

Computing progression- Freshford Church School KS2 2025
[National Curriculum - Computing key stages 1 to 2](#) – click here for detailed National Curriculum

Computing		Y3	Y4	Y5	Y6
T 1-2	Online Safety	All KS2 Assembly -HT/DSL & KS2 staff: •15th Jan. NSPCC Pants Assembly Computing lessons: What Do You/We Know About Keeping Safe Online? Who are the adults I know & trust? (NSPCC links). What do I do when something doesn't feel right? (NB overarching safeguarding principle & NSPCC links) How can I tell if an adult is helping me? Where else can I report this?	All KS2 Assembly -HT/DSL & KS2 staff: •15th Jan. NSPCC Pants Assembly Computing lessons: What Do You/We Know About Keeping Safe Online? Who are the adults I know & trust? (NSPCC links). What do I do when something doesn't feel right? (NB overarching safeguarding principle & NSPCC links) How can I tell if an adult is helping me? Where else can I report this?	All KS2 Assembly -HT/DSL & KS2 staff: •15th Jan. NSPCC Pants Assembly Computing lessons: What Do You/We Know About Keeping Safe Online? Who are the adults I know & trust? (NSPCC links). What do I do when something doesn't feel right? (NB overarching safeguarding principle & NSPCC links) How can I tell if an adult is helping me? Where else can I report this? + Y5/6 what else can I do? How can the CEOPS website help me? Developed further in T3/4	All KS2 Assembly -HT/DSL & KS2 staff: •15th Jan. NSPCC Pants Assembly Computing lessons: What Do You/We Know About Keeping Safe Online? Who are the adults I know & trust? (NSPCC links). What do I do when something doesn't feel right? (NB overarching safeguarding principle & NSPCC links) How can I tell if an adult is helping me? Where else can I report this? + Y5/6 what else can I do? How can the CEOPS website help me? Developed further in T3/4
	Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts + use sequence, selection, and repetition in programs; work	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts + use sequence, selection, and repetition in programs; work with variables and

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	Computing			with variables and various forms of input and output + use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	various forms of input and output + use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
T 3-4	Online Safety	All KS2 Assemblies -HT/DSL & KS2 staff: •12th Jan. NSPCC Speak Out Stay Safe KS2 •19th Jan. 2x NSPCC Pants Rules follow up assemblies Y3/4 and Y5/6 separately. •10th Feb. Safer Internet Day (school wide) –see TES & Digital Matters resources Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term? What can online bullying look like and what can I do if I encounter it? How can and should I manage my online self-image and identity?	All KS2 Assemblies -HT/DSL & KS2 staff: •12th Jan. NSPCC Speak Out Stay Safe KS2 •19th Jan. 2x NSPCC Pants Rules follow up assemblies Y3/4 and Y5/6 separately. •10th Feb. Safer Internet Day (school wide) –see TES & Digital Matters resources Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term? What can online bullying look like and what can I do if I encounter it? How can and should I manage my online self-image and identity?	All KS2 Assemblies -HT/DSL & KS2 staff: •12th Jan. NSPCC Speak Out Stay Safe KS2 •19th Jan. 2x NSPCC Pants Rules follow up assemblies Y3/4 and Y5/6 separately. •10th Feb. Safer Internet Day (school wide) –see TES & Digital Matters resources Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term? What can online bullying look like and what can I do if I encounter it? How can and should I manage my online self-image and identity?	All KS2 Assemblies -HT/DSL & KS2 staff: •12th Jan. NSPCC Speak Out Stay Safe KS2 •19th Jan. 2x NSPCC Pants Rules follow up assemblies Y3/4 and Y5/6 separately. •10th Feb. Safer Internet Day (school wide) –see TES & Digital Matters resources Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term? What can online bullying look like and what can I do if I encounter it? How can and should I manage my online self-image and identity?

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		How can we stay safe when setting up gaming profiles? Is what I am posting online helpful?	How can we stay safe when setting up gaming profiles? Is what I am posting online helpful?	How can we stay safe when setting up gaming profiles? Is what I am posting online helpful? +	How can we stay safe when setting up gaming profiles? Is what I am posting online helpful? +
	Computing	Use and combine a limited variety of software (including internet services) on a tablets to create simple content that accomplish simple goals, including collecting and presenting information	Select, use and combine a greater variety of software (including internet services) on a tablets to design and create a limited range of content that accomplish different goals, including collecting, evaluating and presenting data and information	Select, use and combine a variety of software (including internet services) on a tablets to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
T 4-6	Online Safety	All KS2 Assemblies -HT/DSL & KS2 staff: •11th May 'The Y5 Guide to Keeping Safe Online' •8th June 'The Y6 Top Tips Guide to tricky online Situations' Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term?	All KS2 Assemblies -HT/DSL & KS2 staff: •11th May 'The Y5 Guide to Keeping Safe Online' •8th June 'The Y6 Top Tips Guide to tricky online Situations' Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term?	All KS2 Assemblies -HT/DSL & KS2 staff: •11th May 'The Y5 Guide to Keeping Safe Online' •8th June 'The Y6 Top Tips Guide to tricky online Situations' Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term?	All KS2 Assemblies -HT/DSL & KS2 staff: •11th May 'The Y5 Guide to Keeping Safe Online' •8th June 'The Y6 Top Tips Guide to tricky online Situations' Computing lessons: Each year group investigates the following differentiating by resource and depth of investigation: What did we learn last term?

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	Online Safety	What are behaviours for building healthy online relationships? What is a digital footprint and how can it affect how people think about me? How can I manage my screen time for health and wellbeing? Training: SWGFL providing 3x discreet: parent/guardian, governor & staff additional online safety training - Summer term date TBC	What are behaviours for building healthy online relationships? What is a digital footprint and how can it affect how people think about me? How can I manage my screen time for health and wellbeing? How do I set up a gaming profile safely? How can I detect a scam? Training: SWGFL providing 3x discreet: parent/guardian, governor & staff additional online safety training - Summer term date TBC	What are behaviours for building healthy online relationships? What is a digital footprint and how can it affect how people think about me? How can I avoid being caught by phishing? How can I manage my screen time for health and wellbeing? How do I set up a gaming profile safely? + Yrs 5&6 How can I avoid being caught by phishing? What do I need to know about copyright? What is a MEME? Training: SWGFL providing 3x discreet: parent/guardian, governor & staff additional online safety training - Summer term date TBC	What are behaviours for building healthy online relationships? What is a digital footprint and how can it affect how people think about me? How can I avoid being caught by phishing? How can I manage my screen time for health and wellbeing? How do I set up a gaming profile safely? + Yrs 5&6 How can I avoid being caught by phishing? What do I need to know about copyright? What is a MEME? Training: SWGFL providing 3x discreet: parent/guardian, governor & staff additional online safety training - Summer term date TBC
	Computing	Introduction to understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and	Begin to understand more about computer networks including the internet; how they can provide multiple services, such as the world wide web; and the	A more secure understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they

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	Computing	the opportunities they offer for communication and collaboration	opportunities they offer for communication and collaboration	communication and collaboration + Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	offer for communication and collaboration + Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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