

ICT Curriculum Skills and Knowledge Progressions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy	Nursery:	-To understand that the way	-To understand the positives	-Understand what acceptable	-To understand what	-To understand what	-To understand what acceptable
	-To remember rules without	we communicate has changed	and negatives of	and unacceptable online	acceptable and unacceptable	acceptable and unacceptable	and unacceptable online
	needing an adult to remind	over time.	communicating through the	behaviour looks like. They	behaviour online behaviour	online behaviour looks like.	behaviour looks like. They should
	them		internet.	should understand that the	looks like on a variety of social	They should understand that	understand that the same
		-To understand that through		same standard of behaviour	media platforms.	the same standard of	standard of behaviour and
		the internet, anybody can	- To understand that through	and honesty apply on and		behaviour and honesty apply	honesty apply on and offline.
	~	connect to anyone else and,	the internet, anybody can	offline.	-To understand how to stay	on and offline. They should be	They should be also recognise unacceptable behaviour in others
		although this can be a good thing, sometimes it can allow	connect to you and understand when it is safe to connect to	-Understand the term cyber	safe when using a range of age appropriate technologies and	also recognise unacceptable behaviour in others.	and know how to respond
	Reception:	strangers access to us.	others and when it is not.	bullying and the impact this has	non-age appropriate	benaviour in others.	appropriately.
	-To understand right and		others and when it is not.	on the victim in order to	technologies including who to	-To understand the term cyber	
	wrong choices	- To begin to understand how	- To understand how to stay	understand how to use	connect/talk to.	bullying and the impact and	-To understand how to stay safe
		to stay safe when using	safe when using technology by	technology respectfully.		consequences of this for the	when using a range of social
	-To understand that our actions	technology by keeping personal	knowing what personal	, , , , , , , , , , , , , , , , , , , ,	-To understand how companies	victim and perpetrator in order	media platforms and to
	have consequences	information private	information to keep private.	-Understand how to stay safe	use cookies to target the	to understand how to use	understand what a safe, online
	-To understand what respect is	-		when using technology by	advertisements you see and	technology respectfully on a	relationship is.
	and how we can be respectful	- To begin to understand where	- To understand how to	knowing how much	how you can change your	range of social media	
	of each other	to go for help and support	recognise risks, harmful	information can be found out	privacy settings to block/mask	platforms.	-To understand the term cyber
		when concerned about content	content and contact, and how	about us through our digital	your digital footprint		bullying and to understand the
	-To be able to use ICT	or contact on the internet or	to report them.	footprint.	(incognito/clearing browsing	-To understand how to create a	responsibility they have if they
	equipment respectfully	other online technologies			history).	positive, digital footprint and	witness cyberbullying in order to
			-To understand how	-Understand how to stay safe		explore the impact that social	understand how to use
	-To understand how to respond	-To understand the importance	information and data is shared	when using a range of age	-To understand a range of ways	media has on our mental	technology respectfully on a
	if something makes us feel	of limiting screen time	and used online.	appropriate technologies and to understand who is safe to	to report concerns about	health.	range of social media platforms.
	uncomfortable online		-Know some of the implications	connect/talk to.	content and contact.	-To understand a range of ways	-To understand that your digital
			of not using technology		-To understand the purpose of	to report concerns about	footprint is permanently stored
	-To begin to understand the		respectfully e.g. cyber bullying.	-Understand how to make a	age ratings on games/ apps	content and contact.	electronically and it is beyond
	importance of limiting screen		respectivity e.g. cyber builying.	password safe and secure and	which KS2 are starting to be	content and contact.	your ability to change and delete.
	time		-To understand the purpose of	the importance of passwords.	exposed to.	-To understand how to stay	
			age ratings on games/ apps.			safe when using a variety of	-To understand how to create a
				-To make judgements about	-To understand what an AUP	social media platforms and to	positive, digital footprint which
				what they see online and not	(Acceptable Using Policy) is and	be able to set/change security	will be your electronic legacy
				automatically assume that	why they are used in	settings to make their accounts	throughout your life.
		G G		what they see is true.	professional contexts.	private.	
		_					-To be able to evaluate what they
						-To be able to make	see online and not automatically
						judgements about what they	assume that what they see is
						see online and not	valid, reliable or acceptable.
