



# **Year 3 Skills Check**

**Progression Overview  
&  
'I can' skills  
statements**

## Contents

Introduction.....	3
Layout and Use.....	3
Y3 Teacher Progression Overview: N.C. Statements & skills.....	4
Y3 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science.....	5
Y3 Pupil 'I Can' Statements for Computing SOW Skills - Information Technology .....	6
Y3 Pupil 'I Can' Statements for Computing SOW Skills - Digital Literacy.....	7

# Introduction

The purpose of this document is to provide a mechanism for children to identify the progress they are making against core skills.

The skills have been mapped against the National Curriculum and the Purple Mash Scheme of Work. We have provided helpful reference codes to each statement and the unit(s) this most explicitly relates to.

This document has been separated into year groups containing a skills progression overview for teachers and individual child friendly 'I can' statements for each computing strand.

## Layout and Use

Teachers have a handy year group progression overview to refer to throughout the year. Each progression overview is sectioned into strands, national curriculum objectives and outcome statements.

### Strands

#### N.C Statements

#### Pupil Outcomes

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.




Pupils have 'I can' progression statements. For each term they can colour code the monkey, self-assessing at either: Sometimes, mostly, or always.






















There is also space for teachers to add additional information against each progression

Y1 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science

Name:

Class:

 = Sometimes  = Mostly  = Always

		S – Sometimes    M – Mostly    A – Always				
Computer Science	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	1.4-Lego Builders 	I can explain that an algorithm is a set of instructions.				
		I know that an algorithm written for a computer is called a program.				
	1.5-Maze Explorers 	I can work out what is wrong when the steps are out of order in instructions.				
		I can say that if something does not work how it should it is because my code is incorrect.				
	1.7-Coding 	I can try and fix my code if it isn't working properly.				
		I can make good guesses of what is going to happen in a program. For example, where the turtle might go.				

Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware



## Y3 Teacher Progression Overview: N.C. Statements & skills

	Computer Science				Information Technology		Digital Literacy
Statement	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 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.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

**Need more support? Contact us:**

Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: @2simplesoftware

# Y3 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science



= Sometimes



































= Mostly



= Always

Name:

Class:

Computer Science	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	3.1-Coding 	I can make a real-life situation into an algorithm for a program. (3.1)				
		I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. (3.1)				
		I can identify an error in my program and fix it. (3.1)				
		I can experiment with timers in my programs. (3.1)				
		I can identify the difference in using between the effect of a timer or repeat command in my code. (3.1)				
	3.5-Email 	I know that a variable stores information while a program is running (executing). (3.1)				
		I can identify 'If' statements, repetition and variables. (3.1)				
		I can read programs with several steps and predict what it will do. (3.1)				
		I can identify different ways that the internet can be used for communication. (3.5)				
		I can use email such as 2Email to respond to others appropriately and attach files. (3.5)				

Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: @2simplesoftware

# Y3 Pupil 'I Can' Statements for Computing SOW Skills - Information Technology



= Sometimes




























= Mostly



= Always

**Name:**

**Class:**

Information Technology	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	3.3-Spreadsheets 	I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. (Across units)				
	3.4-Typing 	I can collect data and input it into software. (3.3, 3.6, 3.8)				
	3.5-Email 	I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). (3.3, 3.6, 3.8)				
	3.6-Branching Data 	I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). (3.3, 3.6, 3.8, 3.9)				
	3.7-Simulations 	I can consider what the most appropriate software to use when given a task by my teacher. (Across units)				
	3.8-Graphing 	I can create purposeful (appropriate) content and attach this to emails. (3.3, 3.5, 3.6, 3.7, 3.8, 3.9)				
	3.9 – Presenting 					

**Need more support? Contact us:**

Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: @2simplesoftware

# Y3 Pupil 'I Can' Statements for Computing SOW Skills - Digital Literacy



= Sometimes























= Mostly



= Always

**Name:**

**Class:**

Digital Literacy	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	<b>3.2-Online Safety</b> 	I can create a secure password. (3.2)				
		I can explain the importance of having a secure password and not sharing it with others. (3.2, 3.5)				
		I can explain the negative consequences of not keeping passwords safe and secure. (3.2, 3.5)				
	<b>3.5-Email</b> 	I understand the importance of keeping safe online and behaving respectfully. (3.2)				
		I can use communication tools such as 2Email respectfully and use good etiquette. (3.2, 3.5)				
		I can report unacceptable content and contact online in more than one way to a trusted adult. (3.2)				

**Need more support? Contact us:**

Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: @2simplesoftware