Appleton Wiske Community Primary School
Computing Progression

Year	Knowledge	Skills	Key Vocabulary
Year 1	- Understand what personal information is and why it should be kept private	- Use technology safely and respectfully with adult support	Personal information, private, safe
	- Recognise technology devices in school and home	- Identify who to ask for help when unsure or worried	Help, support, device
	- Know simple uses of technology (e.g., games, videos, communication)	- Use simple software to create digital content (paint, word processing)	Technology, create, digital content
	- Understand simple instructions as algorithms	- Follow simple instructions on devices	Algorithm, instruction
Year 2	- Understand rules for safe and responsible use of technology	- Keep personal information private independently	Respectful, responsible, private
	- Recognise acceptable and unacceptable behaviour online	- Use basic programs to create and organise digital content	Behaviour, online, organise
	- Know where to report concerns about online content	- Use logical reasoning to predict outcomes of simple programs	Report, concern, predict
	- Understand that algorithms are sequences of steps	- Create and debug simple sequences of instructions	Sequence, debug
Year 3	- Understand the concept of digital footprints and online safety	- Use technology purposefully to store and retrieve digital content	Digital footprint, retrieve, store
	- Know that networks connect devices and provide services like the internet	- Use search engines effectively and evaluate simple digital content	Network, internet, search
	- Understand that programs follow precise instructions	- Write and test simple programs using sequence and selection	Program, instruction, selection

Year 4	- Understand responsible online behaviour including respectful communication	- Use technology to manipulate and present data	Respectful, manipulate, present
	- Recognise a range of ways to report concerns	- Use logical reasoning to debug programs and predict outcomes	Debug, logical reasoning, outcome
	- Understand basic concepts of variables and inputs/outputs in programs	- Design and write programs with sequence, selection and repetition	Variable, input, output, repetition
Year 5	- Understand deeper concepts of internet services and communication	- Use a variety of software to design, create and evaluate digital content	Communication, evaluate, software
	- Understand how search results are selected and ranked	- Collect, analyse and present data using digital tools	Analyse, collect, rank
	- Recognise the importance of privacy and data protection	- Debug more complex programs with variables and inputs	Privacy, data protection, complex
Year 6	- Understand ethical considerations and trustworthiness in digital content	- Design, write and debug programs to control or simulate physical systems	Ethical, trustworthiness, simulate
	- Appreciate the role of computing in wider contexts including business and global use	- Solve problems by decomposing them into smaller parts	Decompose, problem-solving
	- Understand how to report inappropriate content and behaviour confidently	- Use advanced programming constructs (loops, variables, inputs/outputs)	Loop, input/output, construct

This progression framework supports Appleton Wiske Community Primary School's vision by ensuring pupils build knowledge and skills incrementally, fostering confidence, independence, and resilience in computing. It aligns with the school's commitment to a rich, inclusive curriculum that prepares pupils for future learning and life, while addressing safeguarding through thorough e-safety education. The framework also supports school improvement priorities by embedding high-quality teaching and learning practises that ensure all pupils, including disadvantaged and SEND, make good progress in computing.