

Crawley Ridge Junior School Skills Progression Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Pupils should be taught to:

- 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.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in 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.
- 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.

	Year 3	Year 4	Year 5	Year 6
Themes	Online Safety	Online Safety	Online safety	Online Safety
	Connecting Computer	Computer Networks	Sharing Information	Computer networks
	Sequence in music	Audio Editing	Selection in Physical computing	Creating own website
	Branching Database	Repetitions in shapes	Flat file data base	Variables in games
	Desktop Publishing	Data Logging	Vector Drawing	Introduction to spreadsheets
	Animation	Photo editing	Video editing	3d Modelling
	Coding (Events and Actions)	Coding-Repetition in games	Questions and user input	Sensing
			(Coding)	
Algorithms	Use logical reasoning to explain	Detect and correct errors in	With support, begin to produce	Produce algorithms
	how a simple algorithm works	algorithms and programs	algorithms by logical and	independently using
		(debug)		



Crawley Ridge Junior School Skills Progression Computing

Computational thinking	Use a sequence, selection and repetition in program.	Test programs using models and simulations. Design and write programs that accomplish specific goals, working with variables for input and output	appropriate structures to organise data, and create precise and accurate sequences of instructions Use flowcharts to follow how a process or model works	logical and appropriate structures to organise and record data Create flowcharts and other diagrams to explain how a process or model works
Problem solving	Analyse and tackle problems by breaking down into smaller parts.	Use logical reasoning to detect problems, make changes and find out what happens as result	Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed	Independently problem solve and model situations ad processes, by understanding and explaining the impact of changing variables and rules within a model
Networks: Knowledge and understanding	Demonstrate a knowledge of computer systems and different hardware available. Be able to recognise these systems within and outside the school.	Demonstrate knowledge and understanding of computer hardware and how computers are supported by input, output and storage devices.	Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory, backing storage and peripherals in a typical desktop computer	Demonstrate knowledge and understanding of how networks work by describing the types of service offered (e.g. through email, www, ftp and video conferencing)
Networks: Using and applying	Be able to use a range of search engines and be effective in discovering the relevant information. To be able to use touch-typing to support quick research skills.	Create programs to control physical systems. Discuss opportunities for online communication and collaboration	Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion area are used for communication and collaboration	Design and create/use a range of programs to accomplish given goals



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Digital literacy: Knowledge and understandingBecome discerning in evaluating digital contentEvaluate the quality and success of their solutions. Check for plausibility and usefuness of information they findUnderstand the need for accuracy when searching for and selecting information. Use different sources to double check for plausibility and usefuness of information they information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information including the browser address bar and shortcutsUse and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting goals, including collecting, analysing, evaluating and presenting digital content to software and internet services on a range of digital devices to and informationUdge what sort of privacy reducing different risks. Judge when using ICT. Think before sending and suggest consequences of sending/postingRecognise social networking features built into other things, stas and shortcutsJudge what sort of privacy reducing different risks. Judge when to answer a question online and when not to online adwhen not to online adwhen not to online becomes distressing. Use of CEOP to support.Discus scenarios involving online ind. Acticulate what consertive digital risks when present when using ICT. Think before sending/postingRecognise online behaviours returnes baro noline games and handheld games consoles. Make judgements in order to stay afse whilt communicatingBe a good online citize and rote to online diver a situation online adwhen not to online hecomes distressing. Use of CEOP to support.	8					
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Crawley Ridge Junior School Skills Progression

Computing

Data: Using	Design a questionnaire to	Create a branching database	Create data collection forms	Create data collection forms
and applying	collect information	from information which they	and enter data from these	and enter data from these
		have collected and sorted	accurately. Make graphs from	accurately. Make graphs from
			the calculations on their	the calculations on their spread
			own spread sheet	sheet