

# COMPUTING

## PROGRESSION DOCUMENT

Developing Digital Learners for the Future

Building knowledge, skills and understanding in computing to empower children to be **safe**, **creative** and **confident** digital citizens in a rapidly changing world.



### OUR COMPUTING STRANDS



**PROGRAMMING**  
Creating and solving problems



**DIGITAL LITERACY**  
Using technology safely and responsibly



**ONLINE SAFETY**  
Protecting ourselves and others online



**DATA & INFORMATION**  
Collecting, analysing and presenting data



**CREATING MEDIA**  
Designing and producing digital content



**SYSTEMS & NETWORKS**  
Understanding technology in our world



**OUR MISSION**  
Love one another,  
as I have loved you.  
— John 13:34



**OUR CARES VALUES**



**COMPASSION**  
We care for ourselves and others.



**AMBITION**  
We aim high and never give up.



**REJOICE**  
We celebrate the gifts in everyone.



**EXCELLENCE**  
We strive to be the best we can be.



**SERVICE**  
We use our gifts to make a positive difference.



Every **child**,  
every **chance**,  
every **day**!

# COMPUTING

## Intent & Implementation

• Creating **safe**, **creative** and **confident** digital learners. •

### OUR INTENT

At St Stephen's RC Primary School, we aim to provide a high-quality computing education that equips children to:



#### UNDERSTAND AND USE TECHNOLOGY SAFELY

Developing responsible digital citizens who stay safe online.



#### BECOME CREATIVE DIGITAL LEARNERS

Using technology to express ideas, design and create with purpose.



#### SOLVE PROBLEMS THROUGH COMPUTATIONAL THINKING

Breaking down problems, spotting patterns and developing solutions.



#### COMMUNICATE RESPONSIBLY ONLINE

Building positive relationships and showing respect online.



#### PREPARE FOR AN EVER-CHANGING DIGITAL WORLD

Developing skills for future learning, careers and life in the digital age.

### OUR IMPLEMENTATION



#### CURRICULUM STRUCTURE

- ✓ We use **Purple Mash** as our core scheme of work.
- ✓ Our curriculum is progressive, building knowledge and skills year on year.
- ✓ Key concepts are revisited and built upon to support long-term understanding.
- ✓ Retrieval practice is embedded to strengthen memory and fluency.
- ✓ Our ambitious curriculum is inclusive and challenging for all learners.



#### KEY STRANDS



##### PROGRAMMING

Creating and debugging code



##### CREATING MEDIA

Designing and producing digital content



##### SYSTEMS & NETWORKS

Understanding technology in our world



##### DATA & INFORMATION

Collecting, analysing and presenting data



##### DIGITAL LITERACY

Using technology purposefully and safely



##### E-SAFETY

Staying safe, responsible and respectful online

#### TECHNOLOGY WE USE



Chromebooks



iPads



Bee-Bots



Micro:bits



Crumbles



Laptops

#### TEACHING APPROACHES



Modelling



Retrieval



Adaptive Teaching



Collaborative Learning



Debugging



Exploration



Creativity



Problem Solving

### OUR DIGITAL LEARNING JOURNEY



#### EYFS

##### EXPLORE

Exploring technology with curiosity and building confidence.



#### KEY STAGE 1

##### CREATE

Creating digital content and developing basic coding skills.



#### LOWER KS2

##### CODE & CONNECT

Writing more complex programs and understanding how networks work.



#### UPPER KS2

##### ANALYSE & INNOVATE

Analysing data, solving real-world problems and innovating with technology.



### E-SAFETY AT ST STEPHEN'S

Online safety is embedded throughout our curriculum and school life through the **2BeSafe framework** and the **Education for a Connected World** resources.



#### SELF-IMAGE

Understanding identity, image and reputation online.



#### ONLINE RELATIONSHIPS

Building positive relationships and communicating respectfully.



#### PRIVACY & SECURITY

Protecting personal information and staying secure.



#### ONLINE BULLYING

Recognising, reporting and preventing online bullying.



#### MANAGING INFORMATION

Evaluating information and understanding copyright.



#### HEALTH, WELLBEING & LIFESTYLE

Balancing screen time and making healthy, positive choices.



#### OUR MISSION

Love one another, as I have loved you.

— John 13:34 —



# PLANNING COMPUTING

at St Stephen's R.C Primary School

Building **confident**, **safe** and **creative** digital learners.

Every Child, Every Chance, Every Day!



## OUR COMPUTING LEARNING CYCLE



### EXPLORE

We explore technology and new concepts to develop curiosity and ask questions.



### INVESTIGATE

We investigate, research and gather information to build understanding.



### CREATE

We design and create digital content, programs and solutions.



### DEBUG

We test, identify errors and debug to make our work better.



### IMPROVE

We refine and improve our work using feedback and new knowledge.



### REFLECT

We reflect on our learning and think about how we can grow.



### SHARE

We share our work, explain our thinking and celebrate our achievements.

## WHAT OUR LESSONS INCLUDE

### KNOWLEDGE RETRIEVAL



- Recall prior learning
- Key vocabulary review
- Revisiting concepts
- Retrieval practice
- Online safety reminders

### EXPLICIT TEACHING



- Clear modelling
- Live demonstrations
- Worked examples
- Guided practice
- Step-by-step teaching

### PRACTICAL APPLICATION



- Coding and programming
- Digital creativity
- Problem solving
- Debugging
- Collaborative learning

### DIGITAL SAFETY



- Safe searching
- Respectful communication
- Protecting information
- Recognising risks
- Responsible online behaviour

### ORACY & VOCABULARY



- Explain
- Evaluate
- Debug
- Algorithm
- Sequence
- Network

### ADAPTIVE TEACHING



- Scaffolds and support
- Chunking and modelling
- Visual resources
- Peer support
- Challenge for all
- Next step pathways



Lessons are designed to be **inclusive**, **engaging** and **ambitious** for all learners.

## COMPUTING AT ST STEPHEN'S



### PURPLE MASH

Our core scheme of work providing engaging and progressive lessons.



### MICROBITS

Exploring coding, electronics and real world problem solving.



### CHROMEBOOKS

Used for research, coding, creating, presenting and collaborative learning.



### ONLINE SAFETY

Embedded throughout our curriculum using the 2BeSafe framework.



### IPADS

Supporting creativity, multimedia, research and interactive learning.



### CROSS-CURRICULAR LINKS

Using technology across the curriculum to enhance creativity and learning.



### BEE-BOTS

Developing early computational thinking, sequencing and problem solving.



### COLLABORATION

Developing teamwork, communication and respect in digital spaces.

## DIGITAL TOOLS IN ACTION



### CODING

Create and debug programs



### DATA & SPREADSHEETS

Collect, analyse and present data



### ANIMATION

Design and create animations



### DIGITAL WRITING

Write, present and publish ideas



### AUDIO & VIDEO

Record, edit and create media



### ROBOTICS

Program, sequence and solve problems



### WEB & RESEARCH

Research safely and evaluate information



### COMPUTATIONAL THINKING

Decompose, pattern spot and algorithm design



### PYTHON

Begin text-based coding



### AI & EMERGING TECH

Explore how technology is shaping our world



### INSPIRED BY GOSPEL VALUES

We use technology to love, learn and serve one another.



