

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	Identify and discuss some ways to stay safe online.	- 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.	- 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	- 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.	- 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	- 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 choosing an age-appropriate website, app or game. - Explain why it is important to	- 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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			bullying can make someone feel. - 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	Follows the school's e-safety charter.	downloading files and games from the internet. - Posting positive comments online and through text messaging. - Follow the school's e-safety charter.	protect computers or devices from harm.	
Programming– Computer Science	- 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.	- 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.	- 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.	- 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	- 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	- 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 to select an action.	- 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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		• 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.	• Use programming software to make objects move. • Watch a program execute and debug if necessary.	could result in unsuccessful programming.	create a program. • 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.	• 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.	• 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.
Computer systems and Networks	• Know that information can be retrieved from a computer. • Know and understand different uses of technology. • Know how computers help us outside school.	• 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	• 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	• 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	• 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	• 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 found on the World Wide Web.	• 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

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		using technology.	technology including finding information, creating and communicating. Explain the differences between the internet and things in the physical world.	internet that contains website. - Use of search tools to find and use an appropriate website. - Use the images that they find online in their own work.	advertise products.	- 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.	selected and ranked. - 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.
Data Handling	- Begin to use a keyboard to type. - Use a digital camera or iPad to take photos and record videos.	- 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.	- 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.	- 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 use of a spell checker.	- 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 documents for a particular purpose.	- Plan digital content for a particular purpose. - Use appropriate software to create media. - Capture and sequence images. - Edit digital content. - Combine images and sound where appropriate. - Make deliberate choices about presentation.	- 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 each to achieve a particular outcome.



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				• Evaluate their own work and improve its effectiveness. • Use of an appropriate tool to share work using a secure online tool.	• 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.	• Evaluate their finished product. • Make improvements based on evaluation. • 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. • Select an appropriate online or offline tool to create and share ideas. • Review and improve own work and support others to improve their work.	• 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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