



Codicote C of E School Progression of skills in Computing

Computing Progression	Algorithms	Programming and Development	Data and Data Representation	Hardware and Processing	Communication and Networks	Information Technology
Foundation Stage Emerging	Understands simple instructions. Begins to follow simple procedures.	Uses a simple program on a computer or a device.	Begins to recognise the different forms of data. Graphs, lists, webpages and tables. Begins to collect and interpret simple sets of data.	Begins to operate simple equipment e.g. turns on CD player and uses a remote control.	Begins to understand how computers can be linked together. Begins to understand email and websites.	Begins to know that information can be retrieved on computers.
Foundation Stage Expected/Year 1 Emerging	Can understand and follow instructions and begin to write own algorithms.	Completes a simple program on a computer or device. Begins to write own program/sequences.	Uses data to answer questions e.g. favourite colour of class. Uses computers to make a table or list of data. Begins to collect data on a data logging device. Begin to recognise that digital content can be in many forms.	Uses ICT hardware to interact with age appropriate computer software. Start to recognise that computers need programs to function.	Uses digital devices and computers to communicate e.g. webcams. Accesses and saves information on a class network folder. Begins to obtain content from the world wide web using a web browser.	Use computer devices and software to create, research and store data. Uses drawing software to design a poster for a purpose. Knows some common uses of information technology beyond the classroom.
Foundation	Begin to	Knows that users can	Recognises that	Understands that	Obtains content	Uses software

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Stage Exceeding/Year 1 Expected	understand what an algorithm is. Begin to write a simple set of instructions for a purpose using symbols.	develop their own programs. Demonstrates this by creating simple programs e.g. on programmable robots. Executes, checks and changes programs. Understands that programs execute by following precise instructions.	digital content can be represented in many forms. Begins to distinguish between some of these forms and can explain the different ways that they communicate information. Organises, stores, edits and manipulates data in different digital formats.	computers have no intelligence and can do nothing unless a program is used. Recognises that all software executed (used) on digital devices is programmed (look at examples)	from the world wide web using a web browser. Understand the importance of communicating safely and respectfully on line and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.	under supervision to create, store and edit digital content using appropriate files and folder names. Understands that people interact with computers. Shares their use of technology in school. Knows common use of information technology outside school. Talks about their work and makes changes to improve it.
Year 1 Exceeding/Year 2 Emerging	Understands what an algorithm is. Writes a set of instructions for a purpose using symbols, numbers and words. Understands that computers need	Knows that users can develop their own programs. Demonstrates this by creating simple programs e.g. on programmable robots,. Executes, checks and	Recognises that digital content can be represented in many forms. Begins to distinguish between some of these forms and	Understands that computers have no intelligence and can do nothing unless a program is used. Recognises that all software executed (used)	Obtains content from the world wide web using a web browser. Understand the importance of communicating safely and respectfully on	Uses technology with increasing independence to purposely organise digital content. Shows awareness of the quality of digital content

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	<p>precise instructions. Shows care and precision to avoid errors.</p>	<p>changes programs. Understands that programs execute by following precise instructions. Begins to use logical reasoning to predict the behaviour of programs.</p>	<p>can explain the different ways that they communicate information. Organises, stores, edits and manipulates data in different digital formats.</p>	<p>on digital devices is programmed (look at examples) Begin to recognise and use a range of input and output devices e.g robotics. Starts to understand how programs specify the function of a general purpose computer.</p>	<p>line (e-safety) and the need for keeping personal information private. Knows what to do when concerned about content or being contacted. Begins to carry out simple web searches to collect digital content.</p>	<p>collected. Uses software to manipulate and present digital content: data and information. Shares their experiences of technology in school and outside school. Talks about their work and makes some improvements to solutions based on feedback received.</p>
Year 2 Expected	<p>Understands what an algorithm is and is able to express simple linear (non-branching) algorithms as symbols. Understands that computers need precise instructions.</p>	<p>Develops their own programs e.g. robots. Uses arithmetic operators and what if statements and loops within programs. Uses logical reasoning to predict the behaviour of programs and detects and corrects simple semantic errors i.e.</p>	<p>Recognises the different types of data e.g. text and number. Appreciates that programs can work with different types of data. Recognises that data can be structured in</p>	<p>Recognises that a range of digital devices can be considered a computer (look at examples). Recognises and uses a range of input and output devices (e.g. robotics) Understands how</p>	<p>Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable</p>	<p>Uses technology with increasing independence to purposely organise digital content. Shows awareness of the quality of digital content collected. Uses software to manipulate and</p>

