


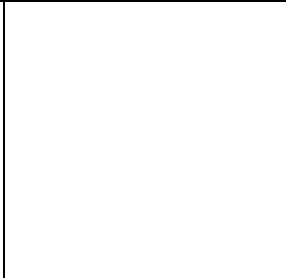
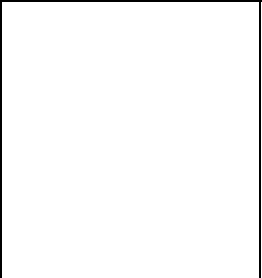
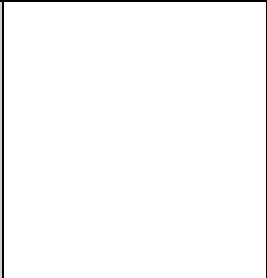
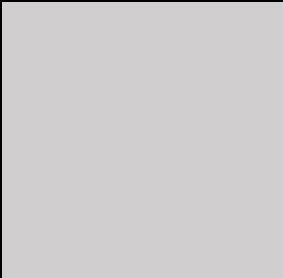
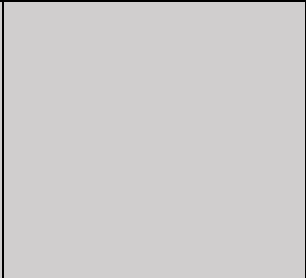
Skills Progression

Computing

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Programming</p>	<p>Give instructions.</p> <p>Give a sequence of instructions to a floor robot.</p> <p>Follow a map.</p>	<p>Combine forwards and backwards commands to make a sequence.</p> <p>Combine four direction commands to make sequences.</p> <p>Choose a command for a given purpose and show a series of commands can be joined together.</p> <p>Give a sequence of instructions to a floor robot with the length of programs increasing over the course of the year.</p> <p>Begin to debug instructions when floor robot does not reach the intended destination.</p> <p>Begin to predict what will happen for a short sequence of instructions in a program</p>	<p>Describe a series of instructions as a sequence.</p> <p>Combine four directions commands to make increasingly more complex sequences.</p> <p>Explain that a sequence of commands has a start.</p> <p>Create a simple program on screen, correcting any errors, with a particular goal or purpose in mind (e.g. drawing a shape or moving a sprite from one place to another).</p> <p>Predict and compare the outcome of a sequence.</p>	<p>Create a sequence of commands using a block language to produce a given outcome.</p> <p>Debug errors to accomplish specific goal.</p> <p>Work with others to decompose a problem into smaller steps in planning a project.</p> <p>Identify different sequences can achieve the same outcome.</p> <p>Explain simple, sequence -based algorithm independently.</p> <p>Use logical reasoning to detect errors in programs.</p>	<p>Plan a program using a block language which includes appropriate loops to produce a given outcome</p> <p>Debug errors in increasingly complex programs to accomplish specific goal.</p> <p>Identify patterns (repetition) in a sequence.</p> <p>Identify a loop in a program.</p> <p>Explain the importance in instruction order in a loop.</p> <p>Explain an algorithm using sequence and repetition independently.</p> <p>Use logical reasoning to detect and correct errors in programs.</p>	<p>Plan a program which includes selection to produce a given outcome</p> <p>Debug errors in increasingly complex programs to accomplish specific goal.</p> <p>Plan a solution to a problem using decomposition.</p> <p>Explain a that program flow can branch according to a condition.</p> <p>Use a condition in an if...then... statement to produce a given outcome.</p> <p>Use logical reasoning to detect errors in increasingly complex programs.</p>	<p>Plan a program which includes variables to produce a given outcome</p> <p>Debug errors in increasingly complex programs to accomplish specific goal.</p> <p>Solve problems using decomposition, tackling each part separately.</p> <p>Identify a variable in an existing program.</p> <p>Use a variable in a conditional statement to control the flow of a program.</p> <p>Clearly and concisely explain algorithms using sequence, repetition, selection and variables independently.</p>
				<p>Search for information in a single site.</p>	<p>Use a standard search engine to find information.</p>	<p>Use filters to make more effective use of a standard search engine.</p>	<p>Use of a range of search engines appropriate to finding information that is required.</p>



Digital Research



Creating Media

Take a picture.

Find some keys on a keyboard.

Record a voice message.

Identify and find keys on a keyboard.

Add and remove text using basic typing skills (including use of space bar, backspace to delete and basic, age - appropriate punctuation.)

