



**Jesse Gray Primary School**  
**Computing Assessment Progression Map**

<b>YEAR GROUP</b>	<b>EXPECTED STANDARD (AT)</b>	<b>GREATER DEPTH (GD)</b>
<b>FS2</b>	Children can complete a simple program on a computer. They can select and use a range of technological devices and use technology safely.	Children create a variety of content, exploring how devices respond to commands.
<b>YEAR 1</b>	Children can understand what algorithms are, create simple programs and use technology purposefully to create digital content. Children can use technology purposefully to store and retrieve digital content. Children can use technology safely and keep personal information private. They recognise common uses of information technology beyond school.	Children create programs which show specific choices for input and outputs. They make informed choices when using technology.
<b>YEAR 2</b>	Children understand that algorithms are implemented as programs on digital devices. They understand that programs execute by following precise and unambiguous instructions. They can debug simple programs and use logical reasoning to predict the behaviour of simple programs. They can use technology purposefully to organise and manipulate digital content. Children use technology respectfully and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Children use a wide variety of inputs and outputs to program a sequence of instructions. They can describe technology uses both in and out of school and how to report concerns independently.
<b>YEAR 3</b>	Children can write programs that accomplish specific goals and use sequence in programs. They can work with various forms of input and output. Children can use search technologies effectively. They can use a variety of software to accomplish given goals. They can collect and present information, design and create content and use technology responsibly. They can identify a range of ways to report concerns about contact.	Children plan, test and refine sequences of instructions. They can refine searches to find, select and use information, questioning its reliability.
<b>YEAR 4</b>	Children can design and create programs that accomplish specific goals. They use logical reasoning to detect and correct errors in programs through debugging. They can use repetition in programs and control or simulate physical systems. Children appreciate how search results are selected and select a variety of software to accomplish given goals. Children analyse and evaluate information. They can collect and present data and understand the opportunities computer networks offer for communication and identify a range of ways to report concerns about content. They can recognise acceptable/unacceptable behaviour.	Children can select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They create sequences of instructions and understand the need to be precise when framing and sequencing instructions. They are systematic in changing the variables when programming.



<p><b>YEAR 5</b></p>	<p>Children can solve problems by decomposing them into smaller parts. They can work with variables and use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms. They can appreciate how search results are ranked. They can combine a variety of software to accomplish given goals on a range of digital devices. Children can analyse and evaluate data and can design and create systems. Children can understand the opportunities computer networks offer for collaboration and communication and be discerning in evaluating digital content.</p>	<p>They develop, try out and refine sequences of instructions and show efficiency in framing these instructions, using a variety of variables where appropriate. They develop and refine their work to enhance its quality, using a greater range and complexity of information.</p>
<p><b>YEAR 6</b></p>	<p>Children can solve problems by decomposing them. They can work with variables and use logical reasoning to explain how some algorithms work, detecting and correcting errors. Children can understand how search results are ranked. Children can produce a program to accomplish a specific goal, including variables and a range of inputs and outputs. They can select, use and combine software on a range of digital devices to accomplish a variety of outcomes. They can use data to produce and present findings through analysis and evaluation. They can be discerning in evaluating digital content and can understand the benefits and risks of social media including use of personal details.</p>	<p>They are able to independently scope the information flow required to develop a system or algorithm. They combine information from a variety of computing based and other sources for presentation to different audiences. They can explain the variety of social, ethical and moral issues raised by technology.</p>