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	Demonstrates care and precision to avoid errors. Understand that algorithms are used on digital devices as programs. Simple algorithms using loops and selection (as statements). Uses logical reasoning to predict outcomes. Detects and corrects errors (debugging) in algorithms.	debugging.	tables to make it useful. Confidently organises, stores, edits and manipulates data in a range of digital formats. Begins to recognise the difference between data and information .	programs specify the function of a general purpose computer.	content and contact when online.	present digital content: data and information. Shares their experiences of technology in school and outside school. Talks about their work and makes some improvements to solutions based on feedback received.
Year 2 Exceeding/End of Key Stage	Understands what an algorithm is and is able to express simple linear (non-branching) algorithms as symbols. Understands that computers need precise	Develops their own programs e.g. robots. Uses arithmetic operators and what if statements and loops within programs. Uses logical reasoning to predict the behaviour of programs and detects and corrects simple	Recognises the different types of data e.g. text and number. Appreciates that programs can work with different types of data. Recognises that data can be	Recognises that a range of digital devices can be considered a computer (look at examples). Recognises and uses a range of input and output devices (e.g. robotics)	Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report	Uses technology with increasing independence to purposely organise digital content. Shows awareness of the quality of digital content collected. Uses software to

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	<p>instructions. Demonstrates care and precision to avoid errors. Understand that algorithms are used on digital devices as programs. Designs simple algorithms using loops and selection (as statements). Uses logical reasoning to predict outcomes. Detects and corrects errors (debugging) in algorithms. Begins to use design solutions e.g. repetition to improve algorithms.</p>	<p>semantic errors i.e. debugging. Begins to create programs that implement algorithms to achieve given goals.</p>	<p>structured in tables to make it useful. Confidently organises, stores, edits and manipulates data in a range of digital formats. Recognises the difference between data and information.</p>	<p>Understands how programs specify the function of a general purpose computer. Begins to recognise that computers collect data from various input devices e.g. sensors.</p>	<p>unacceptable content and contact when online. Begins to understand the difference between the internet and internet services e.g. world wide web.</p>	<p>manipulate and present digital content: data and information. Shares their experiences of technology in school and outside school. Talks about their work and makes some improvements to solutions based on feedback received. Begins to create digital content to achieve a given goal through combining software e.g. blogs.</p>
Year 3 Emerging	<p>Designs some solutions (algorithms) that use repetition and</p>	<p>Begins to create programs that implement algorithms to achieve</p>	<p>Understands the difference between data and information.</p>	<p>Begins to recognise that computers collect data from various</p>	<p>Understands the difference between the internet and</p>	<p>Collects, organises and presents data and information in</p>

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	two way selection (i.e if, then, else.) Uses diagrams to express solutions. Starts to use logical reasoning to predict outputs, showing some awareness of inputs.	given goals. Identifies and assigns variables in programs. Uses loop commands “until” and sequences of selection statements in programs, including if, then, else statements.	Knows why sorting data in a ‘flat file’ can improve searching for information. Begins to use filters or can perform single criteria searches for information.	input devices e.g. sensors and application software. Begins to understand the difference between hardware and application software and their roles within a computer system.	internet services e.g. world wide web. Shows some awareness of, and can use some internet services such as VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.	digital content. Creates digital content to achieve a given goal through combining software, packages and internet services to communicate with a wider audience e.g blogging. Makes some appropriate improvements to solutions based on feedback received and can comment on the success of the solution.
Year 3 Expected	Designs solutions (algorithms) that use repetition and two way selection (i.e if, then, else.) Uses diagrams to express solutions. Uses logical	Create programs that implement algorithms to achieve given goals. Identifies and assigns variables in programs. Uses loop commands	Understands and can explain the difference between data and information. Knows why sorting data in a ‘flat file’ can	Recognise that computers collect data from various input devices e.g. sensors and application software. Understand the	Understands the difference between the internet and internet services e.g. world wide web. Shows awareness	Confidently collects, organises and presents data and information in digital content. Creates digital content to achieve

