		Progression Statement	
Computer Science: Problem Solving	Decomposes more open-ended problems into smaller parts, provides some reasoning for their choices.	Decomposes more open-ended problems into smaller parts, provides reasoning for their choices.\n\nBeginning to apply the same principles across other subject areas.	Approaches a range of problems thinking computationally, helping them to design other algorithms for other specific outcomes.
Computer Science: Programming	Understands the importance of how to refine a procedures using repeat commands to improve a program.\n\nRepresent an algorithm symbolically (e.g. as a flow chart) to plan a procedure.	Uses variables to increase programming possibilities.\n\nUses conditions 'if' and 'then' with an understanding of their function.\n\nUses programs linked to physical systems and sensors e.g. the alarm goes off when a burglar opens the door.	Understands the function of variables to increase programming possibilities.\n\nHas a deeper understanding of conditions 'if' and 'then' using them with increased confidence.

Computer Science: Logical thinking	Uses logical reasoning to explain how multiple algorithms work within a program, with confidence.	Uses logical thinking, imagination and creativity to improve and extend a program. Uses logical reasoning to detect and correct errors in algorithms and programs.	Uses logical thinking, imagination and creativity to improve and extend a program. Uses logical reasoning to detect and correct errors in algorithms and programs.
Information Technology: Creating content	Uses text, photo, sound and video editing tools to refine work. Selects, uses and combines the appropriate technology tools to create effects that will have an impact on others. Reviews and improves work, supports others to improve theirs.	Uses a spreadsheet and database to collect and record data. Choses an appropriate tool to collect data, then presents it in an appropriate way. Searches databases using different operators to refine my search. Identifies errors in Data.	Designs and creates a database. Uses information in a database to create a graph in order to answer questions. Produces documents and presentations with a common theme, to provide consistency of font and style.

Information Technology: Searching	Uses strategies to increase the accuracy of their keyword searches. Beginning to make inferences about their use of various strategies.	Makes inferences about their use of various strategies with a deeper understanding. Understands that some sites maybe biased e.g. newspapers with political stance.	Use the internet to productively search for information and resources to support work in other subjects.
Digital Literacy: E-Safety	Knows the importance of protecting passwords and other personal information. Explains the need to protect themselves and friends and how to report concerns to an adult.	Knows that anything posted online can be seen, used and may affect others. Knows about the dangers of spending too long online or playing a game.	Can discuss the importance of choosing an age- appropriate website or game. Can explain why I need to protect my computer or device from harm.
Digital Literacy: Using IT beyond school	Communicates appropriately within and via messaging services and apps. Identifies the features and implications of malicious communications.	Shows awareness of the hidden costs of app usage and in-app purchasing. Is aware that apps and games have privacy settings.	Has a growing appreciation of the dangers of spending too long online or playing a games.