EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Recognise a range of	 Create posters by 	 Create digital books 	 Combine text (fonts, 	Understand why it's	Identify the pros and	Present understanding
technology that is used	adding images to	combining text, images,	colours, backgrounds,	important to know	cons of different	of new programming
in places such as homes	frames, editing text by	and sounds.	speech bubbles),	your audience when	games.	concepts with digital
and schools	changing font style,		images, voice	designing games.		tools.
	colour and size.	 Type words in a 	recordings and videos		 Organise digital 	
Select and use		speech bubble using a	to create a digital book.	•Remove the	content by combine	 Plan a digital resource
technology for a	 Create images with 	keyboard.		background from	text boxes and images.	to teach a specific
particular purpose	different layers by		 Edit digital content to 	images.		audience something
	placing one image on	 Combine text and 	improve it according to		 Make changes to 	new.
name and use a	top of another.	images to create a	feedback.	 Use photo editing 	digital content to	
keyboard and mouse		video presentation.		tools to improve the	animate characters in	 Make choices on the
with developing control	 Combine words and 		 Create and edit a 	quality of images.	the game	best digital software
	images to create word	 Type words correctly 	video/animation by			available to present my
Access and use simple	art.	using a keyboard.	combining text, images	Create digital	. • Use creative tools to	ideas.
activities using touch			and music.	books/posters by	create a marketing	
technology with	 Create a visual plan 	 Edit video content to 		combining: text,	campaign for a game.	Edit videos, graphics
increasing control	using images and text	improve it.	 Combine words and 	images, voice		and documents
	to tell a story.		images to create word	recordings, and videos	Design and create a	independently to
ELG		 Collect images by 	art.		series of 8 bit	create a digital book or
select and use	 Create a simple 	capturing screenshots		 Create and edit a 	characters.	an app/website.
technology for	presentation using	and editing them.	 Design and create 	video by combining		
particular purposes	slides.	_	digital logos and	text, images and music.	Combine text and	Work independently
		 Combine images to 	graphics combining		images to create digital	to combine a range of
	 Combine images, 	create digital galleries.	fonts and texts.	•Use a keyboard	posters.	tools (text, video,
	text and voice			accurately with two		graphics, images) to
	recordings to retell a	Present information	Create a contents	hands to type and	Plan and create a	present my ideas
	story.	on a topic using	page, a blurb and add	format documents.	video by combining	clearly for an audience
		images, text boxes and	page numbers.		images, text, music and	to follow.
	Combine images and	voice recordings.		Used digital drawing	different layouts.	
	edit text to create front		Combine images and	tool to create		Use editing tools to
	covers, posters and	Create an animation	text for different	prototype designs.	Use word processing	label digital images.
	invitations.	with moving characters	effects.	Carabina taut /fauta	tools to format a	. Frankrich aus and a
	. Foreland accommon to d	and voice recordings.		•Combine text (fonts,	document.	•Evaluate my own
	Explore augmented		Create a presentation	colours, backgrounds),	a Manula in alamamala catic	content against a
	reality and capture		with slides that include	images, voice	Work independently	success criteria and
	images.		animations and	recordings and videos	to create a	make improvements
	• Hee digital duastice		transition effects.	to create a digital book.	presentation that	accordingly.
	 Use digital drawing tools to draw 		• Uso a camera	•Create a presentation	includes graphics,	• Format a digital
			Use a camera	'	images and movies.	•Format a digital
	characters from a story		accurately to capture	with slides with	• Mako a procentation	document to present
	or for a game.		interesting	animations and	Make a presentation to an audience using	ideas.
	Type words correctly		perspectives.	transition effects.	_	• Dosign a suitable
			• Apply adita to digital	•Croato granhico with	digital tools.	Design a suitable brand for a business
	using a keyboard.		Apply edits to digital content to achieve a	Create graphics with toyte and images	• Docian and build a	
	• Croato a cimplo		particular effect and	texts and images.	Design and build a webpage and share it.	and promote it.
	Create a simple		particular effect and		webpage and share it	