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	reasoning to predict outputs, showing some awareness of inputs.	“until” and sequences of selection statements in programs, including if, then, else statements.	improve searching for information. Uses filters or can perform single criteria searches for information.	difference between hardware and application software and their roles within a computer system.	of, and can use some internet services such as VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.	a given goal through combining software, packages and internet services to communicate with a wider audience e.g blogging. Makes effective improvements to solutions based on feedback received and can comment on the success of the solution.
Year 3 exceeding	Designs solutions (algorithms) that use repetition and two way selection (i.e if, then, else.) Uses diagrams to express solutions. Uses logical reasoning to predict outputs, showing some awareness of	Create programs that implement algorithms to achieve given goals. Identifies and assigns variables in programs. Uses loop commands “until” and sequences of selection statements in programs, including	Understands and can clearly explain the difference between data and information. Knows why sorting data in a ‘flat file’ can improve searching for information.	Recognise that computers collect data from various input devices e.g. sensors and application software. Understand the difference between hardware and application	Understands the difference between the internet and internet services e.g. world wide web. Shows awareness of, and can use some internet services such as VOIP.	Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal through combining software packages and

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	inputs. Begins to show an awareness of tasks best completed by humans or computers.	if, then, else statements. Begins to understand the difference between 'if' and 'if', then and else statements.	Uses filters and can perform single criteria searches for information. Starts to perform more complex searches for information e.g. relational operators.	software and their roles within a computer system. Begins to understand why and when computers are used.	Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Produces safety guidance on viruses, cyber bullying and stranger danger.	internet services to communicate with a wider audience e.g. blogging. Makes effective improvements to solutions based on feedback received and can comment on the success of the solution. Makes judgements about the effectiveness and suitability of the digital content for the targeted audience.
Year 4 Emerging	Shows an awareness of tasks best completed by human or computers. Begins to design solutions by decomposing a problem.	Begin to understand differences between 'if' and 'if', then and else statements. Uses some variable and relational operators within a loop to control 'endings' in programs.	Understands and can clearly explain the difference between data and information. Knows why sorting data in a 'flat file' can improve	Begins to understand why and when computers are used. Understands the main functions of the operating systems. Begins to know	Understands how to effectively use search engines and knows how search results are selecting including that search engines are 'web crawler programs'	Begins to make judgements about digital content when evaluating and assigning it for a given audience. Recognises the audience when designing and

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	Begins to recognise that there is more than one solution to a problem.	Designs, writes and debugs (modular) programs using procedures (algorithms). Begins to know that a procedure can be used to hide details in programs.	searching for information. Uses filters and can perform single criteria searches for information. Starts to perform more complex searches for information e.g. relational operators. Begins to analyse and evaluate data and information and recognises that poor quality data leads to unreliable results.	the difference between physical, wireless and mobile networks. Look at examples e.g. internet: how they provide multiple services such as the world wide web.	Selects, combines and uses some internet services. Demonstrates responsible use of technologies and online services and knows how to report concerns.	creating digital content. Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions.
Year 4 Expected	Knows which tasks best completed by human or computers. Designs solutions by decomposing a problem and creates a sub-solution for each	Understands differences between and appropriately uses 'if' and 'if', then and else statements. Uses variable and relational operators within a loop to control 'endings' in	Understands and can clearly explain the difference between data and information. Knows why sorting data in a 'flat file' can improve	Understands why and when computers are used. Understands the main functions of the operating systems. Knows the difference	Understands how to effectively use search engines and knows how search results are selecting including that search engines are 'web crawler programs'	Makes judgements about digital content when evaluating and assigning it for a given audience. Recognises the audience when designing and