### COMPASSION

We care for ourselves and others online.



### AMBITION

We aim high and never give up.



### REJOICE

We celebrate the gifts in everyone.



### EXCELLENCE

We strive to be the best we can be.



### SERVICE

We use our gifts to make a positive difference.



Every **child**,  
every **chance**,  
every **day**!



# KEY CONCEPTS IN COMPUTING

Developing computational thinking, creativity and digital understanding.



Every **Child**,  
Every **Chance**,  
Every **Day**!

## COMPUTATIONAL THINKING

At the heart of everything we do.



**DECOMPOSITION**  
Breaking problems down into smaller, manageable parts.



**ABSTRACTION**  
Focusing on the important information and ignoring irrelevant detail.



**ALGORITHMS**  
Creating step-by-step instructions to solve problems.



**DEBUGGING**  
Finding and fixing errors to improve and refine our work.



**PATTERN RECOGNITION**  
Looking for similarities and trends to help us make predictions and solutions.

## PROGRAMMING

Children learn to:

- sequence
- debug
- create algorithms
- solve problems
- code with increasing independence



## DIGITAL LITERACY

Children learn to:

- use technology safely
- communicate respectfully
- search effectively
- evaluate online information



## ONLINE SAFETY

Children learn:

- privacy
- cyberbullying
- online identity
- managing information
- digital wellbeing



## DATA & INFORMATION

Children learn to:

- collect data
- organise information
- interpret results
- use spreadsheets and databases



## CREATING MEDIA

Children learn to:

- design digital content
- create animations
- edit audio and video
- produce digital presentations



## SYSTEMS & NETWORKS

Children learn:

- how computers work
- networks
- communication systems
- hardware and software understanding



These concepts are **revisited** and **built upon** throughout your learning journey.

## OUR DIGITAL JOURNEY



### EYFS

#### EXPLORING

Exploring technology through play and curiosity. Building confidence and basic understanding.



### KEY STAGE 1

#### CREATING

Creating digital content and simple programs. Developing skills and using technology purposefully.



### LOWER KEY STAGE 2

#### CONNECTING

Connecting ideas and data. Developing problem solving and online skills.



### UPPER KEY STAGE 2

#### INNOVATING

Innovating, analysing and understanding systems. Creating with independence and thinking critically.

## THROUGH COMPUTING, CHILDREN LEARN TO...



### THINK LOGICALLY

Use reasoning and computational thinking to solve problems.



### COMMUNICATE CLEARLY

Express ideas and share information with others.



### SOLVE PROBLEMS

Break challenges into steps and find effective solutions.



### CREATE DIGITALLY

Design, code and produce digital content creatively.



### STAY SAFE ONLINE

Make responsible choices and protect ourselves and others.



### EXPLORE THE WIDER WORLD

Use technology to learn, discover and make a difference.



### OUR MISSION

Love one another,  
as I have loved you.

— John 13:34



# OUR COMPUTING LEARNING JOURNEY

Building knowledge, creativity and digital confidence from EYFS to Year 6.

♥ Every Child, ☆ Every Chance, 🌐 Every Day!

## EYFS EXPLORING & DISCOVERING

- Exploring technology through play
- Using devices with support
- Being safe online
- Creating digitally using simple tools

We start our journey by exploring technology with curiosity, creativity and confidence.

## YEAR 1 GETTING STARTED

- Technology Around Us
- Digital Painting
- Moving a Robot
- Grouping Data
- Logging In Safely

We learn the basics, create digital content and begin to understand the world around us.

## YEAR 2 BUILDING FOUNDATIONS

- IT Around Us
- Digital Photography
- Algorithms
- Pictograms
- Online Safety

We explore, organise information and start to think like computer scientists.

## YEAR 3 DEVELOPING SKILLS

- Connecting Computers
- Desktop Publishing
- Events & Actions
- Branching Databases
- Touch Typing

We apply our skills, create with purpose and communicate ideas effectively.

## YEAR 4 APPLYING KNOWLEDGE

- Repetition in Shapes
- Photo Editing
- Data Logging
- Repetition in Games
- Online Safety

We build more complex programs, analyse data and use technology safely and responsibly.

## YEAR 5 THINKING CRITICALLY

- Selection in Physical Computing
- Vector Drawing
- Flat-file Databases
- 3D Modelling
- Search Engines

We solve real problems, design, model and evaluate our digital solutions.

## YEAR 6 INNOVATING & LEADING

- Variables in Games
- Sensing
- Spreadsheets
- Web Page Creation
- Python Programming
- Transition & Staying Safe

We become confident creators, critical thinkers and responsible digital leaders.

## HOW WE GROW AS DIGITAL LEARNERS



### EXPLORE

We explore technology with curiosity and ask questions.



### CREATE

We create digital content and express our ideas creatively.



### CONNECT

We connect, collaborate and communicate respectfully.



### ANALYSE

We investigate, evaluate and make sense of information.



### INNOVATE

We design solutions and use technology to improve the world.



### LEAD

We lead by example and help others to be safe and responsible online.



Every step we take builds our knowledge, confidence and character.

## OUR COMPUTING STRANDS – THE BUILDING BLOCKS OF OUR CURRICULUM



### PROGRAMMING

We write, test and debug programs to solve problems and bring ideas to life.



### DIGITAL LITERACY

We use technology purposefully to find, evaluate, create and communicate information.



### ONLINE SAFETY

We stay safe, respectful and responsible online and protect our information and wellbeing.



### DATA & INFORMATION

We collect, organise, interpret and present data to answer questions.



### CREATING MEDIA

We design and create digital content including images, audio, video and text.



### SYSTEMS & NETWORKS

We understand how computers, networks and the internet work and how to keep them safe.



ST. STEPHEN'S R.C PRIMARY SCHOOL

Inspired by Gospel Values



Compassion



Ambition



Rejoice



Excellence



Service



Every child,  
every chance,  
every day!