Burton Agnes Computing Progression and Assessment Grids

<u>-</u>	<u> </u>		1	1	1
	animation with moving	save them as both	•Use the camera	online.	•Create a spreadsheet
	characters and voice	images and videos.	accurately to create a		with formulas for profit
	recordings.		short clip for editing.	Plan a multi-scene	and loss of a business
		 Create galleries that 		animation including	
	Use a camera to	include images and	 Edit digital content to 	characters, scenes,	 Work independently
	capture images which	video effects.	improve it, according to	camera angles and	to create a
	are in focus.		feedback.	effects.	presentation that
		 Plan a movie with 			includes graphics,
	Select options to	scripts that has a	 Organise a movie with 	 Edit a stop-go 	images and movies.
	change the appearance	beginning, middle and	scripts adding titles,	animation to improve	
	of digital content.	end and combines text,	images and effects.	the quality of the	 Design and build a
		music, and images.		animation using 'onion	webpage and share it
	Apply edits to digital		 Build a website, web 	skinning' features.	online.
	content to achieve a	 Select options to 	app or webpage that		
	particular effect.	change the appearance	includes pages, text,	Create title and	 Combine text and
		of digital content and	images and videos in a	credits screens by	images to create eye
	Create digital	explore tools to edit it.	clear and organised	combining colours and	catching social media
	galleries using images		way.	text.	adverts.
	and text.	Plan a simple			
		animation using a	•Create an	Edit/refne a movie to	•Create a video for a
	Use photo editing	storyboard.	app/website with	add special effects,	marketing campaign
	tools to crop images.		menus for ease of	text, sound effects,	and make
		 Take a series of 	navigation.	graphics and backing	improvements
	Create digital books	pictures and combine		track.	following feedback.
	combining: text,	them to form an	 Edit digital content to 		
	images, and sounds.	animation.	improve it according to	Evaluate my own	Make a presentation
			feedback.	content against success	to an audience using
	Collect images by	Add text, graphics		criteria and make	digital tools.
	capturing screenshots	and sound effects to		improvements	
	and editing them.	improve an animation		accordingly	
		using editing tools.			
	Make improvements				
	to digital content	Create an animation			
	following feedback.	with moving			
		characters/objects			
		keeping the camera			
		steady using 'onion			
		skinning'.			
		Combine animated			
		characters and voice			
		recordings for			
		particular effects.			
		Explore augmented			
		reality and capture			
		images and videos.			
		ages and videos.	I .	1	1

Burton Agnes Computing Progression and Assessment Grids

Use a range of control toys and devices Understand that Computers and technology can be used to represent and model situations structions are pressed on robots, such as floor turtiles and combine these together to draw simple shapes or follow a route of the function of turtiles and combine these together to draw simple shapes or follow a route of the function of the function of the function of the main components of a programs and explain the functions of the main components of a computer. **Nore and devices** **Ocerate simple programs.** **Debug an error in a simple algorithm.** **Debug and rereate a program and make improvements with with a story over increase and make improvements with with a story over increase and make improvements with with a story over increase and make improvements with with a story over increase and make improvements with with a story over increase and make improvements with with a story over increase and make improvements with with a story over increase and event in information with a story over increase and make increase and interest works, including report and care works, including report and care works, including report and care works					• Explore green screen technology and capture			
Understand that computers and technology beyond sixuations play. **Programs for others to play beyond a to represent and model sixuations such as play. **Program a game of a specific goals. adaptifithm need to be precise and simple algorithm. **Program a game of a specific goals. **Program a game which tells a story over more than one level. allowing represents to the debugging. **Program a game which tells a story over more than one level. allowing represents to the debugging. **Program a game which tells a story over more than one level. allowing represents to the debugging. **Program a game which tells a story over more than one level. allowing represents to the debugging. **Program a game which tells a story over more than one level. allowing represents to the debugging. **Program a game which tells a story over more than one level. **Speriment with different codes to test. **Program a game which tells a story over more than one level. **Speriment with different codes to test. **Create a programs. **Use single repeats in programs. **Use simple repeats in programs. **Use simple repeats in programs and explain the functions of the functions of the main components of a computer system. **Use simple repeats in programs and explain the functions of the functions of the main components of a computer system. **Use selection in algorithms and programs. **Use selections an programs that instructed and that data travels along to the functions of the								
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Understand that computers and technology can be used to represent and model situations Explore outcomes when includidual buttors are pressed on robots, such as floor turties and combine these together to draw simple shapes or follow a route Predict the outcomes of a program. Predict the outcomes of a program. Predict the outcomes of a program. Use logical reasoning to predict the behaviour of simple programs. Use simple repeats in programs and explain using the language if . then. Understand basic programs and explain the functions of the main computers have changed over the years. Indeed, the main computer shape or common input and computer shape of computer shapes of other works, in a disport the need to be precise and unambiguous. Understand that instructions in an algorithm need to be precise and unambiguous and simulations). Understand then all or programs and explain the functions of the main computer. Understand basic programs and explain the functions of the main computers have changed over the years. Name and compare common input and common input and computer shape and compare common input and computers have changed over the years. Understand than a simulations). Understand then and somptive to computer system. Understand various.		toys and devices	programs.	programs.		prototype game and	to design and program	accomplish specific
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			Identify and describe uses of technology beyond school. Explain how robots can be controlled.		Create different graphs and tables and interpret them. Create an interactive quiz and program right and wrong answers. Embed an interactive quiz into a website	Work independently on a topic to build and create a website with pages, titles, images, videos and text. Use wireframes to plan the build for an app. Work collaboratively,	
						using various tools independently for use in an app design. • Recognise my audience when designing and creating a website.	
Digital Literacy	Talk about what they are doing on a computer Can I say if something they find on the internet makes them feel bad Can I speak to an adult about what they have seen Can I follow the school's safer internet rules	Explain why work created using technology belongs to you. Describe why other people's work belongs to them and recognise that content on the internet may belong to other people. Explain how other people's identity online can be different to their identity in real life. Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and give examples of how you might get help.	Explain how devices can connect to the internet and can list some of those devices. Identify different ways we communicate online. Explain why it is important to be considerate and kind to people online in ways that do not upset others. Recognise that there may be people online who could make me feel sad, embarrassed or upset. Use the internet to communicate with people you don't know well and give examples	Describe how to search for information within a wide group of technologies (e.g. social media, image sites, video sites). Explain why copying someone else's work from the internet without permission can cause problems. Describe ways people who have similar likes and interests can get together online. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things.	Describe ways technology can affect health. • Explain the importance of self-regulating the use of technology. • Explain how my online identity can be different to the identity presented in real life and describe the right decisions about how to interact with others and how others perceive us. • Recognise the need to be careful before sharing anything online and only with people you can trust.	Describe ways technology can affect health and know strategies, tips or advice to promote healthy living. Explain the importance of self-regulating my use of technology and demonstrate the strategies to do this. Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Understand that there are many positives and negative to using social media.	Describe ways in which media can shape ideas about gender. Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Demonstrate responsible choices about my online identity, depending on context. Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on