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	part of the problem (decomposition) Recognises that there is more than one solution to a problem.	programs. Designs, writes and debugs (modular) programs using procedures (algorithms). Knows that a procedure can be used to hide details in programs.	searching for information. Performs more complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions.	between physical, wireless and mobile networks. Look at examples e.g. internet: how they provide multiple services such as the world wide web.	Selects, combines and uses internet services. Demonstrates responsible use of technologies and online services and knows a range of ways to report concerns.	creating digital content. Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions. Can identify improvements, making some refinements to the solution and future solutions.
Year 4 Exceeding	Knows which tasks are best completed by human or computers, giving examples. Designs solutions by decomposing a problem and creates a sub-solution for each	Understands differences between and appropriately uses 'if' and 'if', then and else statements. Uses variable and relational operators within a loop to control 'endings' in programs.	Clearly explain the difference between data and information, giving examples. Knows why sorting data in a 'flat file' can improve searching for information.	Understands why and when computers are used. Understands the main functions of the operating systems. Knows the difference between physical,	Understands how to effectively use search engines and knows how search results are selecting including that search engines are 'web crawler programs' Selects, combines	Makes sound judgements about digital content when evaluating and assigning it for a given audience. Recognises the audience when designing and creating digital

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	part of the problem (decomposition). Recognises that there are several solutions to the same problem and various algorithms exist for different purposes.	Designs, writes and debugs (modular) programs using procedures (algorithms). Knows that a procedure can be used to hide details in programs. Begins to recognise that programming bridges the gap between algorithms and computers.	Performs more complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions. Starts to understand key vocabulary e.g. binary and bit patterns.	wireless and mobile networks. Look at examples e.g. internet: how they provide multiple services such as the world wide web. Begins to recognise the function of the main internal parts of basic computer designs (architecture.)	and uses internet services. Demonstrates responsible use of technologies and online services and knows a range of ways to report concerns. Begins to understand how search engines rank results.	content. Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions. Can confidently identify improvements, making some refinements to the solution and future solutions.
Year 5 Emerging	Knows which tasks are best completed by human or computers. Designs solutions by decomposing a problem and creates a sub-	Begins to recognise that programming bridges the gap between algorithms and computers. Has some practical experience of high level textual languages e.g.	Knows why sorting data in a 'flat file' can improve searching for information. Performs more complex searches for information	Understands why and when computers are used. Understands the main functions of the operating system. Knows the	Begins to understand how search engines rank search results. Understands how to construct static web pages using HTML and CSS.	Makes sound judgements about digital content when evaluating and assigning it for a given audience. Recognises the audience when

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	<p>solution for each part of the problem (decomposition). Recognises that there are several solutions to the same problem. Understands that various algorithms exist for different functions.</p>	<p>standard libraries when programming. Uses some operators and expressions e.g. Boolean.</p>	<p>e.g. using Boolean and relational operators. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions. Starts to understand key vocabulary e.g. binary and bit patterns. Begins to understand that digital computers are binary to represent all data.</p>	<p>difference between physical, wireless and mobile networks. Look at examples e.g. internet: how they provide multiple services such as the world wide web. Recognise the function of the main internal parts of basic computer designs (architecture.)</p>	<p>Begins to understand data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching.</p>	<p>designing and creating digital content, (makes examples and tests them). Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions. Confidently identify improvements, making some refinements to the solution and future solutions.</p>
Year 5 Expected	<p>Knows and can explain which tasks are best completed by human or computers. Designs solutions</p>	<p>Understands that programming bridges the gap between algorithmic solutions and computers. Has practical experience of high</p>	<p>Knows why sorting data in a 'flat file' can improve searching for information. Performs more</p>	<p>Recognise the function of the main internal parts of basic computer designs (architecture.) Begins to</p>	<p>Understands how search engines rank search results and test some of these systems. Understands how</p>	<p>Evaluates the appropriateness of digital services, internet services and application software to</p>

