

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Computing

Features
At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters
- At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: - Algorithms - Creating Programs - Reasoning - Using Technology - Uses of IT beyond school - Safe Use - The strands have been selected to reflect the key knowledge and skills in the national curriculum subject content.
- At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: - Algorithms - Creating Programs - Developing Programs - Reasoning - Networks - Search Engines - Using Programs - Safe Use - The strands have been selected to reflect the key knowledge and skills in the national curriculum subject content.
Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.
These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for computing for their age group.

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National Curriculum Subject Content								
Early Years	Educational Programme							
	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.							
Strand	Algorithms	Reasoning	Creating Programs	Using Technology	Uses of IT Beyond School	Safe Use		
Key Stage 1	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Pupils should be taught to use logical reasoning to predict the behaviour of simple programs	Pupils should be taught to create and debug simple programs	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be taught to recognise common uses of information technology beyond school	Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		
Strand	Reasoning	Algorithms	Creating Programs	Developing	Using Programs	Networks	Search Engines	Safe Use
Key Stage 2	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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	Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Pupils should be taught to 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	Pupils should be taught to -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	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Algorithms			- C1.1 know that an algorithm is a set of instructions used to solve a problem or achieve an objective - C1.2 know that an algorithm written for a computer is called a program	C2.1 know that an algorithm is used on digital devices and is a simple set of steps designed to complete a task	Algorithms	C3.1 know how to make logical, achievable steps and absorbing new knowledge of coding structures	C4.1 know how to trace code and use step-through methods to identify errors in code and make logical attempts to correct this	C5.1 know about code structure, how to debug and interpret code (e.g. the use of tabs to organise code and the naming of variables)	- C6.1 know how to design algorithms that use selection and repetition - C6.2 know how to interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole	C7.1 know several key algorithms that reflect computational thinking [for example, algorithms for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
Creating Programs	CN.1 know how to complete a simple program on an electronic device, (e.g. iPad, beebot)	CR.1 know how to complete a simple program on a computer	C1.3 know how to create a simple program and test it	C2.2 know how to create and debug a simple program that achieves a specific purpose	Creating Programs	C3.2 know how to write programs that accomplish specific goals	C4.2 know how to create a program which accomplishes a specific goal in a simulated environment (e.g. give an 'on-screen' robot specific instructions that takes them from A to B)	- C5.2 know how to turn complex real-life situations into algorithms for a program by deconstructing it into manageable parts - C5.3 know how to write a program to control an external device - C5.4 know how to change inputs to achieve different outputs	C6.3 know how to write a program that combines more than one variable and various forms of inputs and outputs	C7.2 know how to write a program that combines all three programming constructs (sequence, selection, iteration) to solve a problem

