



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



Progression at St Peter's CE Primary School

Subject: Computing

		Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
	Milestone Moment				Visit the Living Rainforest and create our own short films about saving the rainforest	How sustainably do I live?	
Knowledge		Recognise, select & use a range of technology for different purposes Remember rules without needing an adult to remind them. Explain the reasons for rules, know right from wrong and try to behave accordingly.		KS1: Programming, Digital Content, Searching & Evaluating, Online Safety	KS2: Programming, Networking and Collaboration, Searching & Evaluating, Presenting, Data, Online Safety	KS2: Programming, Networking and Collaboration, Searching & Evaluating, Presenting, Data, Online Safety	

Unlocking....

Minds that learn, Hearts that love, Faith that gives





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		Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.				
Vocabulary		App/application, tablet, Chrome book, program, interactive, computing, typing, instructions, code, direction, forwards, backwards, left, right, order, photograph, mouse, button, key, screen, tap/click, double tap/click, right click, left click, cursor	Digital, content, technology, recognise, respectful, device, internet, online, private	Network, evaluate, search engine, collaborate, data, software, retrieve, personal, analyse, debug, system, sequence, repetition, algorithm, world wide web, input, output, variable	Media, formulae, spreadsheet, row, column, filter, command, modify, sensing, text, project, monitoring, , logging, identifying	
Skills		Using IWB to follow a map in UW Using tablets to access applications Taking photos and recording videos of their observations using tablets	use technology purposefully to create digital content use technology purposefully to manipulate digital content	use a variety of software (including internet services) on a range of digital devices to accomplish given goals present information	combine a variety of software (including internet services) on a range of digital devices to accomplish given goals select a variety of software (including internet services) on a	

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		<p>Programming instructions using the BeeBots</p> <p>Painting and drawing with art computing programmes on Chrome books</p> <p>Explore how things work</p> <p>Learning to type their name and a simple sentence in a word processing programme on Chrome books</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Develop their small motor skills</p>	<p>use technology purposefully to retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully</p> <p>keep personal information private</p> <p>understand what algorithms are</p> <p>understand how algorithms are implemented as programs on digital devices</p> <p>understand that programs execute by following precise and</p>	<p>use technology safely, responsibly and respectfully</p> <p>select a variety of software (including internet services) on a range of digital devices to accomplish given goals</p> <p>combine a variety of software (including internet services) on a range of digital devices to accomplish given goals</p> <p>evaluate information</p> <p>recognise acceptable/unacceptable behaviour online</p> <p>be discerning in evaluating digital content</p>	<p>range of digital devices to accomplish given goals understanding the opportunities they offer for communication and collaboration</p> <p>design programs that accomplish specific goals</p> <p>Use selection in programs</p> <p>recognise acceptable/unacceptable behaviour online and identify a range of ways to report concerns about content and contact</p> <p>collect information</p> <p>design, create, evaluate and improve projects</p> <p>Create and share media and consider the effect that it will have on the audience</p>	
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		<p>so that they can use a range of tools competently, safely and confidently.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>unambiguous instructions</p> <p>create simple programs</p> <p>debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>know where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>collect and analyse information</p> <p>write and debug programs that accomplish specific goals</p> <p>simulate physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use SEQUENCE and repetition in programs</p> <p>use logical reasoning to explain how some simple algorithms work</p> <p>detect and correct errors in algorithms and programs</p> <p>understand how to provide multiple services, such as the world-wide web and the</p>	<p>Do this using sound, video, text and images</p> <p>Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.</p> <p>Set up and use spreadsheets with formulae and relate these to the real world</p> <p>identify opportunities for data logging and carry out experiments; checking and questioning results; spotting trends in data and identifying when problems may have occurred.</p> <p>Independently create sequences of commands</p>	
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				<p>opportunities they offer for communication and collaboration</p> <p>use search technologies effectively</p> <p>identify a range of ways to report concerns about content and contact</p> <p>design programs that accomplish specific goals</p> <p>use selection in programs</p> <p>use various forms of input and output</p> <p>understand computer networks including the internet</p> <p>appreciate how results are selected and ranked</p> <p>control physical systems</p> <p>work with variables</p>	<p>to control devices in response to sensing.</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose</p>	
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				collect, analyse, evaluate and present data		
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