## **Edwalton Computing Progression Document**

		Voor 1	Voor 2	Veer 2	Veer 4	Voor F	Veerf	Voor 7
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Digital Literacy	To know how to	To understand the	To understand how to talk	To understand what makes	To understand how they can	To be aware of appropriate	Identify benefits and risks	To know a range of ways to
and e-safety –	use the internet,	rules around the safe	to others that aren't in	a safe password and how to	protect themselves from	and inappropriate text,	of mobile devices	use technology safely,
use digital	with adult	use of technology in	front of us (pre-cursor to	keep personal information	online identity theft.	photographs and videos	broadcasting the location	securely, including protecting
resources	supervision, to	school.	Cyberbullying).	safe online.	To recognise when something	and the impact of sharing	of the user/device, e.g.	their online identity and
safely,	find and retrieve	To understand what	To understand that	To critically evaluate certain	encountered online 'doesn't	these online.	apps accessing location.	privacy: recognise
respectfully	information of	personal information is	anything we do online	information that is found	feel right'	To understand the	Identify the benefits and	inappropriate.
and	interest to them	and how to protect it.	leaves a digital footprint.	online.	To identify and resist	advantages, disadvantages,	risks of giving personal	
responsibly;		To know what to do if	To begin to think critically	To understand what age	pressurising and manipulative	permissions and purposes	information and device	
critically		they find something	about the information they	restrictions are and why	behaviour	of altering an image	access to different	
analyse digital		upsetting online.	see online.	they are important.	To identify some risks of	digitally and the reasons for	software.	
content;		To identify and record		To understand that some	sharing photos, videos and	this.	To have a clear idea of	
understand		examples of		people behave differently	comments publicly	To search the Internet with	appropriate online	
ways to report		technology outside of		online or may not be who	To explain what privacy	а	behaviour and how this can	
concerns about		school.		they say they are.	settings are used for and how	consideration for the	protect themselves and	
content or				To know what action to	they can help	reliability of the results of	others from possible online	
contact.				take if they are contacted	To give examples of how a	sources to check validity	dangers, bullying and	
				by a stranger, bullied or see	child's online actions can	and understand the impact	inappropriate behaviour.	
				inappropriate content.	affect others	of incorrect information.	To understand the	
					To give examples of content	To identify different tactics	importance of	
					which may be appropriate or	someone might use to	balancing game and screen	
					inappropriate to share online	manipulate another person	time with other parts of	
					To explain the possible	online	their lives	
					consequences of sharing	To explain what to do if	To understand that the	
					without consent	someone tries to pressure	internet can be a place	
					To identify appropriate	or manipulate them	where trolling, bullying and	
					people to turn to for help	To share ideas about how	harassment can take place,	
						technology can be used	which can have a	
						positively	negative impact on mental	
							health.	
							To know how to deal with	
							the negative aspects of the	
							internet.	
Information	To know how to	To be able to	To explore the work of	To be able to create a table	To use formatting and	To use advanced formulae	To use spreadsheets to	To know how to search
Technology –	access,	manipulate and sort	artists and recreate using a	of data in a spreadsheet.	formulae in a spreadsheet.	in a spreadsheet.	solve mathematical	technologies effectively.
use technology	understand and	items using a computer	computer.	To create pie and bar charts	To present data using a line	To use a spreadsheet to	problems such as	technologies and the issues
to create,	interact with a	program.	To create a short piece of	in in a spreadsheet.	graph in a spreadsheet.	help plan a real-life event.	probability.	that arise by the way they
organise, store	range of	To use a pictogram to	music using a computer	To use 'more', 'less' and	To use a spreadsheet to	To create and maintain a	To use a spreadsheet to	function and the way they are
and manipulate	technologies,	present the results of	program.	'equals' functions to	create a budget or project	database on a chosen topic.	help plan an event.	used.
digital content	developing digital	an experiment or	To use technology to	compare data.	plan.	To be able to design a	To create and evaluate a	To know how to use
	literacy skills	survey.	present a topic/science	To use a keyboard to type	To write for an audience	model for a purpose and	blog in a safe environment.	hyperlinks to allow users to
		To create an animation	project to the class.	quickly and effectively.	using digital resources.	understand the principles		navigate between multiple
		using pictures, sounds	To calculate totals and	To understand what a		of 3D printing.		web pages.
		and text.	make graphs using	simulation is and how to		Io create a collaborative		IO KNOW the differences
		To input and	spreadsheets.	use them in real life		concept map and present it		between the 4 network
		manipulate data in a	To create a simple	scenarios.		to an audience.		mesh)
		spreadsheet.	database to answer	I o use a branching				To know what effects network
			questions.	database to classify and sort				performance.
			To use effective searching	objects. – Y4 could do this				To know the purpose of
			to find information using a	as we have to do it in				different network hardware
			search engine.	science?				(Switch, WAP, Router, NIC).
Computer	To know how to	To follow and create	To be able to program	To design and write a	To use a computer program	To design, code and	To create quizzes for a	To use two or more
Science – to be	complete a simple	simple instructions on	increasingly complex	program that simulates a	to create shapes and	evaluate a game using	range of different	programming languages, at
able to design		the computer and	algorithms.	physical system.	patterns.			least one of which is textual.

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and write programs using computerunderstand how the order affects results. To be able to follow, write and amend simple algorithms.To be able to debug a program.To use variables, repetition and if commands in a program.To careate as top motion animation and share with an addence.increasingly complex programing.audiences using computer varietsTo know varietsthinking skills.To be able to follow, write and amend simple algorithms.To be able to debug a program.To use variables, repetition and if commands in a program.To use to fallow, program.To design, code and test a program.To be able to debug a undefined problems in a program.To use if/else and repeat until program.To use flowcharts and arrays arrays arrays arrays arrays arrays arrays arraysTo understand what the launch command in a program.To use flowcharts and algorith to include interactivity in program.To use flowcharts and adjornt to understand what decomposition and real-life scenario.To combine different to use flowcharts and to use flowcharts and to use flowcharts and adjornt to understand what decomposition in a real-life scenario.To combine different to use flowcharts and to adjornt to adjornt to adjorntTo case a sop motion to adjornt to ase docomposition in a real-life	b know how to solve a ariety of computational roblems; make appropriate se of data structures [for kample, lists, tables or rrays]; design and develop rocedures or functions. b know several key gorithms that reflect omputational thinking [for kample, algorithms for orting and searching]; use rocedures or the same roblem. b know how to write a rogram that combines all oree programming constructs equence, selection, eration) to solve a problem.
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