



COMPUTING PROGRESSION MAP

Year 4			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<p>Game Development [1] Editing & Writing HTML [2]</p>	<p>Producing Digital Music [1] Creating Digital Toys [2]</p>	<p>Presenting Information on the Internet [1] Networks [2]</p>
Domain	Progression Statement		
Computer Science	<p>Problem Solving:</p> <ul style="list-style-type: none"> ○ Designs, writes and debugs programs of increasing complexity that control or simulate physical systems. <p>Programming:</p> <ul style="list-style-type: none"> ○ Has an understanding of how sequencing, using inputs and repetition in programs has specific effects on the output, works with 'loops' and understands their effect. <p>Logical thinking:</p> <ul style="list-style-type: none"> ○ Uses logical reasoning to explain how simple algorithms work with improved language. ○ Can apply their understanding of logical reasoning, predicting the behaviour of simple programs, answering questions like, 'What if..?' 	<p>Problem Solving:</p> <ul style="list-style-type: none"> ○ Decomposes problems into smaller parts with some verbal reasoning. <p>Programming:</p> <ul style="list-style-type: none"> ○ Uses controlled sequencing, inputs and repetition in programs and understands their effects on the output. <p>Logical thinking:</p> <ul style="list-style-type: none"> ○ Uses logical reasoning to detect and correct errors in simple algorithms and programs. 	
Information Technology	<p>Creating content:</p> <ul style="list-style-type: none"> ○ Selects, uses and combines a variety of software on a range of digital devices for a variety of different purposes. ○ Uses technology purposefully to create and manipulate digital content for different purposes. <p>Searching:</p>	<p>Creating content:</p> <ul style="list-style-type: none"> ○ Selects, uses and combines a variety of software on a range of digital devices for a variety of different purposes. ○ Shows an awareness of the audience when selecting, using and combining software for a particular purpose. ○ Chooses different layouts and effects such as text box, columns, tables, justification, 	<p>Creating content:</p> <ul style="list-style-type: none"> ○ Shows an awareness of the audience when selecting, using and combining software for a particular purpose. ○ Chooses different layouts and effects such as text box, columns, tables, justification, borders, background colour etc. to refine and improve my work. <p>Searching:</p>

	<ul style="list-style-type: none"> ○ Uses simple strategies to increase the accuracy of their keyword searches. ○ Is beginning to compare the number and kinds of sites obtained through searches. 	<p>borders, background colour etc. to refine and improve my work.</p> <p>Searching:</p> <ul style="list-style-type: none"> ○ Uses strategies to increase the accuracy of their keyword searches. ○ Is beginning to compare the number and kinds of sites obtained through searches. ○ Beginning to make inferences about their use of various strategies. 	<ul style="list-style-type: none"> ○ Uses strategies to increase the accuracy of their keyword searches. ○ Beginning to make inferences about their use of various strategies, shows a deeper understanding over time.
<p>Digital Literacy</p>	<p>E-Safety:</p> <ul style="list-style-type: none"> ○ Uses technology safely, respectfully and responsibly. ○ Recognises acceptable/unacceptable behaviour. ○ Knows a range of ways to report concerns and inappropriate behaviour. ○ Shows awareness of the SMART rules. ○ Has an awareness of their digital footprint, that what they do on the internet stays there. <p>Using IT Beyond School:</p> <ul style="list-style-type: none"> ○ Is responsible to and respectful of their offline and online communities. 	<p>E-Safety:</p> <ul style="list-style-type: none"> ○ Uses technology safely, respectfully and responsibly. ○ Recognises acceptable/unacceptable behaviour. ○ Knows a range of ways to report concerns and inappropriate behaviour. ○ Shows awareness of the SMART rules. ○ Has an awareness of their digital footprint, that what they do on the internet stays there ○ Talks about ways to protect themselves and their friends on digital devices and technology. ○ Is aware that what they post online can be seen by others. <p>Using IT Beyond School:</p> <ul style="list-style-type: none"> ○ Is aware and thinks carefully about the information they share online. 	<p>E-Safety:</p> <ul style="list-style-type: none"> ○ Explores opportunities that networks offer for communication and collaboration between themselves and others. ○ Shows awareness of the SMART rules. ○ Talks about ways to protect themselves and their friends on digital devices and technology. ○ Is aware that what they post online can be seen by others. ○ Appreciates the need to ask a trusted adult before downloading files and games from the Internet. ○ Has an awareness of their digital footprint, that what they do on the internet stays there. ○ Is aware of age restrictions for sites and apps. ○ Shows an understanding of how to create secure passwords. <p>Using IT Beyond School:</p> <ul style="list-style-type: none"> ○ Makes the correct choices when faced with malicious communications that make them feel upset and hurt.

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.