



St Mary and St Peter Catholic Primary School

Progression in learning Computing

Topic		Key Stage 1	Key Stage 2
Computer Science	Algorithms	<p>Understand what algorithms are and they are implemented on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Solve problems by decomposing them into smaller parts</p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Detect and correct errors in algorithms and programs</p>
	Programming	<p>Create simple programs</p> <p>Debug simple programs</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Use sequence, selection and repetition in programs</p> <p>Work with variables</p> <p>Work with various forms of input and output</p>
	Hardware / Data representation		<p>Understand how computer networks, including the internet, can provide multiple services (such as the World Wide Web) and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively</p> <p>Appreciate how search results are selected and ranked</p>
Information Technology		<p>Use technology to purposefully create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>	<p>Be discerning in evaluating digital content</p> <p>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</p>
Digital Literacy		<p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies</p>	<p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable / unacceptable behaviour</p> <p>Identify a range of ways to report concerns about content and contact</p>