

Navigation Progression in Computing in the 3 stands.

	Computer Science	Digital Literacy	Information Technology
Reception	<p>Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to children in early years. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and therefore technology is integral to their daily lives and experiences. We aim to ensure that all children begin their learning so they can safely, responsibly and skillfully use digital technologies appropriately..</p>		
	<ul style="list-style-type: none"> • I can follow simple oral algorithms • I can spot simple patterns • I can sequence simple familiar tasks • I can use a touch screen or appropriate access device to target and select options on screen • I can input a simple sequence of commands to control a digital device with support (Sphero Indi) 	<p>Reception use the Project Evolve Resources for their learning. These include:</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <ul style="list-style-type: none"> • I can explain how this could be either in real life or online. • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I (might) use technology to communicate with people I know. • I can identify ways that I can put information on the internet. • I can describe ways that some people 	<ul style="list-style-type: none"> • I can play on a touch screen game and use computers/keyboards/mouse in role play • I can sort physical objects, take a picture and discuss what I have done. • I can record my voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse. • I can animate a simple image to speak in role • I can create a simple animation to tell a story including more than one character. • I know the difference between a photography and video. • I can record a short film using the camera <p>I can take a photograph •</p>

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		<p>can be unkind online. • I can offer examples of how this can make others feel.</p> <ul style="list-style-type: none"> • I can talk about how I can use the internet to find things out. • I can name my work so that others know it belongs to me. 	<ul style="list-style-type: none"> • I can use a painting app and explore the paint and brush tools • I can find ways to change your voice (tube, tin can, shouting to create an echo)
Year 1	<p>Create programs using 2Code to accomplish specific goals</p> <p>Use logical reasoning to predict program behavior.</p> <p>Debug simple programs to correct errors.</p> <p>Control robots and other physical systems using code.</p>	<p>Safely and respectfully use technology to create content.</p> <p>I have a secure understanding of the Project Evolve topics for year 1 as set out in the Education for a connected world (2020) pg 6-46</p>	<p>Use technology to organize and manipulate digital content.</p> <p>Use databases and search technologies to find information.</p> <p>Use technology to edit and manipulate digital data, such as music composition.</p> <p>Create animations using software tools.</p> <p>Create and edit digital content using a range of tools.</p>
Year 2	<p>Understand the concept of algorithms and their importance in completing tasks.</p> <p>Design and create programs using 2Code to achieve a specific purpose and correct errors in them.</p>	<p>Save and locate digital work using naming and filing conventions.</p> <p>Incorporate multimedia elements such as photos, text, and sound in digital creations.</p>	<p>Organize and find data using databases and search tools such as 2Investigate.</p>

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	<p>Predict and identify the behavior and effects of programs.</p> <p>Use coding skills to control a robot (Sphero) to complete tasks and improve its performance.</p>	<p>Create visual stories using sequence of images and adjust the speed of animation to create effects.</p> <p>Edit digital data, such as data in music composition, using 2sequence and explain the changes made.</p> <p>I have a secure understanding of the Project Evolve topics for year 2 as set out in the Education for a connected world (2020) pg 6-46</p>	
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Year 3	<p>Write algorithms using coding blocks in Scratch.</p> <p>Utilize loops, including repeat and forever loops, to repeat actions or sequences of instructions.</p> <p>Design a simple catching game using appropriate loops.</p>	<p>Create and maintain a secure password, understanding its importance and not sharing it with others.</p> <p>Create important bookmarks on a Chrome browser.</p> <p>Use 2Email to respond to others appropriately, attach files, and communicate respectfully.</p> <p>Work collaboratively by sharing</p>	<p>Navigate a trackpad on a Chromebook and access Google Drive to save and share work.</p> <p>Use software to collect, analyze, and present data, such as formula in 2Calculate spreadsheets and 2Question branching database.</p> <p>Understand and utilize the different ways the internet can be used for communication.</p>

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		<p>documents and returning to work at a later date.</p> <p>I have a secure understanding of the Project Evolve topics for year 3 as set out in the Education for a connected world (2020) pg 6-46</p>	
Year 4	<p>I can use sequencing, loops, and selection to create algorithms for a desired purpose.</p> <p>I can work with variables and adjust them to create what I want.</p> <p>I can use repetition and selection in my code.</p> <p>I can use the duplicate function and combine different effects to create my own quiz.</p> <p>I can name computer components and main hardware components that allow computers to join and form a network and connect to the internet.</p>	<p>I can be a responsible, competent, confident, and creative user of information and communication technology.</p> <p>I have a secure understanding of the Project Evolve topics for the year</p>	<p>I can add different types of data to cells in 2Calculate and represent it in different ways.</p> <p>I can create a model of real-life situations using 2Calculate.</p> <p>I understand the purpose and main features of a search engine and can evaluate the accuracy of information on a webpage.</p>

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	<p>I can analyze problems in computational terms and solve them through trial and error.</p> <p>I can input simple instructions in 2Logo and create instructions to draw patterns of increasing complexity.</p> <p>I can use the pu and pd commands and the Repeat command in 2Logo to create shapes.</p>		
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Year 5	<p>Describe the different parts of the internet and how information is transported.</p> <p>Create and program original characters and backdrops for a game.</p> <p>Enhance game design with features and effects.</p> <p>Create an animated game with a specific goal.</p>	<p>I have a secure understanding of the Project Evolve topics for year 5 as set out in the Education for a connected world (2020) pg 6-46</p>	<p>Use appropriate tools to collect and record data in a database.</p> <p>Present collected data in an appropriate and effective manner.</p> <p>Utilize various operators to refine searches within a database.</p> <p>Design and create a customized database with appropriate fields.</p> <p>Order and present data based on calculations in a spreadsheet.</p> <p>Use spreadsheets to solve problems and</p>

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	<p>Program sprite costume changes, point-scoring, and levels.</p> <p>Write and test code in a simulator (modulator) before testing in the real world.</p>		<p>plan a budget.</p> <p>Design spreadsheets for specific purposes and enter, edit, and calculate data accurately.</p>
Year 6	<p>I can understand the use of whole numbers as the basis for representing data in digital systems.</p> <p>I can read and create binary numbers and understand their use in coding.</p> <p>I can create reliable code for a specific purpose and incorporate different inputs and sensors.</p> <p>I can create appropriate animations with structured timing and event sequencing to create a story narrative.</p> <p>I can compare input data for resources that require integer or Boolean values.</p>	<p>I can explain how search results are selected and ranked, including the use of spiders and SEO.</p> <p>I can plan and create a high ranking webpage using different media and hyperlinks.</p> <p>I have a secure understanding of the Project Evolve topics for year 6 as set out in the Education for a connected world (2020) pg 6-46</p>	<p>I can use design software to manipulate and view 3D images and recreate landmarks through abstraction.</p> <p>I can combine different media tools and understand their various uses to fulfill a task.</p> <p>I can explain the various uses of 3D design files and control the visibility of sprites.</p> <p>I can consider audience, tone, and structure when planning a specific outcome.</p> <p>I can use text, image, sound, and video editing tools to refine my work.</p>