| SKILL FOCUS                                          | EYFS<br>EXPLORING                                | YEAR 1<br>BEGINNING                                | YEAR 2<br>DEVELOPING                              | YEAR 3<br>BUILDING                                | YEAR 4<br>APPLYING                               | YEAR 5<br>EXTENDING                            | YEAR 6<br>MASTERING                                   |
|------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------|------------------------------------------------|-------------------------------------------------------|
| <b>SEQUENCING</b><br>Ordering steps                  | Explore order in sequences and routines.         | Order and sequence instructions to achieve a goal. | Create and follow simple sequences in programs.   | Use sequences in programs with multiple steps.    | Create sequences with more complex instructions. | Design and refine sequences in programs.       | Write sequences using text-based code.                |
| <b>ALGORITHMS</b><br>Creating step-by-step solutions | Begin to plan a route or activity.               | Create simple algorithms for familiar tasks.       | Design algorithms and predict outcomes.           | Create algorithms with clear inputs and outputs.  | Design efficient algorithms to solve problems.   | Compare algorithms and improve efficiency.     | Design advanced algorithms for complex tasks.         |
| <b>DEBUGGING</b><br>Finding and fixing errors        | Notice when things go wrong and try to fix them. | Find and fix issues with support.                  | Identify and fix errors in simple programs.       | Debug programs and explain what went wrong.       | Use strategies to identify and fix errors.       | Debug complex programs and test solutions.     | Use systematic debugging in text-based code.          |
| <b>REPETITION</b><br>Using loops                     | Explore repeating actions in play and stories.   | Use repeat commands.                               | Use repeat commands in programs.                  | Use loops to repeat actions effectively.          | Use count-controlled loops in programs.          | Combine loops and conditions.                  | Use loops in text-based code.                         |
| <b>VARIABLES</b><br>Storing and changing data        | Explore changing values through play.            | Begin to understand change in value.               | Use simple variables in programs.                 | Use variables to store information.               | Use and modify variables in programs.            | Use multiple variables in programs.            | Use variables in text-based coding to solve problems. |
| <b>LOGICAL REASONING</b><br>Making decisions         | Make simple choices in activities.               | Follow instructions with simple choices.           | Use 'if' statements in programs.                  | Use selection ('if/else') in programs.            | Combine selection and conditions.                | Use complex conditions and comparisons.        | Use logical operators in code.                        |
| <b>DECOMPOSITION</b><br>Breaking problems down       | Break activities into smaller steps.             | Break tasks into simple steps.                     | Break problems into smaller parts.                | Plan programs by breaking down tasks.             | Decompose and structure complex problems.        | Break problems into modules or subroutines.    | Decompose and manage large projects.                  |
| <b>INDEPENDENCE</b><br>Working with confidence       | Try things out and keep attempting.              | Work with support to complete tasks.               | Work with increasing independence and confidence. | Work independently and persevere with challenges. | Make choices and refine programs independently.  | Take ownership of projects and solve problems. | Create, evaluate and improve programs independently.  |

**COMPUTATIONAL THINKING**

**DECOMPOSITION**  
Breaking big problems down into smaller, manageable parts.

**PATTERN RECOGNITION**  
Noticing similarities and trends to make predictions.

**ALGORITHMS**  
Creating clear, step-by-step instructions.

**LOGICAL REASONING**  
Using logic to make decisions and solve problems.

**DEBUGGING**  
Finding and fixing mistakes to improve solutions.

**EVALUATION**  
Checking, testing and improving our work.

**OUR TOOLS & LANGUAGES GROW WITH US**

Bee-Bots & unplugged

Block Coding

Scratch

Python

Physical Computing

**FROM SIMPLE STEPS TO POWERFUL CODING**

Explore → Create → Code → Solve → Innovate

**EXAMPLES OF PROGRAMMING, THROUGH SCHOOL**

**EYFS**  
Exploring & controlling

**YEAR 1**  
Simple commands & sequences

**YEAR 2**  
Block coding & algorithms

**YEAR 3**  
Events & actions in programs

**YEAR 4**  
Repetition & selection

**YEAR 5**  
Variables & sensing in programs

**YEAR 6**  
Text-based coding & physical computing

**THROUGH PROGRAMMING, CHILDREN LEARN TO...**

**SOLVE PROBLEMS**  
Break challenges down and find solutions.

**THINK LOGICALLY**  
Use reasoning to make sense of problems.

**TEST & REFINE**  
Try, evaluate and improve our ideas.

**PERSEVERE**  
Keep going and learn from mistakes.

**COLLABORATE**  
Share ideas and build together.

**INNOVATE**  
Create new solutions and digital creations.

Every line of code builds confidence, creativity and capability.



# PROGRESSION OF DIGITAL LITERACY & E-SAFETY

Helping children become **safe, respectful** and **responsible** digital citizens.

♥ Every Child, ☆ Every Chance, 🌐 Every Day!

| FOCUS AREAS                          | EYFS<br>EXPLORING                                     | YEAR 1<br>BEGINNING                                   | YEAR 2<br>DEVELOPING                                             | YEAR 3<br>BUILDING                                         | YEAR 4<br>APPLYING                                        | YEAR 5<br>EXTENDING                                                      | YEAR 6<br>MASTERING                                                                |
|--------------------------------------|-------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>SELF-IMAGE &amp; IDENTITY</b>     | Talk about who we are and the things we like.         | Understand that we all have different identities.     | Recognise that people can present themselves differently online. | Understand how others may represent themselves online.     | Explain how online identity can be shaped and influenced. | Manage and protect my online identity and understand digital footprints. | Take control of my digital identity and consider how I present myself responsibly. |
| <b>ONLINE RELATIONSHIPS</b>          | Know who can help us online.                          | Understand what it means to be kind online.           | Recognise kind unkind behaviour online.                          | Know how to communicate respectfully online.               | Understand how online behaviour affects others.           | Build positive relationships and know where to get help.                 | Support others online and challenge inappropriate behaviour.                       |
| <b>ONLINE REPUTATION</b>             | Understand that our actions online can affect others. | Know that things I do online stay online.             | Think before I post or share things about myself or others.      | Understand that once shared, things can be hard to remove. | Understand the impact of online reputation on my future.  | Create and maintain a positive digital reputation.                       | Reflect on my digital reputation and take action to protect it.                    |
| <b>MANAGING ONLINE INFORMATION</b>   | Explore and find simple information with help.        | Find information with help and check if it is useful. | Use keywords to find information online.                         | Use different sources and compare what I find.             | Choose reliable sources and understand fact vs opinion.   | Evaluate content critically and recognise bias.                          | Synthesize information from multiple sources and evaluate accuracy.                |
| <b>HEALTH &amp; WELLBEING</b>        | Know that too much screen time is not healthy.        | Understand how technology can affect our feelings.    | Talk about how to stay safe and healthy online.                  | Recognise when technology affects my wellbeing.            | Manage my time online and offline.                        | Support my own and others' wellbeing online.                             | Make healthy choices and encourage others to do the same.                          |
| <b>PRIVACY &amp; SECURITY</b>        | Know not to share personal details online.            | Understand what personal information is.              | Keep personal information private.                               | Use strong passwords and keep accounts secure.             | Understand privacy settings and permissions.              | Protect my data and understand privacy risks.                            | Manage privacy settings confidently and securely.                                  |
| <b>COPYRIGHT &amp; OWNERSHIP</b>     | Explore digital content and creations.                | Recognise that others' work belongs to them.          | Give credit when using others' work.                             | Understand copyright and creative commons.                 | Respect intellectual property and licensing.              | Use and create content legally and ethically.                            | Create original content and respect rights of others.                              |
| <b>DIGITAL COMMUNICATION</b>         | Use simple digital tools to communicate.              | Send simple messages kindly.                          | Use digital tools to share ideas respectfully.                   | Communicate clearly using appropriate language.            | Collaborate online and communicate responsibly.           | Use digital communication for learning and collaboration.                | Communicate professionally and contribute positively online.                       |
| <b>SAFE SEARCHING &amp; RESEARCH</b> | Use child-friendly search tools.                      | Use safe search with adult support.                   | Search safely and know where to go for help.                     | Choose safe search tools independently.                    | Use effective search strategies responsibly.              | Evaluate search results and check reliability.                           | Use advanced search skills and verify information.                                 |
| <b>EVALUATING INFORMATION</b>        | Look at and talk about what we see online.            | Decide if information is true or not.                 | Check if information is reliable.                                | Understand that not everything is true online.             | Identify bias, opinion and misinformation.                | Fact-check and corroborate information.                                  | Challenge information critically and make informed choices.                        |

## OUR DIGITAL CITIZEN JOURNEY

- EXPLORE**  
Explore technology safely and with curiosity.
- ↓
- COMMUNICATE**  
Communicate respectfully and kindly with others.
- ↓
- SEARCH**  
Search responsibly and find reliable information.
- ↓
- PROTECT**  
Protect our personal information and respect others.
- ↓
- EVALUATE**  
Evaluate content critically and think carefully.
- ↓
- LEAD**  
Lead by example and make a positive impact online.

