Sheffield City Council | Sheffield ILS eLearning Service

Improving outcomes . Embracing technology

Sheffield SEND Computing Progression Framework

This progression framework has been created to accompany the Sheffield SEND Computing Scheme of Work, to indicate the progression of skills and knowledge in the computing curriculum for learners working below National Curriculum level. It uses the P scales as a point of reference. For students working at national curriculum levels, please see the Sheffield Primary Computing Progression Framework.

The following documents show a general overview of progression in the 4 strands of the scheme of work, plus the online safety and digital literacy themes that are embedded across the scheme.

Strand 1	**Key Skills: What is a Computer?**
Strand 2	**Communication: Multimedia**
Strand 3	**Communication: Data**
Strand 4	**Programming & Algorithms**
Online Safety & Digital Literacy	

The statements reference the Revised P Scales for Computing by Elliott, Galloway, Medhurst & Paveley – an attempt by educators across the country to create a set of P Scales statements that better reflect the Computing programs of study.

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Sheffield eLearning Service 2020 [with reference to the Revised P Scales for Computing by Elliott, Galloway, Medhurst & Paveley]

P5

1. WHAT IS A COMPUTER?	
	Explore technology
	Use different digital devices, e.g. computer, camera, tablet
	Access content using an appropriate access device
2. COMMUNICATION: MULTIMEDIA	
	Access a range of multimedia content
	Demonstrate a preference for a piece of content from a selection
	Use technology to explore digital content
	Create very simple digital content, e.g. make marks in an art package
3. COMMUNICATION: DATA	
	Access content in a range of formats, e.g. image, video, audio
	Identify objects of a single category e.g. colour
	Indicate 1 or lots of an object represented in a digital resource
4. PROGRAMMING & ALGORITHMS	
	Make something happen using technology
	Expect an outcome from an action when using technology
	Repeat an action to trigger a specific outcome
5. ONLINE SAFETY & DIGITAL LITERACY	
	Access digital content online, e.g. images, video, music

Sheffield eLearning Service 2020 [with reference to the Revised P Scales for Computing and the Computing Progression Pathways document by Dorling & Walker © 2014]

P6

1. WHAT IS A COMPUTER?	
	Access content using an appropriate access device
	Recognise different digital devices, e.g. computer, camera, tablet
	Recognise that different devices are used for different purposes, e.g. camera to take photo
	Choose appropriate technology from a limited selection to fulfil a familiar task, e.g. to watch video.
2. COMMUNICATION: MULTIMEDIA	
	Create simple digital content e.g. digital art
	Operate a digital device with support to fulfil a task, e.g. take a photograph
	Know that you can control multimedia content, e.g. play and stop video and audio
	Choose media from a selection for a given purpose
3. COMMUNICATION: DATA	
	Sort familiar objects into 2 given categories
	Count up to 3 objects represented in a digital resource
4. PROGRAMMING & ALGORITHMS	
	Control technology for a purpose e.g. move a remote control car to a destination
	Recognise the success or failure of an action when using technology
	Follow an instruction to control a device
5. ONLINE SAFETY & DIGITAL LITERACY	
	Choose content to watch or listen to on a familiar web page

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P7

1. WHAT IS A COMPUTER?	
	Recognise that you can access content on a digital device
	Use a mouse, touchscreen or appropriate access device to target and select options on screen
	Recognise and use a range of digital devices
	Recognise commonly used parts of a computer, e.g. mouse, screen, keyboard
2. COMMUNICATION: MULTIMEDIA	
	Choose media from a selection to convey information, e.g. image for a poster
	Operate a digital device independently to fulfil a task
	Select basic options in a familiar application, e.g. colour of pen
3. COMMUNICATION: DATA	
	Recognise content in a range of formats e.g. text, image, video, audio
	Sort familiar objects into 2 or more categories
	Answer basic questions about information displayed in images e.g. more or less
4. PROGRAMMING & ALGORITHMS	
	Follow simple instructions to control a digital device
	Recognise that we control computers
	Identify the steps of a known task
5. ONLINE SAFETY & DIGITAL LITERACY	
	Know that some online content is inappropriate
	Know that some information is private

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P8

1. WHAT IS A COMPUTER?	
	Recognise the basic parts of a computer, e.g. mouse, screen, keyboard
	Recognise basic parts of a keyboard, e.g. spacebar, numbers and letters (if used)
	Know that you can access the same content on different devices
	Recognise that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet
2. COMMUNICATION: MULTIMEDIA	
	Select basic options in a familiar application to change appearance of media, e.g. font size, pen style.
	Choose a digital device from a selection to complete a specific task
	Present information using appropriate software with support
3. COMMUNICATION: DATA	
	Identify text, image, video and audio content
	Collect simple data (e.g. likes/dislikes) on a topic
	Present simple data using images, e.g. number of animals poster
4. PROGRAMMING & ALGORITHMS	
	Try alternative approaches to achieve a goal when using technology
	Input a short sequence of instructions to control a device e.g. Bee-Bot
	Recognise that we control computers by giving them instructions
	Order two or three steps of a known task
5. ONLINE SAFETY & DIGITAL LITERACY	
	Recognise inappropriate content and know to tell an appropriate adult
	Can describe what makes a good friend
	Know that some information is private and we shouldn't share it with everyone

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