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- Recognise examples of information that is personal and what information not to put online.
- Recognise that information about me can stay online for a long time and could be copied.
- •Describe what information not put online without asking a trusted adult first.
- Explain rules and give examples to keep us safe when we are using technology both in and beyond the home.

- of how you might use technology.
- Give examples of bullying behaviour and how it could look online and how it can make someone feel.
- •Talk about how someone can/would get help about being bullied online or offline
- . •Use simple keywords in a search engine to find things out.
- •Navigate a simple webpage to get to information needed (e.g. home, forward, back buttons; links, tabs and sections).
- Describe and demonstrate how to get help from a trusted adult if I find content that makes me feel sad, uncomfortable worried or frightened

- Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- Use search engines effectively and narrow search results down.
- Analyse information and have ways to check its credibility.
- Be sceptical of things
 I find online such as fauxtography.

- reasons why strong passwords are important and describe simple strategies for creating and keeping passwords private.
- Understand the different types of social media platforms and how they are used for communication.
- Explain what bullying is and can describe how people may bully others.
- Describe rules about how to behave online and how to follow them.
- Explain why you need to think carefully about how content you post might affect others, their feelings and how it may affect how others feel about them (their reputation).
- When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it.
- Use search engines effectively and narrow search results down.

- •Describe some simple ways that help build a positive online reputation.
- •Evaluate digital content and explain how to make choices from search results.
- •Explain how search engines work and how results are selected and ranked.
- •Demonstrate strategies to enable you to analyse and evaluate the validity of 'facts'.
- •Assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused.
- •Demonstrate the use of search tools to fnd and access online content which can be reused by others.
- make references to and acknowledge sources that have been used from the internet.

Demonstrate how to

- purpose).
- Explain how impulsive and rash communications online may cause problems (e.g. faming, content produced in live streaming).
- Create and use strong and secure passwords and use different ones for a range of online services.
- Describe ways in which some online content targets people to gain money or information illegally and describe strategies to identify such content (e.g. scams, phishing).
- Describe how to get help for someone that is being bullied online and assess when to do or say something or tell someone.
- Identify a range of ways to report concerns both in school and at home about online bullying.
- Make positive contributions and be part of online communities and describe how to collaborate with others positively.
- Access and justify

			when it is acceptable t
			use the work of others
			• Explain how search
			engines work and how
			results are selected an
			ranked.