**ONLINE SAFETY IS EMBEDDED THROUGHOUT OUR CURRICULUM**

Through 2BeSafe and Education for a Connected World.

**2simple 2BeSafe**

**&**  
Education for a Connected World

- Privacy & Security
- Online Relationships
- Mental Health & Wellbeing
- Mis/Information & Reliability
- Digital Footprints

**THROUGH DIGITAL LITERACY, CHILDREN LEARN TO...**



**CONNECT SAFELY**  
Build positive relationships and collaborate online.



**THINK CRITICALLY**  
Question, evaluate and make informed choices.



**COMMUNICATE RESPECTFULLY**  
Share ideas and listen to others with kindness.



**PROTECT THEMSELVES**  
Keep personal information safe and secure. Speak out and get help.



**USE TECHNOLOGY RESPONSIBLY**  
Balance online and offline life.



**SHOW KINDNESS ONLINE**  
Be a positive digital citizen and stand up for others.



**SAFE TODAY, STRONG TOMORROW, CONNECTED FOREVER.**

# PROGRESSION OF CREATING MEDIA

Developing **creativity**, communication and digital expression through technology.

IMAGINE

CREATE

DESIGN

EDIT

SHARE

INSPIRE

♥ Every Child, ☆ Every Chance, 🌐 Every Day!

## OUR CREATIVE DIGITAL JOURNEY



### EXPLORE

Discover tools and ideas with curiosity.



### CREATE

Make your ideas come to life.



### DESIGN

Plan, compose and bring ideas together.



### EDIT

Refine and improve your work.



### PRESENT

Share your creations with confidence.



### INSPIRE

Use your skills to inspire others.

## CREATING MEDIA IS EMBEDDED THROUGH OUR CURRICULUM

Through 2BeSafe and Education for a Connected World.

2BeSafe

Education for a  
Connected World

Respect & Copyright

Balanced Time

Positive Communication

Digital Identity

Wellbeing Online

| MEDIA FOCUS                             | EYFS<br>EXPLORING                                      | YEAR 1<br>BEGINNING                                   | YEAR 2<br>DEVELOPING                                          | YEAR 3<br>BUILDING                                            | YEAR 4<br>APPLYING                                                | YEAR 5<br>EXTENDING                                         | YEAR 6<br>MASTERING                                             |
|-----------------------------------------|--------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|
| <b>DIGITAL ART</b>                      | Explore colours, tools and textures using simple apps. | Create simple digital paintings and drawings.         | Use different brushes and shapes to create more detailed art. | Use layers, effects and filters to enhance digital artwork.   | Combine tools and techniques to create digital art for a purpose. | Use advanced tools and styles to create original artwork.   | Produce sophisticated digital art showing creativity and skill. |
| <b>PHOTOGRAPHY</b>                      | Take photos and talk about what they can see.          | Take clear photos and explore different angles.       | Use photos to tell a story and make simple edits.             | Edit photos using filters, crop and adjustments.              | Manipulate images creatively for different purposes.              | Use advanced editing tools to enhance and combine images.   | Take, edit and present high quality images with impact.         |
| <b>VIDEO CREATION</b>                   | Record short videos and watch them back.               | Record and share simple video clips.                  | Plan and record videos with a beginning, middle and end.      | Edit videos by trimming clips and adding text or transitions. | Add effects, music and voiceovers to enhance video projects.      | Create engaging videos for specific audiences and purposes. | Produce high quality videos showing creativity and impact.      |
| <b>AUDIO PRODUCTION</b>                 | Explore sounds and rhythm using simple tools.          | Record and play back sounds and simple musical ideas. | Combine sounds and loops to create simple compositions.       | Edit audio and add effects to improve sound quality.          | Layer audio, use effects and balance levels.                      | Create audio projects with purpose and suitable effects.    | Produce polished audio projects for specific purposes.          |
| <b>PUBLISHING</b>                       | Explore digital books and simple page layouts.         | Add text and images to create simple digital pages.   | Create newsletters and storybooks with pictures and text.     | Use templates to create informative and engaging pages.       | Organise content using columns, boxes and headings.               | Create multi-page documents for real purposes.              | Design and publish professional quality documents.              |
| <b>GRAPHIC DESIGN</b>                   | Explore shapes, colours and patterns.                  | Create posters and collages using digital tools.      | Use text and images together to design for a purpose.         | Use layers and tools to create eye-catching designs.          | Design logos, posters and graphics with impact.                   | Use advanced design tools to communicate ideas effectively. | Create original designs showing creativity and professionalism. |
| <b>PRESENTATION DESIGN</b>              | Watch and talk about digital presentations.            | Add text and images to make simple slides.            | Create slide shows with transitions and layouts.              | Add animations and media to enhance presentations.            | Organise information clearly with engaging visuals.               | Present information confidently using suitable media.       | Design and deliver confident, impactful presentations.          |
| <b>ANIMATION</b>                        | Explore simple movement on screen.                     | Create simple animations with basic tools.            | Make animated stories using frames.                           | Add backgrounds, text and effects to animations.              | Create detailed animations with timing and sound.                 | Use advanced tools for smooth and creative animations.      | Produce high quality animations for real audiences.             |
| <b>DIGITAL WRITING</b>                  | Explore typing and mark making on screens.             | Type simple sentences and stories.                    | Use word processors to edit and improve writing.              | Format text and add images to improve writing.                | Use styles, layout and tools for different writing purposes.      | Write for a range of audiences using digital tools.         | Write, edit and publish high quality digital content.           |
| <b>COMMUNICATION &amp; PRESENTATION</b> | Share ideas and listen to others using technology.     | Record voice messages and share.                      | Use digital tools to communicate and present ideas.           | Collaborate with others using shared digital tools.           | Present ideas clearly using a range of media.                     | Collaborate on projects and communicate confidently.        | Lead and inspire others through digital communication.          |

THROUGH CREATING MEDIA,  
CHILDREN LEARN TO...



### EXPRESS IDEAS CREATIVELY

Use imagination and tools to bring ideas to life.



### COMMUNICATE CLEARLY

Share messages and stories using media.



### DESIGN PURPOSEFULLY

Plan and create with intention and impact.



### THINK CRITICALLY

Evaluate, improve and refine their work.



### COLLABORATE DIGITALLY

Work together, share ideas and build on others' work.



### CREATE FOR REAL AUDIENCES

Produce meaningful content for a wider audience.



CREATIVE TODAY,  
COMMUNICATORS TOMORROW,  
INSPIRING THE FUTURE.



