



Computing Skills Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-safety -Privacy and Security - Online Bullying - Online relationships	<ul style="list-style-type: none"> Identify and discuss some ways to stay safe online. 	<ul style="list-style-type: none"> Keep passwords private. Explain what personal information is. Talk to an adult when something is seen that is unexpected or worrying online. Explain why it is important to be kind and polite. Recognise an age appropriate website. Follows the school's e-safety charter. Recognise that certain behaviours online can upset others. Give examples of behaviours that are unlikely to upset others. To be able to use the internet with adult support to communicate with people I know. 	<ul style="list-style-type: none"> Explain why it is important to keep their personal information private. Describe the things that happen online. Explain why it is sensible to be online for a short amount of time. Explain why it is important to be kind and polite online and in real life. Understand that not everyone is who they say they are on the internet. Follows the school's e-safety charter. To explain and give examples of what is meant by 'private' and 'keeping things private'. To explain what bullying is, how people may bully others and how 	<ul style="list-style-type: none"> Explain what makes a secure password and why they are important. Protect personal information when doing different things online. Ability to use the safety features of websites as well as reporting concerns to an adult. Recognise websites and game appropriate for age group of this year. Make good choices about how long they spend online. Ask an adult before downloading files and games from the internet. Posting positive comments online. 	<ul style="list-style-type: none"> Selected a secure password and an appropriate screen name when using a website. Explain the ways to protect themselves (and friends) from harm when online. Use the safety features of websites as well as reporting concerns to an adult. Understand that anything that is shared online can be seen by others. Recognise websites and games appropriate for age group of this year. Make good choices about how long they spend online. Asks an adult before downloading 	<ul style="list-style-type: none"> Select a secure password and screen name. Protect password and other personal information. Explain why it is important to protect friends (and themselves) whilst being online. Explain how to report any concerns to an appropriate adult. Know that anything posted online can be seen, used and may affect others. Talk about the dangers of spending too long online or playing a game. Explain the importance of communicating kindly and respectfully. Discuss the importance of 	<ul style="list-style-type: none"> Protect password and other personal information. Explain the consequences of sharing too much whilst online. Support peers in the class to protect themselves and make good choices whilst online. Report any concerns to a responsible adult. Explain the consequences of spending too much time online or on a game. Explain the consequences of not communicating kindly and respectfully. Protect computer/devices from harm on the internet.



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			<p>bullying can make someone feel.</p> <ul style="list-style-type: none"> To talk about how anyone experiencing bullying can get help. I can explain who I should ask before sharing things about myself or others online 	<ul style="list-style-type: none"> Follows the school's e-safety charter. 	<p>files and games from the internet.</p> <ul style="list-style-type: none"> Posting positive comments online and through text messaging. Follow the school's e-safety charter. 	<p>choosing an age-appropriate website, app or game.</p> <ul style="list-style-type: none"> Explain why it is important to protect computers or devices from harm. 	
<p>Programming– Computer Science</p>	<ul style="list-style-type: none"> Experiment what happens when you press the buttons on a robot. To begin to press buttons on a robot to execute a sequence of instructions. 	<ul style="list-style-type: none"> Give instructions to partners and follow their instructions around the room. Describe what happens when you press buttons on a robot. Press buttons in the correct order to make the robot complete a simple task. Describe what actions are needed to make something happen. Begin to use the word algorithm. 	<ul style="list-style-type: none"> Give instructions to partner (using forward, backward and turn) and physically follow their instructions. Explain the order that is needed to make something happen and talk about this as an algorithm. Program a robot or software to do a particular task. Look at a partner's program and explain what will happen. Use programming 	<ul style="list-style-type: none"> Begin to break and open-ended problem up into smaller parts. Input programming commands to a sequence to achieve a specific outcome. Test their own programs and can debug it if necessary. Use the repeat commands. Describes the algorithm they need for a simple task. Detect a problem in an algorithm which could result in 	<ul style="list-style-type: none"> Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. Use of an efficient procedure to simplify a program. Use of a sensor to detect change which can select an action within my program. Keep testing the program whilst putting it together. Use of a variety of tools to create a program. 	<ul style="list-style-type: none"> Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. Refine a procedure using repeat commands to improve a program. Use a variable to increase programming possibilities. Change an input to a program to achieve a different output. Use 'if' and 'then' commands 	<ul style="list-style-type: none"> Deconstruct a problem into smaller steps, recognising similarities to solutions used before. Explain and program each of the steps in the algorithms created. Evaluate the effectiveness and efficiency of the algorithm. Recognise when it is applicable to use a variable to achieve a required output. Use a variable and operators to stop a program.



