

Level (*)	Algorithms	Programming & Development	Data & Data Representation	Hardware and Processing	Communication and Networks	Information Technology
1	Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically. Understands that computers need precise instructions. Demonstrates care and precision to avoid errors.	Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. Executes, checks and changes programs. Understands that programs execute by following precise instructions.	Recognises that digital content can be represented in many forms. Distinguishes between some of these forms and can explain the different ways that they communicate information.	Understands that computers have no intelligence and that computers can do nothing unless a program is executed. Recognises that all software executed on digital devices is programmed.	Obtains content from the world wide web using a web browser. Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.	Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understands that people interact with computers. Shares their use of technology in school. Knows common uses of information technology beyond the classroom. Talks about their work and makes changes to improve it.
2	Understands that algorithms are implemented on digital devices as programs. Designs simple algorithms using loops, and election i.e. if statements. Uses logical reasoning to predict outcomes. Detects and corrects errors i.e. debugging, in algorithms.	Uses arithmetic operators, if statements, and loops, within programs. Uses logical reasoning to predict the behaviour of programs. Detects and corrects simple semantic errors i.e. debugging, in programs.	Recognises different types of data: text, number. Appreciates that programs can work with different types of data. Recognises that data can be structured in tables to make it useful.	Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices. Understands how programs specify the function of a general purpose computer.	Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	Uses technology with increasing independence to purposefully organise digital content. Shows an awareness for the quality of digital content collected. Uses a variety of software to manipulate and present digital content: data and information. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received.
3	Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. Uses diagrams to express solutions. Uses logical reasoning to predict outputs, showing an awareness of inputs.	Creates programs that implement algorithms to achieve given goals. Declares and assigns variables. Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.	Understands the difference between data and information. Knows why sorting data in a flat file can improve searching for information. Uses filters or can perform single criteria searches for information.	Knows that computers collect data from various input devices, including sensors and application software. Understands the difference between hardware and application software, and their roles within a computer system.	Understands the difference between the internet and internet service e.g. world wide web. Shows an awareness of, and can use a range of internet services e.g. VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.	Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.
4	Shows an awareness of tasks best completed by humans or computers. Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). Recognises that different solutions exist for the same problem.	Understands the difference between, and appropriately uses if and if, then and else statements. Uses a variable and relational operators within a loop to govern termination. Designs, writes and debugs modular programs using procedures. Knows that a procedure can be used to hide the detail with sub-solution (procedural abstraction).	Performs more complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions.	Understands why and when computers are used. Understands the main functions of the operating system. Knows the difference between physical, wireless and mobile networks.	Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. Selects, combines and uses internet services. Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.	Makes judgements about digital content when evaluating and repurposing it for a given audience. Recognises the audience when designing and creating digital content. Understands the potential of information technology for collaboration when computers are networked. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.

Based on CAS Computing Progression Pathways. Shows possible progression Y1-Y6. Levels are not NC levels. See original at [www.tinyurl.com/caspathways](http://www.tinyurl.com/caspathways) for levels 5-8.