

Houghton School Computing Progression Map (Skills)



A I can remember learned responses over more extended periods.

I can observe the results of my own actions with interest.

I can explore materials in increasingly complex ways.

I can sustain concentration for short periods.

I perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

I cooperate with shared exploration and supported participation.

I can seek attention through eye contact, gesture or action.

I can request events or activities.

I can participate in shared activities with less support.

I begin to respond to sounds or on screen movement patterns.

I recognise familiar people, events and objects.

I can communicate consistent preferences and affective responses.

I can accept and engage in coactive exploration.

I begin to show interest in people, events and objects

A I can show simple reflex responses to sudden unfamiliar stimuli.

I can show simple reflex response to familiar events

I can accept and be comforted by appropriate physical contact.

I can react to new activities and experiences.



Houghton School Computing Progression Map (Skills)



S I can track random movement on the screen.

I can stop activating the switch when the action is complete.

S I can track movement on a screen.

I can activate a switch intentionally.

I know that certain actions produce predictable results.

I can remember the purpose of equipment over a period of time.

I can request ICT activities.

I can sustain concentration for more than two minutes.

I can look from switch to screen or from switch to object to observe the result of actions.

I can observe the result of my actions.

I can show anticipation in response to familiar events or routines or actions.

I can show recognition of images or activities.

I can make selections to generate familiar/preferred sounds or images.

I can apply potential solutions systematically to problems.

A I can greet known people and may initiate interactions and activities.

I can remember learned responses over increasing periods of time and may anticipate known events.

I can respond to options and choices with actions or gestures.

I can actively explore objects and events for more extended periods.



Houghton School Computing Progression Map (Skills)



S I can select the appropriate software for a specific purpose, with help.

I can use ICT to communicate and present ideas.

I can use pictures or symbols to record information.

I can choose appropriate equipment to complete a task, with help.

With some help, I can choose suitable equipment for a given activity.

With some help, I can save and retrieve information.

I know that information can be presented in different ways.

I can gather information from different sources with support.

I can gather information and save/retrieve with help.

I can use ICT to select and group objects, letters or images.

I can playback a recorded sound.

I can control an ICT device independently.

With some help, I can print out my work.

I can use ICT to interact with other pupils.

S I show frustration at unexpected occurrences.

I can reach for a preferred item when presented.

I can make a selection from 2 switches.

I can save my work with help.



Haughton School Computing Progression Map (Skills)



E

I can plan and carry out a command to make something happen.

I can plan the command to give a robot.

I can order a storyboard of unfamiliar activities.

I can create a storyboard of everyday activities.

I can activate a simple programmable toy.

I can recognise that many devices respond to signals and instructions.

I can recognise and name many everyday devices.

I can order a collection of pictures into the correct sequence.

I can talk through a storyboard of unfamiliar activities.

E

I can talk through a storyboard of familiar everyday activities.

I can select and play a track on a CD or MP3.

I can use an on-screen clicker grid to record information.

I can design a greeting card using appropriate software.

I can present ideas using ICT.

S

I can talk about how I use ICT.

I can manipulate software devices.

I can control a battery-operated toy.

I can identify when I used ICT



Houghton School Computing Progression Map (Skills)



N I understand how computer networks can provide multiple services, such as the world-wide web, and the opportunities they offer for communication and collaboration .

I understand computer networks including the internet.

I can use logical reasoning to detect and correct errors in algorithms and programs.

I can use logical reasoning to explain how a simple algorithm works.

I can recognise common uses of information technology beyond school.

N I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

I can solve problems by decomposing them into smaller parts.

I can use sequence, selection and repetition in programs.

I can work with variables and various forms of input and output.

I can keep personal information private online.

I can communicate safely and respectfully online.

I can organise, store, manipulate and retrieve data in a range of digital formats.

I can use logical reasoning to predict the behaviour of simple programs.

I understand how algorithms are implemented as programs on digital devices.

E I can solve a simple problem using a programmable toy.

I understand that programs execute by following a sequence of instructions.

I can write and test simple programs.

I understand what algorithms are.



Houghton School Computing Progression Map (Skills)