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	<p>by decomposing a problem and creates a sub-solution for each part of the problem (decomposition). Recognises that there are several solutions to the same problem. Understands that various algorithms exist for different functions. Begins to identify patterns in algorithms that help to solve specific problems.</p>	<p>level textual languages e.g. standard libraries when programming. Uses some operators and expressions e.g. Boolean. Starts to apply these in the context of program control (e.g. input/process/output.)</p>	<p>complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions. Begins to understand that digital computers are binary to represent all data. Begins to understand how bit patterns represent numbers and images.</p>	<p>understand the concept behind the fetch-execute cycle. Starts to appreciate that there is a range of operating systems and application software for the same hardware.</p>	<p>to construct static web pages using HTML and CSS. Understands data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching.</p>	<p>achieve given goals. Recognises ethical issues surrounding the application of information technology beyond school. Designs criteria to critically evaluate the quality of solutions. Uses the criteria to identify improvements, and can make appropriate some refinements to the solution.</p>
Year 5 Exceeding	<p>Explains confidently which tasks are best completed by</p>	<p>Understands that programming bridges the gap between algorithmic solutions</p>	<p>Knows why sorting data in a 'flat file' can improve</p>	<p>Recognises and understands the function of the main internal</p>	<p>Understands how search engines rank search results and test</p>	<p>Evaluates the appropriateness of digital services, internet</p>

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	<p>human or computers. Designs solutions by decomposing a problem and creates a sub-solution for each part of the problem (decomposition). Recognises that there are several solutions to the same problem. Understands that various algorithms exist for different functions. Identifies patterns in algorithms that help to solve specific problems.</p>	<p>and computers. Has practical experience of high level textual languages e.g. standard libraries when programming. Uses a range of operators and expressions e.g. Boolean. Starts to apply these in the context of program control (e.g. input/process/output.)</p>	<p>searching for information. Performs more complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions. Knows that digital computers use binary to represent all data. Understands how bit patterns represent numbers and images.</p>	<p>parts of basic computer designs (architecture.) Understands the concepts behind the fetch-execute cycle. Starts to appreciate that there is a range of operating systems and application software for the same hardware.</p>	<p>and evaluate some of these systems. Understands how to construct static web pages using HTML and CSS. Understands data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching.</p>	<p>services and application software to achieve given goals. Recognises ethical issues surrounding the application of information technology beyond school. Designs criteria to critically evaluate the quality of solutions. Uses the criteria to identify effective improvements, and can make appropriate some refinements to the solution.</p>
Year 6 Emerging	<p>Begins to understand that iteration is the</p>	<p>Understands that programming bridges the gap between</p>	<p>Knows that digital computers use binary to</p>	<p>Recognises and understands the function of the</p>	<p>Understands how search engines rank search</p>	<p>Begins to justify the choice of, combines and</p>

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	<p>repetition of a process such as a loop.</p> <p>Recognises that different algorithms exist for the same problem.</p> <p>Detects errors in algorithms.</p> <p>Rewrites own tests and sequences.</p> <p>Is able to identify some similarities and differences in situations and can use these to solve problems (pattern recognition.)</p>	<p>algorithmic solutions and computers.</p> <p>Has practical experience of high level textual languages e.g. standard libraries when programming.</p> <p>Uses a range of operators and expressions e.g. Boolean.</p> <p>Starts to apply these in the context of program control (e.g. input/process/output.)</p> <p>Starts to select the appropriate data types.</p>	<p>represent all data.</p> <p>Understands how bit patterns represent numbers and images.</p> <p>Begins to know that computers transfer data in binary (code).</p> <p>Starts to recognise the relationship between binary and file size (uncompressed)</p> <p>Defines data types: real numbers and boolean.</p> <p>Queries data on one table using typical query language.</p>	<p>main internal parts of basic computer designs (architecture.)</p> <p>Understands the concepts behind the fetch-execute cycle.</p> <p>Knows that there is a range of operating systems and application software for the same hardware.</p> <p>Tests, compares and contrasts the effectiveness of operating systems (eg. Windows android)</p>	<p>results and test and evaluate some of these systems.</p> <p>Understands how to construct static web pages using HTML and CSS.</p> <p>Understands data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching.</p> <p>Begins to know the names of hardware e.g hubs and routers.</p>	<p>uses multiple digital devices, internet services and application software to achieve given goals.</p> <p>Starts to evaluate the trustworthiness of digital content.</p> <p>Begins to consider how the use of technology can impact on society.</p>
Year 6 Expected	<p>Understand that iteration is the repetition of a process such as a loop.</p> <p>Recognises that</p>	<p>Understands that programming bridges the gap between algorithmic solutions and computers.</p> <p>Has practical</p>	<p>Knows that digital computers use binary to represent all data.</p> <p>Understands how bit patterns</p>	<p>Recognises and understands the function of the main internal parts of basic computer designs</p>	<p>Understands how search engines rank search results.</p> <p>Clearly evaluates these systems.</p>	<p>Justifies the choice of, combines and uses multiple digital devices, internet services</p>

