

Ebchester CE Primary School

Progression of Learning – Computing Upper KS2



By the end of KS2		
	Breadth of Study	Knowledge and Skills
Online Safety and Digital Literacy	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are. • Know that it is irresponsible to share images of friends online without their permission. • Understand what cyberbullying is and how they can help to prevent it. • Know how to report concerns online and on apps. • Know how to compare information from different websites and know that some sites may show bias. • Know the risks of sharing personal information including location e.g. snapmaps.
		<p><u>Year 6</u></p> <ul style="list-style-type: none"> • Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. • Understand the rights and responsibilities they have when using Social Media apps. • Understand the impact of their digital footprint on their own future. • Know how to screenshot worrying content/ to report bullying online or on apps. • Know that search results can be manipulated by sponsorship and advertising. • Know how to validate information found through searches by checking more than one source. • Know that some news is ‘fake.’
Information Technology	<p>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</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • To be able to share their work from their personal folder to work collaboratively. • Know how to use publisher templates to create an effective brochure or leaflet. • To be able to use two or more programmes to create a final piece of work (e.g. edit a picture before inserting into a document). • Know how to add data into a prepared spreadsheet to answer simple questions. • Independently, prepare an effective presentation to show their learning to others which includes elements of timing and sequence.

		<u>Year 6</u> <ul style="list-style-type: none"> • Know how to use the main features of office software to produce suitable documents and presentations for an audience. • Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. • To create and sequence a PowerPoint with hyperlinks.
Computer Science	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<u>Year 5</u> <ul style="list-style-type: none"> • Uses loops and IF statements to achieve goals (Scratch – shapes, letters) • Uses variables, external triggers to achieve set goals (creating game in Scratch or Kodu and keeping a score). • Can use a variety of outputs, e.g. changing a score in a game and playing a sound • Be able to explain what a complex Scratch or Kodu program might do • Can confidently explain how data is broken into packets and how packets are routed around the internet.
	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<u>Year 6</u> <ul style="list-style-type: none"> • Use conditional sentences (when/then) to program objects. • Use the broadcast command in Scratch to run additional code. • Use a scoring system which uses a variable (e.g. a scratch game) to define winning conditions or programme a Microbit as a reaction timer. • Be able to annotate a flowchart or screenshot (Scratch or Kodu) to explain how it works.