# PROGRESSION OF DATA & INFORMATION

Developing **analytical thinkers** who can collect, interpret and present information effectively.



♥ Every Child, ★ Every Chance, 🌐 Every Day!

## OUR DATA JOURNEY



## DATA IS EVERYWHERE!

We use data and information every day to understand, decide and make a difference.



## DATA SKILLS ARE LIFE SKILLS



| DATA FOCUS                           | EYFS EXPLORING                                       | YEAR 1 BEGINNING                                   | YEAR 2 DEVELOPING                                                      | YEAR 3 BUILDING                                     | YEAR 4 APPLYING                                       | YEAR 5 EXTENDING                                       | YEAR 6 MASTERING                                               |
|--------------------------------------|------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------|
| <b>COLLECTING DATA</b>               | Sort and group objects by simple features.           | Ask simple questions and collect data by counting. | Collect data using surveys and simple tables.                          | Use digital tools to collect data more efficiently. | Design and use more complex surveys and methods.      | Choose the best method to collect reliable data.       | Plan and carry out independent data collection.                |
| <b>PRESENTING INFORMATION</b>        | Use pictures and simple marks to show information.   | Use pictograms to represent data.                  | Create block diagrams and simple charts.                               | Use bar charts and pie charts to present data.      | Create and choose suitable charts for different data. | Use line graphs and combined charts effectively.       | Select and justify the most effective way to present data.     |
| <b>SORTING &amp; GROUPING</b>        | Sort objects by colour, shape and size.              | Group data by one attribute.                       | Group and sort data by different attributes.                           | Use tables to sort information.                     | Sort and group data using multiple criteria.          | Use advanced sorting techniques including filters.     | Organise data efficiently using advanced tools and techniques. |
| <b>DATABASES</b>                     | Explore simple sets of information.                  | Use simple class databases.                        | Create and use mini-databases.                                         | Add, edit and search data in databases.             | Use relational features in databases.                 | Design and create complex databases.                   | Use databases to answer questions and solve problems.          |
| <b>INTERPRETING RESULTS</b>          | Talk about what they notice.                         | Compare amounts and say which is more or less.     | Compare and answer questions about data.                               | Use data to answer questions and draw conclusions.  | Explain what data shows us and what it means.         | Interpret data in context and explain findings.        | Evaluate data and justify conclusions with evidence.           |
| <b>ANALYSING INFORMATION</b>         | Find simple patterns.                                | Look for patterns in data.                         | Identify simple patterns and trends.                                   | Find and describe trends and relationships.         | Analyse patterns and make predictions.                | Analyse data to make predictions and informed choices. | Analyse data sets critically to solve real-world problems.     |
| <b>SPREADSHEETS</b>                  | Explore number tools and simple grids.               | Enter data into simple spreadsheets.               | Use spreadsheets to organise and calculate.                            | Use basic formulas and functions.                   | Use formulas, charts and features to analyse data.    | Use advanced features and create calculated results.   | Design and use spreadsheets to model data.                     |
| <b>DATA LOGGING</b>                  | Observe changes over time.                           | Record simple data over time.                      | Use data loggers (e.g. weather, sound, temperature).                   | Collect and review data using digital loggers.      | Analyse logged data and identify patterns.            | Use data loggers over longer periods to find trends.   | Evaluate and present logged data accurately and effectively.   |
| <b>PROBLEM SOLVING WITH DATA</b>     | Answer simple questions using information.           | Solve simple problems using data.                  | Use data to solve practical problems.                                  | Apply data skills to solve real-life problems.      | Use multiple data sources to solve problems.          | Evaluate solutions using data and make improvements.   | Solve complex problems using data confidently.                 |
| <b>USING INFORMATION RESPONSIBLY</b> | Understand that information should be kind and true. | Understand that information must be accurate.      | Know that information belongs to others and must be used respectfully. | Follow rules for using and sharing information.     | Understand copyright and referencing basics.          | Evaluate the reliability of information sources.       | Use information ethically and responsibly.                     |

THROUGH DATA & INFORMATION, CHILDREN LEARN TO...



**INTERPRET INFORMATION**  
Understand and make sense of information.



**THINK CRITICALLY**  
Question, evaluate and draw logical conclusions.



**IDENTIFY PATTERNS**  
Spot trends and make predictions.



**SOLVE PROBLEMS**  
Use data to find solutions to real challenges.



**MAKE INFORMED DECISIONS**  
Use reliable information to choose wisely.



**COMMUNICATE FINDINGS CLEARLY**  
Present data in ways others can understand and act on.



**SMART DATA. BRIGHT FUTURES. STRONGER TOGETHER.**



St. Stephen's  
R.C. Primary School

INSPIRED BY GOSPEL VALUES

# PROGRESSION OF SYSTEMS & NETWORKS

Developing understanding of digital systems,  
communication and the connected world.

♥ Every Child, ☆ Every Chance, 🌐 Every Day!

| FOCUS AREAS                          | EYFS<br>EXPLORING                                          | YEAR 1<br>BEGINNING                                  | YEAR 2<br>DEVELOPING                                               | YEAR 3<br>BUILDING                                                | YEAR 4<br>APPLYING                                          | YEAR 5<br>EXTENDING                                          | YEAR 6<br>MASTERING                                               |
|--------------------------------------|------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------|
| <b>DEVICES &amp; HARDWARE</b>        | Explore and name common devices in school and at home.     | Identify and describe the basic parts of a computer. | Recognise how devices can be used to help us in different ways.    | Understand that devices have inputs, processes and outputs.       | Compare and contrast a range of devices and their purposes. | Understand how hardware and software work together.          | Evaluate the benefits and limitations of different devices.       |
| <b>NETWORKS &amp; INTERNET</b>       | Understand that devices can be connected.                  | Recognise that computers can be linked.              | Understand that the internet connects computers worldwide.         | Identify devices that connect to the internet at home and school. | Understand how data is sent across networks.                | Explain how the internet connects people and information.    | Understand the role of ISPs, routers and switches in connections. |
| <b>COMMUNICATION SYSTEMS</b>         | Talk about different ways we communicate using technology. | Use simple digital tools to send messages.           | Recognise that people can communicate online.                      | Use digital communication tools safely and respectfully.          | Understand different methods of online communication.       | Evaluate the most appropriate ways to communicate online.    | Manage digital communications responsibly.                        |
| <b>CLOUD TECHNOLOGY</b>              | Explore how we can save work online.                       | Save and retrieve work using online storage.         | Understand that files can be stored in the cloud.                  | Use cloud storage to store and share information.                 | Organise and manage files in the cloud.                     | Collaborate on documents using cloud tools.                  | Evaluate the benefits and risks of cloud technology.              |
| <b>SEARCHING &amp; BROWSING</b>      | Explore simple online content with support.                | Use a search engine with adult support.              | Use keywords to find information online.                           | Refine searches to find relevant information.                     | Evaluate websites for accuracy and suitability.             | Use advanced search techniques to find specific information. | Assess the reliability and bias of online information.            |
| <b>INPUTS &amp; OUTPUTS</b>          | Explore how we give instructions to devices.               | Identify common inputs and outputs.                  | Understand how inputs control what happens.                        | Explain how data is input, processed and output.                  | Design systems with specific inputs and outputs.            | Use sensors and systems to monitor and respond.              | Develop automated systems with multiple inputs and outputs.       |
| <b>UNDERSTANDING DIGITAL SYSTEMS</b> | Talk about what happens when we use technology.            | Understand that computers follow instructions.       | Recognise that programs control devices.                           | Understand that systems follow a sequence of steps.               | Understand and describe simple system processes.            | Analyse how systems can be improved.                         | Design and evaluate complex digital systems.                      |
| <b>TECHNOLOGY IN EVERYDAY LIFE</b>   | Identify technology we use every day.                      | Name ways technology helps us.                       | Recognise technology in the home, school and community.            | Identify how technology improves our lives.                       | Evaluate the impact of technology on society.               | Discuss the advantages and disadvantages of technology.      | Consider the future impact of technology on the world.            |
| <b>RESPONSIBLE USE OF NETWORKS</b>   | Begin to understand how to stay safe online.               | Follow simple rules for using the internet.          | Understand the importance of keeping personal information private. | Use the internet safely and report concerns.                      | Respect others and follow digital citizenship rules.        | Recognise risks and how to stay safe online.                 | Use networks responsibly and support others to stay safe.         |
| <b>EMERGING TECHNOLOGIES</b>         | Explore new and exciting technologies.                     | Talk about robots and smart devices.                 | Explore how new technology can help us.                            | Learn about AI, smart devices and their uses.                     | Understand how emerging technology is developing.           | Explore future technologies and their possibilities.         | Evaluate the impact of emerging technologies.                     |