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	<p>different algorithms exist for the same problem. Detects errors in algorithms. Rewrites and tests own tests and sequences. Is able to identify similarities and differences in situations and can use these to solve problems (pattern recognition.)</p>	<p>experience of high level textual languages e.g. standard libraries when programming. Uses a range of operators and expressions e.g. Boolean and applies them in the context of program control (e.g. input/process/output.) Starts to select the appropriate data types.</p>	<p>represent numbers and images. Knows that computers transfer data in binary (code). Recognises the relationship between binary and file size (uncompressed) Defines data types: real numbers and Boolean. Queries data on one table using typical query language.</p>	<p>(architecture.) Understands the concepts behind the fetch-execute cycle. Knows that there is a range of operating systems and application software for the same hardware. Tests, contrasts and evaluates the effectiveness of operating systems (eg. Windows android)</p>	<p>Understands how to construct static web pages using HTML and CSS. Designs and creates own web pages for a purpose. Understands data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching.</p>	<p>and application software to achieve given goals. Evaluates the trustworthiness of digital content. Knows how the use of technology can impact on society. Begins to design criteria for users to evaluate the quality of solutions and uses the feedback to identify some improvements.</p>
Year 6 Exceeding	<p>Understands that iteration is the repetition of a process such as a loop. Recognises that different algorithms exist for the same problem.</p>	<p>Understands that programming bridges the gap between algorithmic solutions and computers. Has practical experience of high level textual languages e.g. standard libraries</p>	<p>Knows that digital computers use binary to represent all data. Understands how bit patterns represent numbers and images. Knows that</p>	<p>Recognises and understands the function of the main internal parts of basic computer designs (architecture.) Understands the concepts behind the fetch-execute</p>	<p>Understands how search engines rank search results. Clearly evaluates these systems. Understands how to construct static web pages using HTML and CSS.</p>	<p>Justifies the choice of, and independently combines and uses multiple digital devices, internet services and application software to achieve given</p>

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	<p>Detects errors in algorithms. Rewrites and tests own sequences. Is able to identify similarities and differences in situations and can use these to solve problems (pattern recognition.) Begins to recognise that some problems share the same characteristics and use the same algorithms to solve both (generalisation)</p>	<p>when programming. Uses a range of operators and expressions e.g. Boolean and applies them in the context of program control (e.g. input/process/output.) Starts to select the appropriate data types. Starts to appreciate the need for and writes their own “custom” functions to improve programs. Starts to detect and correct syntactical errors.</p>	<p>computers transfer data in binary (code). Recognises the relationship between binary and file size (uncompressed) Defines data types: real numbers and Boolean. Queries data on one table using typical query language. Begins to understand how numbers, images, sounds and character sets use the same bit patterns.</p>	<p>cycle. Tests, contrasts and evaluates a range of operating systems and application software that is often used for the same hardware. Begins to understand the Von Neuman architecture in relation to the fetch-execute cycle, including how data is stored in memory. Understand the basic function and operation of location addressable memory.</p>	<p>Designs and creates own web pages for a purpose. Understands data transmission between digital computers over networks including the internet i.e. IP addresses and packet switching. Knows key names of hardware e.g. hubs, routers, switches and the names of protocols e.g. SMTP, IMAP, POP, FTP, TCP/IP associated with computer systems.</p>	<p>goals. Evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artefacts for a known audience. Identifies and explains how the use of technology can impact on society. Designs criteria for users to evaluate the quality of solutions and uses the feedback to identify some improvements and can make appropriate refinements to the solution.</p>