

Sunnybrow Primary Computing - Progression of Skills and Assessment Profile – Computer Science (Theory)

Age Related Expectations

EYFS Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations	Beyond Year 6 Expectations
I can identify the main parts of a computer system (<i>monitor, mouse, keyboard, printer etc</i>).	I can recognise and name common input and output devices of a computer system.	I can explain the functions of the main components of a computer system.	I understand the difference between hardware and software and their roles within a computer system.	I recognise the main component parts of hardware which allow computers to join and form a network.	I know that computers collect data from various input devices.	I understand why and when computers are used and understand the main functions of the operating system.	I understand how binary numbers work.
I can recognise that a range of technology is used in places such as homes and schools.	I can recognise the difference between old and new technology (<i>e.g. typewriter and smart phone</i>).	I understand that my creations (<i>e.g. programs in 2Code</i>), need similar skills to the adult world (<i>e.g. the ParentPay etc used for collecting money for school trips</i>).	I can use communication tools such as 2Email to attach files and use tools respectfully and with good etiquette.	I understand that network and communication components can be found in many different devices which allow them to join the internet.	I know the importance of computer networks and how they help solve problems and enhance communication.	I know the difference between physical, wireless and mobile networks.	I know about different Computing careers.
I can share my experiences of observing technology in school and beyond the classroom.	I can explain how people interact with computers (<i>e.g. cashpoint machine, self-service scanners etc</i>).	I can describe uses of technology beyond school. (<i>e.g. I can explain how a supermarket or airport uses ICT to help it operate</i>).	I can identify different ways that the internet can be used for communication.	I understand how the Internet works, including how it is structured and how data travels along it.	I recognise the main dangers that can be perpetuated via computer networks.	I can explain the difference between the internet and the World Wide Web.	I understand the history of WWII computer code breaking.
		I can identify uses of technology beyond school (<i>e.g. wearable technology, robots, drones, simulations etc</i>) and discuss reasons why they are helpful. *** iWristband	I can confidently share my own experiences of technology in school and beyond the classroom.	I understand how search engines operate, including how they rank results.	I can use the most appropriate form of online communication according to the digital content. (<i>e.g. 2Email, 2Blog and Display Boards</i>).	I can explain what a WAN (<i>Wide Area Network</i>) and LAN (<i>Local Area Network</i>) is and describe the process of how access to the internet in school is possible.	I can describe the positive and negative impact of technology on society, including on people's: spiritual, moral, social and cultural development.
				I can show an awareness of tasks best completed by humans or computers.	I can find out about the history of computing, including pioneers in developing different technologies.	I can describe the services offered by the Internet.	

* Children should also **understand and apply the vocabulary related to this strand of the curriculum** for their year group.

Skills based on progression documents from 2Simple Software, CAS (Computing at School), Animate 2 Educate Ltd and Simon Haughton Computing