## OUR CONNECTED JOURNEY

- EXPLORE**  
Discover the digital world and the technology around us.
- CONNECT**  
Understand how devices and networks work together.
- COMMUNICATE**  
Share information and communicate responsibly.
- UNDERSTAND**  
Learn how systems work and how data travels.
- NAVIGATE**  
Use the internet confidently, safely and wisely.
- INNOVATE**  
Use knowledge to solve problems and create the future.

## THE WORLD IS CONNECTED

Everything we do online is part of a bigger system.



## ONLINE SAFETY IS EVERYONE'S RESPONSIBILITY

Through 2BeSafe and Education for a Connected World.

**2 simple**  
**2BeSafe**

&

**Education for a**  
**Connected World**



Privacy &  
Security



Kind  
Communication



Reliable  
Information



Digital  
Wellbeing

THROUGH SYSTEMS & NETWORKS,  
CHILDREN LEARN TO...



### UNDERSTAND CONNECTIVITY

Understand how  
devices and networks  
work together.



### USE TECHNOLOGY EFFECTIVELY

Use digital tools and  
systems with confidence  
and purpose.



### SEARCH & NAVIGATE RESPONSIBLY

Search for information  
safely and evaluate  
what they find.



### SOLVE TECHNICAL PROBLEMS

Identify issues and  
find solutions using  
digital knowledge.



### UNDERSTAND DIGITAL SYSTEMS

Understand how digital  
systems process and  
share information.



### PREPARE FOR THE FUTURE

Develop skills for  
a connected and  
digital world.



CONNECTED TODAY.  
EMPOWERED TOMORROW.  
READY FOR THE FUTURE.

| FOCUS AREAS                            | EYFS EXPLORING                                        | YEAR 1 BEGINNING                                        | YEAR 2 DEVELOPING                                            | YEAR 3 BUILDING                                          | YEAR 4 APPLYING                                          | YEAR 5 EXTENDING                                               | YEAR 6 MASTERING                                                |
|----------------------------------------|-------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|
| <b>TECHNICAL VOCABULARY</b>            | Use simple words to name technology and actions.      | Use basic computing words to describe what I do.        | Use more computing vocabulary to describe tools and actions. | Use a growing range of accurate computing vocabulary.    | Use precise vocabulary to explain ideas and processes.   | Use technical vocabulary confidently and in the right context. | Use subject-specific vocabulary accurately to discuss concepts. |
| <b>EXPLAINING PROCESSES</b>            | Talk about what I do with technology in simple terms. | Explain what happens when I follow an instruction.      | Explain my algorithm or steps in the right order.            | Explain how my programs and digital works are made.      | Explain how different components and systems work.       | Explain my ideas using clear, logical reasoning.               | Explain complex processes using accurate terminology.           |
| <b>QUESTIONING &amp; REASONING</b>     | Ask simple questions about what I see or do.          | Ask questions to find out more about technology.        | Ask and answer questions about what I am doing.              | Ask thoughtful questions to improve my work.             | Use questions to explore problems and solutions.         | Ask and answer higher-order questions about my work.           | Challenge ideas and justify my thinking.                        |
| <b>DEBUGGING DISCUSSIONS</b>           | Ask sinout problems and how I solved or do.           | Say what went wrong and how I fixed it.                 | Describe the problem and how I debugged my work.             | Explain how I found and fixed errors (step by step).     | Discuss different ways to debug and improve.             | Evaluate and suggest improvements to solutions.                | Use technical language to discuss and refine solutions.         |
| <b>ONLINE COMMUNICATION</b>            | Use kind words when communicating online.             | Know how to communicate safely and kindly.              | Understand how messages can be shared online.                | Understand the importance of clear online communication. | Evaluate online communication and its impact.            | Communicate responsibly and respectfully online.               | Communicate thoughtfully and ethically online.                  |
| <b>PRESENTING DIGITAL WORK</b>         | Show and talk about my digital work.                  | Talk about my work and what I am proud of.              | Present my work and explain what I did.                      | Present my work clearly to others.                       | Present and explain my work using accurate vocabulary.   | Present confidently and respond to feedback.                   | Present professionally and adapt to my audience.                |
| <b>EVALUATING OUTCOMES</b>             | Talk about what i like or found easy/hard.            | Say what went well and what I could improve.            | Evaluate my work and suggest ways to improve.                | Evaluate using specific reasons and examples.            | Evaluate the impact and effectiveness of my work.        | Critically evaluate and justify my opinions.                   | Evaluate in depth using evidence and technical vocabulary.      |
| <b>COLLABORATIVE TALK</b>              | Share ideas with others and take turns.               | Listen to others and share my ideas.                    | Work with others and share ideas respectfully.               | Collaborate and build on others' ideas.                  | Discuss and plan together to solve problems.             | Lead discussions and value others' contributions.              | Work collaboratively and challenge ideas constructively.        |
| <b>COMPUTATIONAL THINKING LANGUAGE</b> | Use words like 'first', 'next', 'then'.               | Use words like 'sequence', 'repeat' and 'instructions'. | Use words like 'algorithm', 'debug' and 'predict'.           | Use words like 'input', 'output' and 'flowchart'.        | Use words like 'decompose', 'pattern' and 'abstraction'. | Use words like 'efficiency', 'variable' and 'simulation'.      | Use words like 'system', 'model' and 'evaluate'.                |
| <b>SUBJECT-SPECIFIC VOCABULARY</b>     | Learn new words about technology and computing.       | Build my vocabulary and use it in sentences.            | Use new vocabulary in discussions and explanations.          | Apply vocabulary accurately in different contexts.       | Use a wide range of vocabulary confidently.              | Use advanced vocabulary to deepen meaning.                     | Use precise vocabulary to explain concepts.                     |

### OUR COMPUTING COMMUNICATION JOURNEY

**NOTICE**  
 Notice key words and concepts.

**NAME**  
 Use the right vocabulary.

**EXPLAIN**  
 Explain my ideas and processes.

**DISCUSS**  
 Share ideas and listen to others.

**EVALUATE**  
 Evaluate and reason critically.

**PRESENT**  
 Present clearly and confidently.

### STRONG ORACY, STRONG THINKING

When we talk about computing, we think deeper, learn more and achieve more!

