



Progression skills in **Computing**

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online/E-Safety	<p>Interact with simple touch screen programmes on the interactive whiteboard and iPads.</p> <p>Begin giving and receiving instructions in preparation for future programming activities.</p>	<p>Talk about websites they have been on- Good internet/ Bad internet use.</p> <p>Look at websites to research areas of the curriculum together in the IWB.</p>	<p>Make decisions about whether or not statements found on the internet are true or not.</p> <p>Identify devices that can be used to search the internet.</p> <p>Identify what things count as personal information</p> <p>Identify when inappropriate content is accessed and act appropriately.</p> <p>Recognise that a variety of devices can be used to connect a number of people.</p>	<p>Type in a URL to find a website</p> <p>Use a search engine to find a range of media, e.g. images, texts</p> <p>Think of search terms to use linked with questions they which to answer</p> <p>Talk about the reliability of the information on the Internet, e.g. the difference between fact and opinion</p> <p>Use a browser address bar not just search box and shortcuts</p> <p>Recognize online behaviours that would be unfair</p>	<p>Question the validity of what they see on the internet</p> <p>Think before sending and comment on the consequences of sending or posting</p> <p>Articulate examples of good and bad behaviour online.</p>	<p>Question the validity of what they see on the internet</p> <p>Think before sending and comment on the consequences of sending/posting</p> <p>Articulate examples of good and bad behaviour online</p>	<p>Use different sources to double check information found online.</p> <p>Click –CEOP button and explain what it is for</p> <p>Discuss scenarios involving online risk</p>

				<p>Recognize social networking sites and social networking features built into other things (such as online games and hand held consoles/tablets)</p> <p>Make judgments in order to stay safe, whilst communicating with others online.</p> <p>Tell an adult if anything worries them online Identify dangers when presented with scenarios, social networking profiles etc.</p>			
Software		N/A	<p>Further develop their automaticity when using varying keys on the keyboard and start to use two hands when typing.</p> <p>Word process short texts</p>	<p>Acquire, store and combine images from cameras or the internet for a purpose.</p> <p>Type in a range of applications using both hands, editing font sizes, styles/colours</p>	<p>Use snipping tool to capture an image</p> <p>Select certain areas of an image and resize, rotate and invert the image.</p> <p>Edit pictures using a range of</p>	<p>Include sounds and moving graphics in the slides.</p>	<p>Edit and refine their work to improve outcomes.</p> <p>Plan for the use of special effects and transitions</p>

			<p>Use software to create a short film and arrange clips.</p> <p>Save and be able to retrieve and print work later.</p>	<p>and align to the left, right and centre.</p> <p>In PowerPoint, create a title slide, choose a style, change the layout of a slide, insert pictures/text/graphs from the internet or personal files</p>	<p>tools in a graphics program</p> <p>Create a PowerPoint presentation and decide upon and use effective transitions</p>		<p>Embed photos, hyperlinks and videos into documents</p>
Programming		<p>Give commands including straight forwards/backwards / turn one at a time.</p> <p>Explore what happens when a sequence of instructions is given.</p> <p>Give a set of simple instructions to follow out a task.</p> <p>Improve/change their sequence of command</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs</p> <p>Use technology purposefully to create, organize,</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in</p>

			<p>store, manipulate and retrieve digital content.</p>	<p>explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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.</p>	<p>programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p>
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