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		<ul style="list-style-type: none"> • Begin to predict what will happen for a short sequence of instructions. • Begin to use software/apps to create movement and patterns on a screen. • Begin to use the word debug when correcting mistakes. 	<p>software to make objects move.</p> <ul style="list-style-type: none"> • Watch a program execute and debug if necessary. 	<p>unsuccessful programming.</p>	<ul style="list-style-type: none"> • Recognise an error in a program and debug if necessary. • Recognise that an algorithm will help to sequence more complex programs. • Recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<p>to select an action.</p> <ul style="list-style-type: none"> • Discuss how a computer model can provide information about a physical system. • Use logical reasoning to detect and debug mistakes in a program. • Use logical thinking, imagination and creativity to extend a program. 	<ul style="list-style-type: none"> • Use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • Use logical reasoning to detect and correct errors in an algorithm and program.
<p>Computer systems and Networks</p>	<ul style="list-style-type: none"> • Know that information can be retrieved from a computer. • Know and understand different uses of technology. • Know how computers help us outside school. 	<ul style="list-style-type: none"> • Recognise the ways in which technology is used in our classroom. • Recognise the ways in which technology is used at home and in the community. • Use links to websites to find information. • Identify some of the benefits of using technology. 	<ul style="list-style-type: none"> • Explain why we use technology in the classroom. • Explain why we use technology in our home and community. • Begin to have an understanding that other people have created the information used. • Identify the benefits of using technology including finding information, 	<ul style="list-style-type: none"> • Save and retrieve work on the internet, the school network or own device. • Explain about the parts of a computer. • Explain ways to communicate with others online. • Describe what the World Wide Web is and its role within the internet that contains website. 	<ul style="list-style-type: none"> • Informs teacher if a resource being used is on the internet, school network or actual device. • Identify key words to use when searching safely on the World Wide Web. • Thinks about the reliability of information that is found on the World Wide Web. 	<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 	<ul style="list-style-type: none"> • Explain about the internet services that can be used for different purposes. • Describe how information is transported on the internet. • Select an appropriate tool to communicate and collaborate online. • Discuss the way search results are selected and ranked.



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			<p>creating and communicating.</p> <ul style="list-style-type: none"> • Explain the differences between the internet and things in the physical world. 	<ul style="list-style-type: none"> • Use of search tools to find and use an appropriate website. • Use the images that they find online in their own work. 	<ul style="list-style-type: none"> • Explain how they can check to see who owns photos, text and clipart from the internet. • Create a hyperlink to a resource on the World Wide Web. • Recognise that websites use different methods to advertise products. 	<p>found on the World Wide Web.</p> <ul style="list-style-type: none"> • Describe the different parts of a webpage. • Locate who the information on a webpage belongs to. • Know which resources on the internet can be downloaded and used. • Describe the ways in which websites advertise their products. 	<ul style="list-style-type: none"> • Check the reliability of a website. • Inform others about copyright and acknowledge the sources of information that have been found online. • Know that websites can use data to make money and target their advertising.
<p>Creating Media</p>	<ul style="list-style-type: none"> • Begin to use a keyboard to type. • Use a digital camera or iPad to take photos and record videos. 	<ul style="list-style-type: none"> • Begin to be creative with different technology tools. • Use of technology to create and present ideas. • Use of the keyboard or word bank on a device to enter text. • Save information in a special place. • Retrieve information previously saved. 	<ul style="list-style-type: none"> • Use technology to organise and present ideas in different ways. • Use the keyboard on a device to ass, delete and space text for others to read. • Explain about an online tool that will help share ideas with other people. • Save and open files on a device. 	<ul style="list-style-type: none"> • Create different effects with different technology tools. • Combine a mixture of text, graphics and sound to share their ideas and learning. • Use of appropriate keyboard commands to amend text on the device, including making 	<ul style="list-style-type: none"> • Use photos, video and sound to create an atmosphere when presenting to different audiences. • Confidence in exploring new media to extend what they want to achieve. • Change the appearance of text to increase its effectiveness. • Create, modify and present 	<ul style="list-style-type: none"> • Use text, photo, sound and video editing tools to refine their work. • Use the skills 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. 	<ul style="list-style-type: none"> • Discuss the audience, atmosphere and structure when planning a particular outcome. • Confidently identifies the potential of unfamiliar technology to increase creativity. • Combine a range of media, recognising the contribution of



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				<p>use of a spell checker.</p> <ul style="list-style-type: none">• Evaluate their own work and improve its effectiveness.• Use of an appropriate tool to share work using a secure online tool.	<p>documents for a particular purpose.</p> <ul style="list-style-type: none">• Use a keyboard confidently and make use of spellchecker to write and review own work.• Use an appropriate tool to share work and collaborate online.• Provide constructive feedback to partners to help them improve their work and refine own.	<ul style="list-style-type: none">• Select an appropriate online or offline tool to create and share ideas.• Review and improve own work and support others to improve their work.	<p>each to achieve a particular outcome.</p> <ul style="list-style-type: none">• Explain why they have selected a particular online tool for a specific purpose.• Be digitally discerning when evaluating the effectiveness of own work (and the work of others).
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