### WE SPEAK COMPUTING!

Using the right vocabulary helps us share ideas, solve problems and create amazing digital solutions.

simple 2BeSafe

Education for a Connected World

Voice & Oracy

Listening

Respect

Confidence

Collaboration

### THROUGH COMPUTING ORACY, CHILDREN LEARN TO...

**EXPLAIN IDEAS CLEARLY**  
 Use vocabulary to express ideas and thinking.

**REASON LOGICALLY**  
 Use language to think, reason and solve problems.

**DISCUSS SOLUTIONS**  
 Share ideas and explore different approaches.

**COLLABORATE EFFECTIVELY**  
 Work together and build on each other's ideas.

**COMMUNICATE RESPONSIBLY**  
 Use language respectfully and safely online.

**PRESENT CONFIDENTLY**  
 Share knowledge and inspire others.

**WORDS CONNECT IDEAS. IDEAS DRIVE INNOVATION. TOGETHER, WE CREATE THE FUTURE.**



# COMPUTING ACROSS THE CURRICULUM

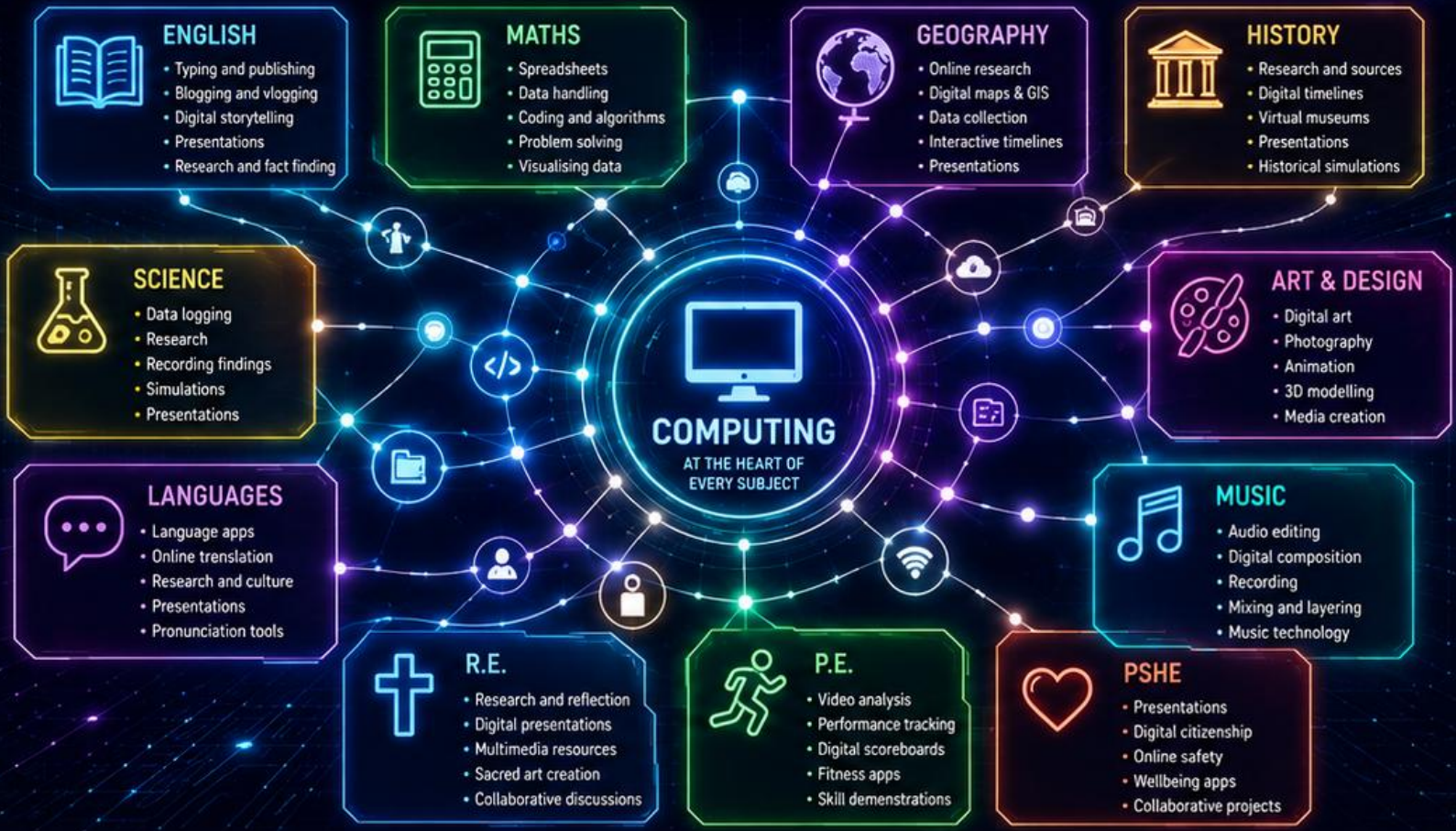
Using technology to enhance creativity, communication and learning across all subjects.

"Technology is best when it brings people together and helps us learn more about the world."

Every Child, Every Chance, Every Day!

## TECHNOLOGY IN EVERYDAY LEARNING

- EXPLORE**  
Discover new ideas and ask questions.
- CREATE**  
Use technology to bring ideas to life.
- RESEARCH**  
Find, collect and organise information.
- COMMUNICATE**  
Share ideas clearly and collaborate.
- ANALYSE**  
Look at information and find patterns.
- PRESENT**  
Present findings and showcase learning.



## DIGITAL SKILLS FOR LIFE

- COMMUNICATION**  
Express ideas clearly and confidently.
- PROBLEM SOLVING**  
Think logically and solve challenges.
- RESEARCH**  
Find reliable information and use it wisely.
- CREATIVITY**  
Design, create and innovate digitally.
- COLLABORATION**  
Work together and share ideas.
- ONLINE SAFETY**  
Stay safe, responsible and respectful online.

## PREPARING CHILDREN FOR A TECHNOLOGY-RICH FUTURE

Building skills today for success tomorrow.

## THROUGH CROSS-CURRICULAR COMPUTING, CHILDREN...

- BECOME INDEPENDENT LEARNERS**  
Take ownership of their learning using digital tools.
- CONNECT LEARNING ACROSS SUBJECTS**  
Make links and see the bigger picture.
- USE TECHNOLOGY PURPOSEFULLY**  
Select the right tools to achieve the best outcomes.
- DEEPEN UNDERSTANDING**  
Explore ideas more deeply and remember more for longer.
- CREATE MEANINGFUL OUTCOMES**  
Produce high quality work with purpose and impact.