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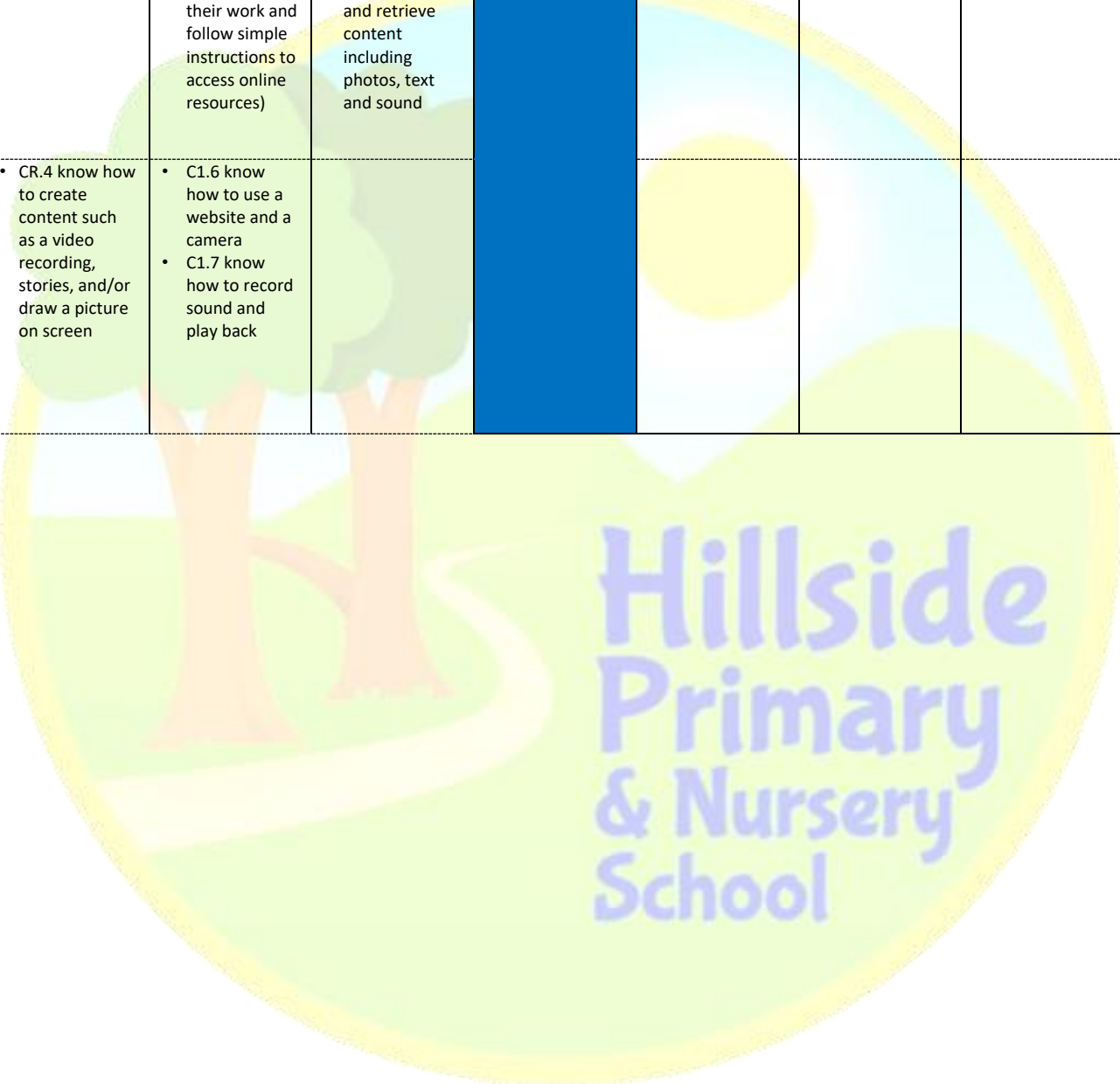
Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
				• C2.3 know that programs require precise and unambiguous instructions	Developing Programs	• C3.3 know how to design and debug a sequence of instructions, including directional instructions	• C4.3 know how to experiment with variables to control models	• C5.5 know how to develop a program that has specific variables identified • C5.6 know how to test and debug a program as they go	• C6.4 know how to develop a sequenced program that has repetition and variables identified	• C7.3 know how to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
						• C3.4 know how to detect errors within programs	• C4.4 know how to detect and correct errors in programs	• C5.7 know how to use logical methods to detect and correct errors	• C6.5 know how to solve problems by decomposing them into smaller parts	
				Using Programs	• C3.5 know how to use a range of software for similar purposes	• C4.5 know how to select and use software to accomplish given goals • C4.6 know how to create linked content using a range of software	• C5.8 know how to combine a variety of software on a range of digital devices to design and create content to accomplish given goals	• C6.6 know how to select and use a variety of software, on a range of digital devices to design and create a range of programs and systems	• C7.4 use two or more programming languages, at least one of which is textual	
					• C3.6 know how to collect and present information	• C4.7 know how to make informed software choices when presenting	• C5.9 know how to analyse, evaluate and present data and information	• C6.7 know how to consider the audience when designing and creating digital content		