	Ē		₩ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	i 7		automatically assume that	To ovaloro the impost that social
			Ŷ B			what they see is true, valid or acceptable.	-To explore the impact that social media and picture manipulation
	l Lam		A = S = 12 6 8				has on our mental health.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Taska along		feari	- To be able to identify and	-To understand the purpose of	-To understand the purpose of	-To understand the purpose of	-To be able to record and collect
Information Technology	<u>Nursery</u> - To begin to explore how a	-To be able to recognise	explain the different	a PAN network	a LAN network	a WAN network	a wide variety of media on a
	piece of software works	common uses of information	components of a PC			d WAR network	device
$\Box \bigoplus \bigcirc$		technology beyond school		-To understand the differences	-To be able to explain the	-To be able to effectively use e-	
			-To be able to log in on a	of premises computing and	benefits of cloud computing.	mails to communicate with	-To be able to lengthen or
	<u>°</u>	-To be able to identify the	Windows computer and to	cloud computing.		other users	shorten a clip
		different components of a PC	understand the importance of		-To be able to attach and share		
	Reception		keeping a password secure	-To understand the purpose of	photographs via email	-To be able to use the internet	-To be able to add text to a video
	- To be able to use ICT	-To recognise different types of		an email and understand how		to search for specific	clip/photograph
	equipment safely, respectfully	devices and understand which	-To understand the purpose of	communication method have	-To be able to use the internet	information independently	
	and confidently.	device is the most appropriate	a mouse and be able to control	changed over time.	search for specific information		-To be able to use a green screen
		to use for a given task.	it accurately.	To know the formest of an	with adult guidance	-To be able to select the most	effectively
	-To be confident to try new	Ta ha ahla ta lag in an a	-To understand how keyboard	-To know the format of an email address	-To be able to select the most	trustworthy websites which will give the most useful	-To be able to add filters to a
	activities and show	-To be able to log in on a	keys are laid out and to begin		trustworthy with adult support.	information and explain their	video clip
	independence	Windows computer with	to type with speed and	-To be able to navigate to a	To be able to justify the	reasoning	video enp
	To show we ditant a soul	support and to understand the importance of keeping a	accuracy.	specific cloud computing	reasoning behind their choice		-To be able to independently
	 To show resilience and perseverance in the face of 	password secure		website and to be able to log in	of website.	-To understand the different	select an appropriate piece of
	challenge when using a piece		-To be able to identify symbols	to a private account		purposes for different software	software for a given task.
	of software.	-To understand the purpose of	on a keyboard and understand		-To begin to understand the		
		a mouse and to begin to learn	their purpose.	-To understand the layout of an	different purposes for different	-To be able create an effective	-To be able to input data into
	- To be able to drag and drop	how to control it.		email account	software	PowerPoint presentation	specific cells with a given format
	an object on a tablet		-To be able to insert and edit	To be able to condian arrell	To be able success of feating	independently	To be able to success a table
		-To be able to use a mouse for	text	-To be able to send an email	-To be able create an effective PowerPoint presentation	-To be able to use timed	-To be able to create a table using specified data
	-To be able use two fingers to	different purposes	-To understand how to save	-To be able to reply to an email	collaboratively	animations and understand	using specified data
	reduce and enlarge images		and open a document			their purpose	-To be able to write a formula to
	To be able to votate an image	-To understand how keyboard		-To be able to use the internet	-To understand what an		calculate the total value of a
	 To be able to rotate an image using two fingers 	keys are laid out and the	-To be able to copy and paste a	search for specific information	animation is and understand	-To be able to add timed	range of cells
	using two inigers	purpose of this.	photo	with adult guidance	their purpose	transitions to slides and	
	-To begin to identify letters and					understand their purpose	-To be able to write a formula to
	numbers on keyboard	-To be able to identify symbols	-To be able to save photos	-To begin to select the most	-To be able to add transitions		compare values of different cells
	,	on a keyboard.	from the internet onto a hard	trustworthy websites which	to slides and understand their	-To be able to insert hyperlinks	
	-To be able to create a digital		drive	will give the most useful	To be able to us denote a date.	into a presentation and	-To conditional format data
	illustration		-To be able to insert photos	information with adult support	-To be able to understand the layout of an excel spreadsheet	understand their purpose	based on their values
		-To be able to plan, create and	from a hard drive and text	-To be able create a	ayout of all excel spreadsheet	-To be able to input data into	-To be able to create a pie chart
	-To explore, use and refine a	edit a digital illustration	wrap them	PowerPoint presentation	-To be able to input data into	specific cells with a given	
	variety of artistic effects to				specific cells with a given	format	