COMPUTING CONNECTS.  
COMPUTING EMPOWERS.  
COMPUTING TRANSFORMS LEARNING.

INSPIRED BY  
GOSPEL VALUES

- ♥ Love
- 👤 Respect
- ✚ Forgiveness
- ★ Hope



# SOLO TAXONOMY IN COMPUTING

Supporting children to develop deeper thinking,  
independence and mastery in computing.

“We don't just  
teach computing.  
We grow digital  
thinkers and creators  
of the future.”



## WHAT THIS LOOKS LIKE IN COMPUTING



### CODING

Writing, debugging and improving  
programs and algorithms.



### E-SAFETY

Understanding risks, making  
responsible choices and staying  
safe online.



### DATA & INFORMATION

Collecting, analysing and presenting  
data to answer questions  
and solve problems.



### CREATING MEDIA

Designing, producing and evaluating  
digital content for a purpose  
and audience.



### SYSTEMS & NETWORKS

Understanding how digital systems  
work, connect and communicate  
in the real world.

## COMPUTING THINKERS AT ST STEPHEN'S



Curious



Resilient



Creative



Collaborative



Responsible

## THE DIGITAL THINKING JOURNEY

### 1 PRESTRUCTURAL

I am beginning  
to explore.



#### EXAMPLES IN COMPUTING

- Identifying and naming  
devices
- Following basic instructions
- Using simple vocabulary
- Exploring digital tools  
with guidance



Exploring

### 2 UNISTRUCTURAL

I understand  
one idea.



#### EXAMPLES IN COMPUTING

- Creating a simple algorithm
- Identifying an online risk
- Using one digital tool  
with support
- Describing what a  
program does



Understanding

### 3 MULTISTRUCTURAL

I can connect  
several ideas.



#### EXAMPLES IN COMPUTING

- Combining digital tools
- Debugging multiple errors
- Explaining a process  
in steps
- Using multiple sources  
of information



Connecting

### 4 RELATIONAL

I understand how  
ideas link together.



#### EXAMPLES IN COMPUTING

- Designing purposeful  
programs or media
- Analysing data and drawing  
conclusions
- Evaluating digital systems
- Solving complex problems  
using multiple skills



Linking

### 5 EXTENDED ABSTRACT

I can apply my understanding  
creatively and generally.



#### EXAMPLES IN COMPUTING

- Creating original digital solutions
- Innovating using technology
- Applying learning across  
subjects and contexts
- Evaluating and improving  
digital outcomes critically



Innovating

THROUGH SOLO,  
CHILDREN LEARN TO...



#### THINK DEEPLY

Build understanding  
step by step and  
make connections.



#### EXPLAIN CLEARLY

Use vocabulary to  
express ideas and  
justify thinking.



#### SOLVE PROBLEMS

Apply knowledge  
purposefully and  
think flexibly.



#### INNOVATE INDEPENDENTLY

Create original  
solutions and  
improve ideas.



#### MAKE MEANINGFUL CONNECTIONS

Transfer learning  
across subjects,  
situations and life.



We believe every child can grow as a digital thinker.  
With the right skills, values and opportunities, they  
can shape a better future for all.



EVERY CHILD,



EVERY CHANCE,



EVERY DAY!



St. Stephen's  
R.C. Primary School

INSPIRED BY GOSPEL VALUES

“The best way to predict the future is to **create** it.”

# THE FUTURE OF COMPUTING

Preparing children to thrive, innovate and lead in a rapidly changing digital world.

Every Child Every Chance Every Day!

## TECHNOLOGIES OF THE FUTURE

|                                                                                                   |                                                                                                   |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <br><b>ARTIFICIAL INTELLIGENCE</b><br>Smart systems that learn, adapt and solve complex problems. | <br><b>ROBOTICS</b><br>Machines that assist, automate and enhance human potential.                |
| <br><b>SPACE TECHNOLOGY</b><br>Exploring beyond our world through innovation and discovery.       | <br><b>CYBER SECURITY</b><br>Protecting data, systems and people in an interconnected world.      |
| <br><b>GLOBAL COMMUNICATION</b><br>Connecting people instantly across the globe.                  | <br><b>DATA SCIENCE</b><br>Using data to understand, predict and make a positive impact.          |
| <br><b>GAME DESIGN</b><br>Creating immersive experiences that entertain, educate and inspire.     | <br><b>DIGITAL MEDIA</b><br>Telling stories, sharing ideas and expressing creativity in new ways. |



## THE ST STEPHEN'S DIGITAL LEARNER

- CURIOUS**  
We ask questions and explore the world around us.
- CREATIVE**  
We imagine, design and bring ideas to life.
- RESPONSIBLE**  
We stay safe, use technology wisely and respect others.
- COLLABORATIVE**  
We work together, share ideas and learn from others.
- RESILIENT**  
We keep trying, learn from mistakes and never give up.
- FUTURE READY**  
We are prepared to innovate, adapt and lead with confidence.

## SKILLS FOR LIFE

|                                                                           |                                                                       |                                                                                     |                                                                             |                                                                                 |                                                                                       |                                                                                              |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <br><b>PROBLEM SOLVING</b><br>Thinking critically to overcome challenges. | <br><b>COMMUNICATION</b><br>Expressing ideas clearly and confidently. | <br><b>COLLABORATION</b><br>Working together to achieve more and make a difference. | <br><b>INNOVATION</b><br>Imagining new ideas and creating better solutions. | <br><b>ADAPTABILITY</b><br>Embracing change and learning in a fast-paced world. | <br><b>DIGITAL CITIZENSHIP</b><br>Using technology safely, ethically and responsibly. | <br><b>COMPUTATIONAL THINKING</b><br>Breaking down problems and designing logical solutions. |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

## CAREERS OF THE FUTURE

|                                                                                     |                                                                                  |                                                                                 |                                                                                |                                                                                    |                                                                                    |                                                                                               |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <br><b>SOFTWARE ENGINEER</b><br>Building the apps and systems that power our world. | <br><b>ROBOTICS DESIGNER</b><br>Designing robots that solve real world problems. | <br><b>GAME CREATOR</b><br>Designing games that entertain and inspire millions. | <br><b>CYBER ANALYST</b><br>Protecting systems and keeping people safe online. | <br><b>MEDIA PRODUCER</b><br>Creating digital content that tells powerful stories. | <br><b>DATA SCIENTIST</b><br>Analyzing data to shape ideas and improve the future. | <br><b>AEROSPACE TECHNOLOGIST</b><br>Designing the technology that takes us beyond our world. |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

## THROUGH COMPUTING, WE...

- CONNECT GLOBALLY**  
Building bridges across communities and cultures.
- CREATE DIGITALLY**  
Turning ideas into meaningful digital solutions.
- INNOVATE CONFIDENTLY**  
Pushing boundaries and shaping what comes next.
- SOLVE PROBLEMS**  
Using technology to make a positive impact.
- SHAPE THE FUTURE**  
Becoming the changemakers of tomorrow.

Through Computing, children learn to *shape the world* — not just use it.

Every Child Every Chance Every Day!