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							information and data	when creating content C5.10 know how to use several ways of sharing digital content		
Reasoning		CR.2 know that information can be retrieved from technological devices and the internet	C1.4 know how to interpret what will happen at different stages of a program.	- C2.4 know how to predict what the outcome of a simple program will be (logical reasoning) - C2.5 know how to identify the parts of a program that respond to specific actions. For example, writing a cause and effect sentence of what will happen in a program.	Reasoning	C3.7 know how to use logical reasoning to explain how some simple algorithms work	C4.8 know how to make an accurate prediction and explain why they believe something will happen (linked to programming)	C5.11 know how to analyse and evaluate information reaching a conclusion that helps with future developments		
Using Technology	CN.2 know how to acquire basic skills in turning on and operating some ICT equipment	CR.3 know how to access, understand and interact with a range of technologies, developing digital literacy skills	C1.5 know how to create, edit and store purposeful, simple digital content (e.g. children can name, save and retrieve	- C2.6 know how to organise, retrieve and manipulate digital content purposefully - C2.7 know how to create, name, save		C3.8 know how to discern when it is best to use technology and where it adds time or no value				

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			their work and follow simple instructions to access online resources)	and retrieve content including photos, text and sound						
	• CN.3 know how to operate simple equipment, (e.g. turn on CD player, use a remote control, navigate touch-capable technology with support)	• CR.4 know how to create content such as a video recording, stories, and/or draw a picture on screen	• C1.6 know how to use a website and a camera • C1.7 know how to record sound and play back							



Hillside
Primary
& Nursery
School

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				C2.8 know how to effectively retrieve relevant, purposeful digital content using a search engine.	Search engines	- C3.9 know how to navigate the web to complete simple searches - C3.10 know how to use search technology effectively	- C4.9 know how to search for specific information and know which information is useful and which is not - C4.10 know how to appraise selected webpages for credibility and information at a basic level	- C5.12 know how to identify credible webpages - C5.13 know how search results are selected and ranked	- C6.8 know that some search engines may provide misleading information - C6.9 know how to explain in detail how credible a webpage is and the information it contains - C6.10 know how to use filters when searching for digital content - C6.11 know how to compare a range of digital content sources and rate them in terms of content quality and accuracy	- C7.5 know how to search technologies effectively - C7.6 know the impact of search technologies and the issues that arise by the way they function and the way they are used - C7.7 know how to use hyperlinks to allow users to navigate between multiple web pages

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					Networks	C3.11 know what computer networks do and how they provide multiple services	C4.11 know that computer networks can provide opportunities for communication and collaboration	C5.14 know the value of computer networks but are also aware of the main dangers	C6.12 know the difference between the internet and the World Wide Web	- C7.8 know the differences between the 4 network topologies (Bus, ring, star, mesh) - C7.9 know what effects network performance - C7.10 know the purpose of different network hardware (Switch, WAP, Router, NIC)
Uses of IT Beyond School			- C1.8 know some of the IT uses in their own home - C1.9 know how to make a distinction between objects that use modern							
Safe Use	CN.4 know that an adult must be present when using the internet	CR.5 know how to use the internet, with adult supervision, to find and retrieve information of interest to them	- C1.10 know how to use technology safely and respectfully - C1.11 know how to keep personal information (such as passwords) private - C1.12 know how to save work to	C2.10 know the implications of inappropriate online searches	Safe Use	- C3.12 know how to use technology safely, respectfully and responsibly - C3.13 know the negative implications of failure to keep passwords safe and secure	C4.12 know how to recognise acceptable and unacceptable behaviour using technology	C5.15 know how to make choices when using technology and that not everything is true and/or safe	C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety	C7.11 know a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate

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			designated private space							content, contact and conduct, and know how to report concerns
				C2.11 know where to go for help if concerned		C3.14 know different ways they can get help if concerned	C4.13 know a range of ways of reporting inappropriate content and contact		C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable	

