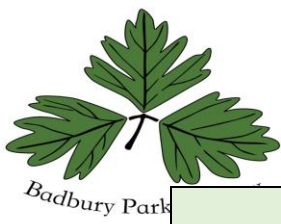




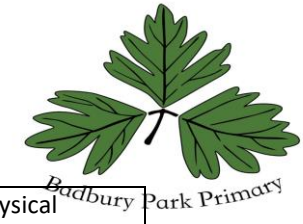
Computing Skills Progression



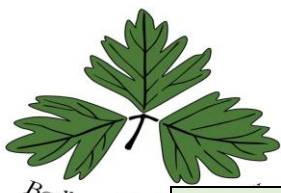
Year 1	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Keep personal information private -Explain what personal information is. -Tell an adult when I see something unexpected or worrying online. -Talk about why it's important to be kind and polite. -Recognise an age appropriate website. -Agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Can give a sequence of instructions to a floor turtle. 	<ul style="list-style-type: none"> -Talk about the different ways in which information can be shown. -Use technology to collect information, including photos, video and sound. -Sort different kinds of information and present it to others. -Add information to a pictograph and talk to you about what I have found out. 	<ul style="list-style-type: none"> -Be creative with different technology tools. -Use technology to create and present my ideas. -Use the keyboard on my device to enter text. -Save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> -Recognise the ways we use technology in our classroom. -Recognise ways that technology is used in my home and community. -Use links to websites to find information. -Begin to identify some of the benefits of using technology.
Year 2	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Explain why I need to keep my password and personal information private. -Describe the things that happen online that I must tell an adult about. -Talk about why it is important to be kind and polite online and in real life. -Know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Create a simple program on screen, correcting any errors. -Can debug any errors in their own code. 	<ul style="list-style-type: none"> -Talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. -Make and save a chart or graph using the data I collect. -Talk about the data that is shown in my chart or graph. -Start to understand a branching database. -Describe what kind of information could be used 	<ul style="list-style-type: none"> -Use technology to organise and present my ideas in different ways. -Use the keyboard on my device to add, delete and space text for others to read. -Tell you about an online tool that will help me to share my ideas with other people. -Save and open files on the device I use. 	<ul style="list-style-type: none"> -Tell you why I use technology in the classroom. -Tell you why I use technology in my home and community. -Start to understand that other people have created the information I use. Identify benefits of using technology including finding information, creating and communicating. -Talk about the differences between the Internet and



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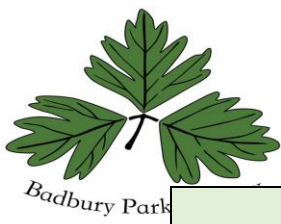


			to help investigate a question.		things in the physical world.
Year 3	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Talk about what makes a secure password and why they are important. -Protect my personal information when I do different things online. -Use the safety features of websites as well as reporting concerns to an adult. -Recognise websites and games appropriate for my age. -Make good choices about how long I spend online. -Ask an adult before downloading files and games from the Internet. -Post positive comments online. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Understand that programs are made up of sequences of instructions. -Understand that computers accept input and produce output. -Identify the most common forms of input (e.g. keyboard and mouse/trackpad or touch screen) and output (screen and speakers) for a computer. -Distinguish between input and output. 	<ul style="list-style-type: none"> -Talk about the different ways data can be organised. -Search a ready-made database to answer questions. -Collect data help me answer a question. -Add to a database. -Make a branching database. -Use a data logger to monitor changes and can talk about the information collected. 	<ul style="list-style-type: none"> -Create different effects with different technology tools. -Combine a mixture of text, graphics and sound to share my ideas and learning. -Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. -Evaluate my work and improve its effectiveness. -Use an appropriate tool to share my work online. 	<ul style="list-style-type: none"> -Save and retrieve work on the Internet, the school network or my own device. -Talk about the parts of a computer. -Tell you ways to communicate with others online. -Describe the World Wide Web as the part of the Internet that contains websites. -Use search tools to find and use an appropriate website. -Think about whether I can use images that I find online in my own work.
Year 4	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Choose a secure password and appropriate screen name when I am using a website. -Talk about the ways I can protect myself and my friends from harm online. -Use the safety features of websites as well as reporting concerns to an adult. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Use logical reasoning to detect and correct errors in programs. 	<ul style="list-style-type: none"> -Organise data in different ways. -Collect data and identify where it could be inaccurate. -Plan, create and search a database to answer questions. -Choose the best way to present data to my friends. 	<ul style="list-style-type: none"> -Use photos, video and sound to create an atmosphere when presenting to different audiences. -Be confident to explore new media to extend what I can achieve. -Change the appearance of text to increase its effectiveness. 	<ul style="list-style-type: none"> -Tell you whether a resource I am using is on the Internet, the school network or my own device. -Identify key words to use when searching safely on the World Wide Web. -Think about the reliability of information I read on the World Wide Web.