Save work to the appropriate location (hard drive and Google Drive.)

Begin to print, retrieve and edit work, with support.

Create/edit a drawing using a range of 'tools' such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;

Identify and find keys on a keyboard with increased confidence and speed.

Type capital letters.

Change font, style (bold, italic and underline) and size of text.

Save, print, retrieve and edit work from appropriate location (hard drive and Google Drive) independently.

Upload images or movies to appropriate place (hard drive and Google Drive), with support.

Add and resize images (including insert clip art/copy & paste an image.)

Capture/edit photograph using a range of 'tools'

Combine text and images to share a message.

Type with increased confidence and speed using ageappropriate punctuation.

Use return to create paragraphs.

Change orientation of text and images.

Wrap text around an image.

Relate animated movement with a sequence of images.

Plan an animation.

Review and improve an animation.

Evaluate the impact of adding other media to an animation.

Use cross-curricular opportunities to consolidate previous learning of typing from Year 1 – Year 3.

Use a computer to (further) manipulate images.

Use the most appropriate tool for a particular purpose.

Press/tap buttons to start and stop recordings.

Edit and alter recorded audio.

Layer sounds.

Save/export an audio file.

Use cross-curricular opportunities to consolidate previous learning of typing from Year 1 – Year 3.

Add, remove, modify and combine objects to create graphical drawing on a computer.

Identify the features of a good video.

Plan a video production using a story board.

Use a computer to make a video.

Recognise components of a webpage layout.



Create a webpage including text, images, hyperlinks and embedded content.


Create 3D graphical objects on a computer. Alter the view of a 3D space.

Modify 3D objects.

Combine 3D objects to create desired effect.

Apply blank 3D objects as placeholders to create holes

			Use software to create and edit digital music for a purpose.				
 Data		Label objects. Count objects with same properties. Compare groups of objects. Describe objects in different ways.	Collect data using tally charts. Select objects by attribute and make comparisons. Collect data using a pictogram. Create a pictogram.	Identify object attributes needed to collect relevant data. Create a branching database. Identify objects using a branching database. Compare information shown in a pictogram with a branching database.	Collect data using a digital device Use a larger data set to find information. Use a computer program to sort data by one attribute. Export information and present data in a table and a graph.	Use a form to collect information. Navigate a flat -file database Apply knowledge of a database to ask and answer real -world questions. Design a structure for a flat -file database. Select an appropriate graph to visually compare data. Choose suitable ways to present information.	Identify questions that can be answered using data. Create a spreadsheet for a purpose. Apply a formula that can be used to produce calculated data. Evaluate results in comparison to the question asked.
 Computer systems and Networks	Identify technology at school such as computer and IPAD.	Identify technology. Identify a computer and its main parts. Use a mouse in different ways.	Identify information technology in the home. Identify information technology beyond school. Recognise the uses and features of information technology. Continue to practise mouse skills independently.	Explain how a computer network can be used to share information. Explore how digital devices can be connected. Recognise the physical components of a network. Identify input and output devices.	Describe how networks physically connect to other networks Recognise how networked devices make up the internet Describe how content can be added and accessed on the World Wide Web Recognise how the content of the WWW	Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. Recognise how information is transferred over the internet . Explain how sharing information online lets	

					is created and shared by people	people in different places work together.	
					Describe the current limitations of World Wide Web media.	Contribute to a shared project online. Evaluate different ways of working together online	
 Safety	<p>Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.</p>	<p>Understand they need to follow certain rules to remain safe when visiting places online.</p>	<p>Keep their password and log ins private.</p> <p>Display acceptable behaviour when using computer, IPADS, etc.</p>	<p>Keep their password and log ins private.</p> <p>Display acceptable behaviour when using computer, IPADS, etc.</p> <p>Evaluate digital content.</p>	<p>Keep their password and log ins private.</p> <p>Display acceptable behaviour when using computer, IPADS, etc.</p> <p>Evaluate digital content.</p>	<p>Keep their password and log ins private.</p> <p>Display acceptable behaviour when using computer, IPADS, etc.</p> <p>Evaluate digital content.</p> <p>Communicate appropriately when using computer, IPADS etc.</p>	<p>Keep their password and log ins private.</p> <p>Display acceptable behaviour when using computer, IPADS, etc.</p> <p>Evaluate digital content.</p> <p>Communicate appropriately when using computer, IPADS etc.</p>