	express our ideas and feelings	-To be able to type a basic		-To understand what an	format		
	-To be able to experiment with	sentence with a capital letter		animation is and be able to use		-To be able to create a table	
	colour and design.	and the correct punctuation.		them within their presentation	-To be able to adjust column	using specified data	
				\$\lap\$ \lap\$ \$\lap\$	width and row height		
		-To begin to understand how to				-To be able to write a formula	🔿 💶 🎞 🔳
		save a document.			-To be able to create a table using specified data with	to find the difference between the numerical value of two	
				🌐 💿	support	cells	for III
					support		fx 🔣 😓
	· /m (2)		È 🖺 🖳	🛯 🔹 🖬 🛠	-To be able to create a graph	-To be able to create a line	
			43 43 💳		using the data which has been	graph using the data which has	
					inputted.	been inputted	
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Computer Colones	EYFS	Year 1	Year 2 -To be able to use logical	Year 3 -To be able to understand the	Year 4	Year 5 -To be able to create assets	Year 6
Computer Science	<u>Nursery:</u> -To explore how a piece of	what an algorithm is	reasoning to predict the	importance of the order of a	- To be able to identify bugs and understand be able to		-To be able to use programming language to write a variety of
· · · · · · · · · · · · · · · · · · ·	hardware works		behaviour of simple programs	sequence	explain how to debug	-To be able to code assets using	simple algorithms
		-To be able to create a simple		-To be able to write different	-To be able to use different	a variety of algorithms	
	-To explore how a piece of	algorithm	-To be able to create an	algorithms to achieve the same	types of loops to make an		-To be able to use programming
	software works	-To begin to understand the	algorithm with multiple lines of code	goal	algorithm more efficient	-To be able to create a variety of variables	language to create loops
	<u>°</u>	importance of the order of					-To be able to use programming
		events in an algorithm	-To be able to identify a bug	-To be able to use loops to create a more efficient	-To be able to decompose a problem in order solve it	-To be able to write algorithms	language to conditional code
			and understand how the bug	algorithm		which produce sound	
	Reception:	-To be able to recognise a bug	effects the outcome	Ta ha abla ta idantifu a hua	-To be able to understand	To sup dometric data of	-To be able to use basic HTML language
	-To be confident to try new activities and show	within a line of code	-To be able to debug an	-To be able to identify a bug and understand how to debug	abstraction to solve problems	-To understand the components of a physical	language
	independence when using ICT	-To begin to debug a line of	algorithm		-To be able to understand how	coding system and be able to	-To be able to format a HTML
	equipment	code with support practically		-To be able to use a variety of	functions can make coding	write simple algorithms	page using styles and CSS
			-To be able to create an	start commands	efficient		
	-To be able to follow a list of	-To be able to use simple,	efficient algorithm	-To be able to use basic	-To be able to use conditional	-To be able to join multiple	-To be able to create a HTML
	instructions	directional language.	-To be able to use a variety of	conditioning	formatting	components of a physical coding system	page with hyperlinks
	-To begin to order a sequence	-To be able to solve problems	coding blocks and understand	-To be able to understand how	-To be able to create a game		-To be able to use basic Python
	of events	by splitting them into smaller	their purpose.	to create simple movement	using a variety of algorithms	-To be able to write simple	language
		parts.		with blocks	-To be able to understand	algorithms to control two	To be oble to use tout!
	-To begin to understand		-To begin to repeat a sequence of events	-To be able to move a sprite	broadcasting to trigger an	components of a physical	-To be able to use turtle graphics
	positional language	图	of events	using direction code	event	coding system	-To understand what an app is
	-To begin to understand	\$\$\$ X \$\$\$ -: - \$\$	-To be able to create an	-To be able to create a sprite	-To be able to understand the	-To be able to use RGB in an	
	selection		algorithm with a variable	that is computer controlled	features of an effective game	algorithm for a physical coding	-To be able to use the insert and
		₩				system	resize features on app software
	-To begin to understand what an 'algorithm' is		-To be able to use different types of starting blocks	-To be able to understand the purpose of hide and show	-To begin to understand the	-To be able to use variables to	-To be able to write algorithms to
			types of starting blocks	blocks	components of a physical coding system	program a physical coding	create app buttons with
	-To show resilience and		۵. <u>م</u>			system	hyperlinks
	perseverance in the face of		A. A. B. A. A.		-To be able to write algorithms	~	
	challenge when using		豪 品 ひ	D+D+D Š [™] \$	for a physical coding system	GN SS -ıllı	-To be able to identify bugs within apps we have created
	producing or following a set of instructions					ାମ୍ୟ ହିଛି -∭I+	ourselves and be able to debug
			-[]][]+ when Clicked	X 💖 🔤	-To be able to use conditional formatting to program a		them
					physical coding system	■))	
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Hardware/Software							
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	Code-a-pillar Bee-Bot Hopster	Botley Tynker Jr	Botley Scratch Jnr	Light Bot Tynker Scratch	Tynker Scratch Light Bot Crumble	Scratch Crumble	Swift Espresso MIT Playground
				Hour	Hour		Таургонти