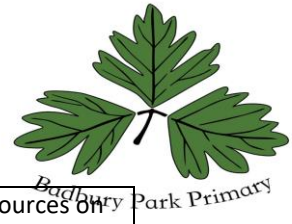


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	<ul style="list-style-type: none"> -Know that anything I share online can be seen by others. -Choose websites, apps and games that are appropriate for my age. -Help my friends make good choices about the time they spend online. -Talk about why I need to ask a trusted adult before downloading files and games from the Internet. -Comment positively and respectfully online and through text messages. 	<ul style="list-style-type: none"> -Give well-thought-through reasons for errors they find in programs and explain how they have fixed these. -Can use sequence and repetition in programs. -Can write a program that accepts keyboard input and produces on-screen output. 	<ul style="list-style-type: none"> -Use a data logger to record and share my readings with my friends. 	<ul style="list-style-type: none"> -Create, modify and present documents for a particular purpose. -Use a keyboard confidently and make use of a spellchecker to write and review my work. -Use an appropriate tool to share my work and collaborate online. -Give constructive feedback to my friends to help them improve their work and refine my own work. 	<ul style="list-style-type: none"> -Tell you how to check who owns photos, text and clipart. -Create a hyperlink to a resource on the World Wide Web. -Recognise that websites use different methods to advertise products.
Year 5	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Choose a secure password and screen name. -Protect my password and other personal information. -Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. -Know that anything I post online can be seen, used and may affect others. -Talk about the dangers of spending too long online or playing a game. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Can use sequence, selection and repetition in programs. -Can write a program that accepts keyboard and mouse input and produces output on screen and through speakers. -Can show an awareness of the importance of good user-interface design when developing a program. 	<ul style="list-style-type: none"> -Use a spreadsheet and database to collect and record data. -Choose an appropriate tool to help me collect data. -Present data in an appropriate way. -Search a database using different operators to refine my search. -Talk about mistakes in data and suggest how it could be checked. 	<ul style="list-style-type: none"> -Use text, photo, sound and video editing tools to refine my work. -Use the skills I have already developed to create content using unfamiliar technology. -Select, use and combine the appropriate technology tools to create effects that will have an impact on others. -Select an appropriate online or offline tool to create and share ideas. -Review and improve my own work and support others to improve their work. 	<ul style="list-style-type: none"> -Describe different parts of the Internet. -Use different online communication tools for different purposes. -Use a search engine to find appropriate information and check its reliability. -Recognise and evaluate different types of information I find on the World Wide Web. -Describe the different parts of a webpage. -Find out who the information on a webpage belongs to.



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	<ul style="list-style-type: none"> -Explain the importance of communicating kindly and respectfully. -Discuss the importance of choosing an age-appropriate website, app or game. -Explain why I need to protect my computer or device from harm. 				<ul style="list-style-type: none"> -Know which resources on the Internet I can download and use. -Describe the ways in which websites advertise their products to me.
Year 6	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> -Protect my password and other personal information. -Explain the consequences of sharing too much about myself online. -Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. -Explain the consequences of spending too much time online or on a game. -Explain the consequences to myself and others of not communicating kindly and respectfully. -Protect my computer or device from harm on the Internet. 	<ul style="list-style-type: none"> -Understand use of algorithms. -Write and test simple programs -Use logical reasoning to make simple predictions. -Can use sequence, selection, repetition and variables in programs. -Can use principles of good user-interface design, including accessibility, when developing programs. 	<ul style="list-style-type: none"> -Plan the process needed to investigate the world around me. -Select the most effective tool to collect data for my investigation. -Check the data I collect for accuracy and plausibility. -Interpret the data I collect. -Present the data I collect in an appropriate way. -Use the skills I have developed to interrogate a database. 	<ul style="list-style-type: none"> -Talk about audience, atmosphere and structure when planning a particular outcome. -Confidently identify the potential of unfamiliar technology to increase my creativity. -Combine a range of media, recognising the contribution of each to achieve a particular outcome. -Tell you why I select a particular online tool for a specific purpose. -Be digitally discerning when evaluating the effectiveness of my own work and the work of others. 	<ul style="list-style-type: none"> -Tell you the Internet services I need to use for different purposes. -Describe how information is transported on the Internet. -Select an appropriate tool to communicate and collaborate online. -Talk about the way search results are selected and ranked. -Check the reliability of a website. -Tell you about copyright and acknowledge the sources of information that I find online. -Know that websites can use my data to make money and target their advertising.