • recognise common of information tech beyond school use technology safely respectfully, keeping information private; i where to go for help support when they have concerns about conter	a they are Create and debug simple grams on programs. that Dy Dy Use logical reasoning to predict the behaviour of simple programs. ud the behaviour of simple programs. ug simple pointing to programs. ate, nipulate content on uses unology y and personal identify and ave	purposefully to create, organise, store, manipulate and retrieve digital content.	To be able to use technology safely, respectfully and responsibly. Recognise acceptable/ unacceptable behaviour. Identify a range of ways to report concerns about content and contact.	Timbuktu Pizza Busy Things Path Puzzler Textease Turtle Beebots Colour Magic Scratch Junior







contact on the internet or other online technologies.		







algorithms implement digital dev programs following p unambiguo • creat simple pro • use la predict th simple pro • use th purposefu organise, s and retrie • recog of informa beyond scl • use th and respec personal in private; id for help at they have content or	rstand what s are; how they are ted as programs on vices; and that execute by precise and ous instructions te and debug ograms ogical reasoning to ne behaviour of oggrams rechnology ully to create, store, manipulate eve digital content gnise common uses ation technology chool rechnology safely ctfully, keeping nformation dentify where to go and support when concerns about r contact on the or other online	are store, present manipulate and retrieve digital content Recognise common uses of information technology beyond school Identify a ra	Scratch Junior sceptable/ e behaviour. ange of ways to erns about content



2022-2023

By the end of KS2:	To design, write and debug	Be able to select, use and	Can use search technologies	Kodable
• design, write and debug programs that accomplish specific goals, including	programs that accomplish specific goals using block based programming.	combine a variety of software (including internet services) on a range of digital devices.	effectively, appreciate how results are selected and ranked and be discerning in evaluating	Hour of Code Scratch Microsoft Word
controlling or simulating physical systems; solve problems by decomposing them into smaller parts	To be able to use sequence, selection and repetition in programs.	To design and create a range of programs, systems and content that accomplish given goals,	digital content	
 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	Be able to use logical reasoning to explain how some simple algorithms work and to detect and debug errors in algorithms	including collecting, analysing, evaluating and presenting data and information		
 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	and programs.			
 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 				
 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 				
 select, use and combine a variety of software (including internet services) 				



Year 3

OROVE SCHOOP

		1	I
on a range of digital devices			
to design and create a range			
of programs, systems and			
content that accomplish			
given goals, including			
collecting, analysing,			
evaluating and presenting			
data and information			
 use technology safely, 			
respectfully and responsibly;			
recognise acceptable/unacceptable			
behaviour; identify a range			
of ways to report concerns			
about content and contact.			







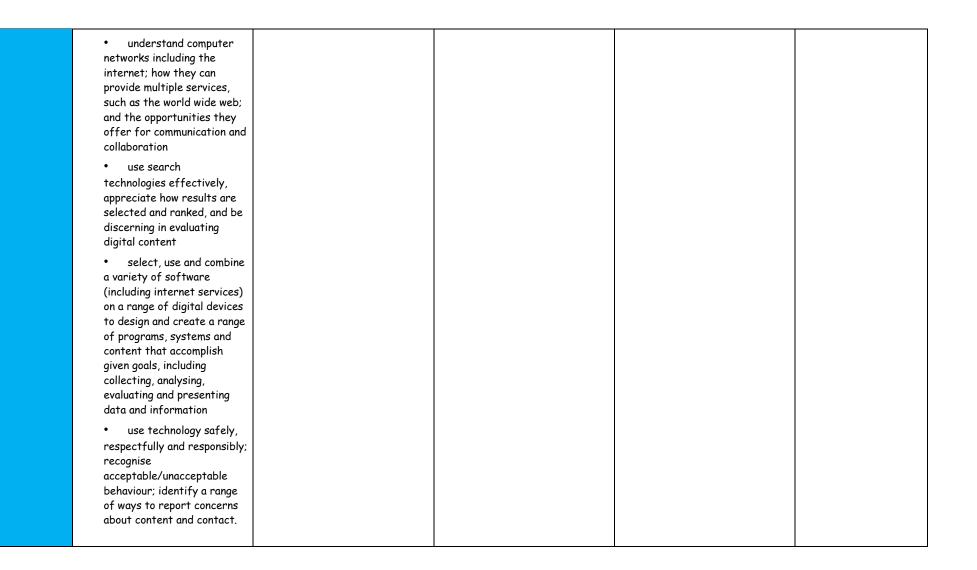


	By the end of KS2: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	To solve problems through decomposition. To be able to use sequence, selection and repetition in programs. To begin to work with variables and variou s forms of input and output.	To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Can use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content	Kodable Scratch IMovie PowerPoint
Year 4	 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 				

Computing Progression of Skills



2022-2023







The Grove Primary SchoolComputing Progression of Skills

2022-2023

	By the end of KS2:	Design, write and debug programs	To design and supports a datation as	Con use seensh technologies	Micro:Bits
	,	that accomplish specific goals;	To design and create a database that can collect, analyse, evaluate	Can use search technologies effectively, appreciate how	Scratch
	 design, write and debug programs that accomplish 	including controlling or simulating	and present data in a range of	results are selected and ranked	IMovie
	specific goals, including	physical systems.	formats.	and be discerning in evaluating	PowerPoint
	controlling or simulating			digital content	
	physical systems; solve			-	
	problems by decomposing	Use sequence, selection and			
	them into smaller parts	repetition in programs.			
	• use sequence,				
	selection, and repetition in	Be able to use logical reasoning			
	programs; work with variables and various forms	to explain how some complex			
	of input and output	algorithms work and to detect and debug errors in algorithms			
	 use logical reasoning to 	and programs.			
	explain how some simple				
	algorithms work and to	Begin to consider the use of text			
	detect and correct errors in	based editor to code programs.			
	algorithms and programs				
	 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				
	• use search				
	technologies effectively,				
	appreciate how results are				
	selected and ranked, and be discerning in evaluating				
	digital content				
വ	 select, use and combine 				
	a variety of software				
Year	(including internet services)				
					l]





on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		
• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		









Computing Progression of Skills



• 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		
 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 		
 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		
• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		

