



Featherstone Primary School: Progression and Sequencing within Computing



Intent: Computing at Featherstone allows children to safely and responsibly work with a range of technology-based software and hardware to see the impact that this spectrum of technology has on our lives and the wider society. Children take part in learning with safe, real-life application processes so that they understand the artificial and digital systems that ease our lives, expressing their digital literacy through the use of ICT. Ultimately, children of Featherstone leave KS2 with knowledge of how to be safe participants of the digital world.							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge: Algorithms (Computer Science)		Use logical reasoning to predict the behaviour of simple programmes	Understand what algorithms are, how they are implemented and that programmes work by following precise and clear instructions (with a recap on “logical thinking”) Create and debug simple programmes	Use logical reasoning to explain how some simple algorithms works and with support, detect and correct errors in algorithms and programmes. Begin to write programmes to accomplish given goals	Use logical reasoning to explain how some simple algorithms works and with growing independence, detect and correct errors in algorithms and programmes Consolidate and embed how to write programmes to accomplish given goals	Design, write and debug programmes that accomplish given goals, incl. controlling or simulating physical systems; begin to solve complex problems by breaking them down into smaller parts, with support or advice	Design, write and debug programmes that accomplish intended goals chosen by them, incl. controlling or simulating physical systems; solve more complex problems by breaking them down into smaller parts
		Skill not introduced at Key Stage One		Use search technologies effectively and understand how results are shown (selected and ranked)	Use sequence, selection and repetitions in programmes Work with variables and various forms of input/output	Use and combine given software, on a range of devices, to accomplish given goals (collect, analyse, design, create, present and analyse)	Select, use and combine given software, on a range of devices, to accomplish given goals
Skills	Computational thinking	Skill not introduced at Key Stage One		Use search technologies effectively and understand how results are shown (selected and ranked)	Use sequence, selection and repetitions in programmes Work with variables and various forms of input/output	Use and combine given software, on a range of devices, to accomplish given goals (collect, analyse, design, create, present and analyse)	Select, use and combine given software, on a range of devices, to accomplish given goals
	Fundamental use of technology (IT & Digital Literacy)	<ul style="list-style-type: none"> Using a trackpad or mouse Switching on and shutting down a computer Launch an application and manipulate (maximise, close and minimise) windows Using an iPad to take a photo/record 	<ul style="list-style-type: none"> Embedding Year 1 fundamentals Drawing shapes Shape fill Shape outline Font (style, colour, size) Underlining and italics Saving and retrieving a file Creating a document 	<ul style="list-style-type: none"> Embedding Year 2 fundamentals Word Art Spell check B / U Copy and paste information/pictures into a document Re-sizing pictures Beginning to use Microsoft PowerPoint and adding slides 	<ul style="list-style-type: none"> Embedding Y3 skills Copy and paste using keyboard shortcuts (Ctrl + C and Ctrl + V) Formatting picture Creating a folder “Dragging and dropping” a file into a folder Using Microsoft PowerPoint to add animations/transitions Use search technologies effectively 	<ul style="list-style-type: none"> Alt + Shift to alternate between windows Drawing a table and inserting columns/rows Bullet-points and text alignment Formatting pictures Applying all skills in a Microsoft document 	<ul style="list-style-type: none"> Manipulate windows for split screen (when combining software) Watermark Page insert/orientation Embed table knowledge including merging cells Applying all skills learnt in a Microsoft PowerPoint

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Concept		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Online behaviour	Understand and explain the main consequences of unsafe/unwise online behaviour (i.e. someone might change their password or delete their work)	Understand that the internet has its bad points as well as good points Recognise acceptable and unacceptable behaviour, including "trolling"	Understand the need and reasons to abide by the school's acceptable use policy An introduction to social media apps and their potential dangers An introduction to online grooming, self-esteem and online attention	Embed social media apps and their potential dangers Online grooming (link to Stolen Lives)	Explain a person's online responsibility Evaluate all ICT decisions for e-safety before, during and after using the software/hardware In depth look at their digital footprint (specifically pictures online) Evaluate what social media apps children should be using and how to behave on them Online grooming, self-esteem and online attention (link to Stolen Lives)
Applying e-safety	Use technology respectfully and safely	Use technology respectfully, safely and responsibly	Use technology respectfully, safely and responsibly, including how to deal with "cyberbullying"	Use technology respectfully, safely and responsibly, showing an awareness of their digital footprint	Always use technology respectfully, safely and responsibly, showing an increased awareness of their digital footprint and how it can last		
Personal information	Keep personal information private and understand that information on a computer can be shared elsewhere	Understand the difference between what information can and cannot be shared online	Know how to stay safe online at home as well as school				
Support and reporting	Identify where to go for help or support when they have online concerns	Identify a range of ways to report computing concerns, including on online games and apps	Understand the benefits and drawbacks of social media, including how to identify and report concerns on social media	No additional e-safety concepts. Recap if required to ensure learning is not lost			
Using ICT	Recognise common uses of ICT around school	Recognise common uses of ICT beyond school	Understand computer networks incl. the internet, and how they can provide multiple services and opportunities	No additional e-safety concepts. Recap if required to ensure learning is not lost			
Evaluating online content	E-safety not introduced at Key Stage One	An introduction to fake news	Understand that not all information on the internet is accurate (link to URLs) Evaluate digital content for utility/usefulness	Explain why some information on the internet is false (i.e. fake news) Evaluate digital content for bias	Evaluate all digital content for accuracy		