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| **Ringway Primary School****Computing Progression Grid** |
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| **Digital Literacy** |
|  | **At Key Stage One:** **Knowledge and Skills:**To recognise common uses and purposes of technologyUse technology safely and respectfully.Keep information privately.Identify where to go for help/support if they have concerns**Vocabulary:**TechnologyPurposesE-SafetyCyberbullyingPersonal informationPasswordprivate | **At Lower Key Stage Two:****Knowledge and Skills:**Understand how the internet offers opportunities for communication and collaboration.Follow a simple search to find specific information from a website safely.Find and use appropriate information from a website safely.**Vocabulary**:WebsiteResultsAddressWorld Wide Web (www)NavigateWeb pageSearch engineTrustworthyDigitalBrowserSecure | At Upper Key Stage Two:**Knowledge and Skills** Understands the opportunities computer networks offer for collaboration Evaluate digital content**Vocabulary**:CommunicationSourcesValidityDataViewpointsCopyrightAdvertisingPublishSpamvirus |
| **Computer Science**  |
|  | **At Key Stage One:****Knowledge and Skills:**To understand the purpose of a range of different technology eg tablets, laptops, microphonesTo understand what algorithms are and how we use themCreate and debug simple programs (Beebots and Scratch Jr)Create precise and unambiguous instructionsUse logical reasoning to predict behaviour of simple programmes.**Vocabulary**:TechnologyTabletsLaptopsMicrophonesAlgorithmDebugDateProgramPreciseLogical reasoningEvaluate. | **At Lower Key Stage Two:****Knowledge and Skills:**Design and create a range of programs, systems and contentDesign, write and debug programs that accomplish specific goals (Scratch)To use logical reasoning to explain how some simple algorithms work.Create, edit and define more complex sequences of instructions fir a variety of programmable devicesUse templates on a computer to create a game which could be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the responses. Work with various forms of input and output **Vocabulary:**ApplicationsPlatformVariablesInvestigationRotateSpriteBlockBackgroundDecomposeLogical sequenceFlowchart | **At Upper Key Stage Two:****Knowledge and Skills**Develop understanding of how technology works: how computers process instructions and commands, including the use of coding languages (Scratch)Deconstruct and investigate the effect of changing variables in simulationsUse assisted programming software, then more complex programming software which interacts with external controllers and elements on screen, creating algorithms and using logic and calculations.To work with variables**Vocabulary:**ScriptAnimateanimation Variables |
| **Information Technology** |
|  | **At Key Stage One:****Knowledge and Skills:**Log on and off using their own personal account including ‘red rocket and green rocket’To use technology purposefully to create digital content, beginning to save and retrieve pictures and text.**Vocabulary:**Log on / green rocketLog off / red rocketUsernamePasswordWord/ word processorLaunchTypeShift keyCaps lockUndo RedoBold, italic, underlineBackspaceArrow keysSpace barFontPrintInsertWebpageWebsitekeywordd rocket / log off | **At Lower Key Stage Two:****Knowledge and Skills**Know that ICT enables access to a wider range of information and tools to help find out specific information quicklyProduce work using a computer, using more advanced features of programmes and toolsWork collaboratively to create documents, including simple presentations**Vocabulary:**SearchSearch engines/ GoogleBrowsersAlignBullet pointsReviewSpell checkAdd to dictionaryHighlightslide | **At Upper Key Stage Two:****Knowledge and Skills:**Use technology to present their work, showing an increasing degree of skills and using advanced features of software of tools (Publisher, iMovie)Select tools which they can use to help them achieve a specific aim and justify their choices to othersTo be able to self-evaluate their work, recognising how adapting features cn enhance their final work. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | E-safety: Using the internet safely | Digital Literacy & E-safety: using a computer/device | Coding with Codeapillars/Beebots | Digital Literacy: bug hunters | Digital Literacy: potty painters | Coding: Scratch Jnr - introduction and fundamentals |
| **Year 2** | E-safety: Staying safe on the internet | Digital Literacy & E-safety: using a computer/device | Coding: Scratch Jnr - introduction and fundamentals | Digital LIteracy - using a computer | Digital Literacy: taking and using photos | Coding: Scratch Jnr - introduction and fundamentals |
| **Year 3** | E-safety: Google Share with care | Digital Literacy & E-safety: using a computer/device | Digital Literacy:Explore a Topic with Research and Collaboration | Coding: Animations - Space | Coding: Sound and music - Rock band | Coding: project |
| **Year 4** | E-safety: Google Don’t fall for fake | Digital Literacy: Research and develop a topic | Coding: Interactive - Chatbot | Coding: Game - Boat race | Digital Literacy: Childnet video competition | Coding: project |
| **Year 5** | E-safety: Google Secure your secrets | Digital Literacy: Plan an event | Coding: Scratch - Space Junk Game | Coding: Catch the Dots Game | Digital Literacy: Childnet video competition | Coding: project |
| **Year 6** | E-safety: Google It’s cool to be kind | Digital Literacy: Explore a Topic with Research and Collaboration | Coding: scratch mathsBuilding with Numbers | Coding: Scratch Memory game | Digital Literacy: Childnet video competition | Coding: project |