



Holy Family Computing Progression



Technology in our Lives						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise purposes for using technology in school and at home	Recognise uses of technology in their homes and in their community	Begin to understand there are a variety of sources of information and begin to recognise the differences	Save work on the school network, on Seesaw on individual devices	Talk about the school network & the different resources they can access, including the Internet	Identify different parts of computing devices. (see vocab sheet)	Describe different services provided by the Internet & how information moves around the Internet
Understand that things they create belong to them and can be shared with others using technology	Understand that there are online tools that can help them create and communicate	Begin to understand what the Internet is and the purposes that it is used for	Talk about the parts of a computer or tablet (see vocab sheet)	Frame questions & identify key words to search for information on the Internet	Identify different parts of the Internet (see vocab sheet)	Describe different parts of a computing device & how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer
Recognise that they can use the Internet to play and learn			Use appropriate tools to communicate on-line	Children have the opportunity to learn what Video conferencing is and take part in a class video call	Use Seesaw for communication and collaboration and use them responsibly	Identify appropriate forms of online communication for different audiences.
		Understand the different types of content on websites and that some things may not be true or accurate	Use simple search tools and find appropriate websites	Consider reliability of information & ways it may influence you	Talk about the different elements on web pages	Describe how search results are selected & ranked
	Explore how Tapestry can be used to communicate with real people within their schools & families	Share their own comments with teachers and parents using Tapestry,	Talk about the owner of information online Can open and respond safely and appropriately to an email. Knows about safety of attachments and can open and add their own attachments	Check who the owner is before copying photos, clipart or text Explore how email can be used to communicate with real people within their schools, families & communities	Find out who the information presented on a webpage belongs to. Explore different types of blogs. Create blog posts and post comments that are appropriate to share with others	Acknowledge who resources belong to that they have found on the internet Explore different websites. Create a webpage that is safe to share online with pictures that are allowed to be published



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Multimedia						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manipulate objects and pictures on a screen	Use a video or stills camera to record an activity	Use templates to make electronic books individually and in pairs (Purple Mash)	Create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect (Office or Google)	Be confident in creating & modifying text & presentation documents to achieve a specific purpose	Select an appropriate ICT or online tool to create and share ideas.	Collect information and media from a range of sources (considering copyright issues) into a website for a specific audience
Use a camera or sound recorder to collect photos or sound	Create sounds and simple music phrases using ICT tools	Explore the effects of sound and music in animations and videos	Use ICT tools to create musical phrases (use Incredibox)	Use ICT tools to create music phrases for a specific purpose (Using Garage Band)	Use online tools to create and share presentations and films	Store presentations and videos online where they can be accessed by themselves and shared with others
Recognise text, images and sound when using ICT	Add text and images to a template document using an image & word bank (e.g. Office or Purple Mash)	Create own documents, adding text and images (Purple Mash, Office or Google)	Explore & begin to evaluate the use of multimedia to enhance communication (Use PowerPoint or Slides)	Develop skills using transitions and hyperlinks to enhance the structure of presentations (PowerPoint or Slides)	Explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified (PowerPoint or Slides)	Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations
				Explore how multimedia can create atmosphere & appeal to different audiences		Identify the purpose for selecting an appropriate online tool



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Use paint programs to create pictures		Use an increasing variety of tools and effects in paint programs and talk about their choices	Use a range of effects in art programs including brush sizes, repeats, reflections	Use art programs & online tools to modify photos for a specific purpose using a range of effects		
	Record their own voices and play back to an audience	Use film/camera to create a short movie/trailer (use iMovie)	Explore the use of video, animation & green screening	Explore the use of video, animation, & green screening for a specific audience	Know how to use text and video editing tools to refine their work (iPad – iMovie)	
Begin to use a keyboard see programming	Use index fingers (left and right hand) on a keyboard to build words & sentences (Use 2Type)	Use keyboard to enter text (index fingers left & right hand) (Use 2Type)	Use individual fingers to input text & use SHIFT key to type characters (Use 2Type)	Use a keyboard effectively, including the use of keyboard shortcuts		
	Know when & how to use the SPACE BAR (thumbs) to make spaces between words	Know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later	Amend text & save changes.	Use font sizes & effects such as bullet points appropriately		
			Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE	Know how to use a spell check		
			Look at own work & consider how it can be improved for effectiveness	Look at their own, and a friend's work & provide feedback that is constructive & specific	Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness	Evaluate the effectiveness of their own work and the work of others



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eSafety						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you	Understand they need to follow certain rules to remain safe when visiting places online	Stay safe online by choosing websites that are good for them to visit & not inappropriate sites	Agree sensible e-safety rules for the classroom	Agree sensible e-safety rules for the classroom	Agree sensible esafety rules for the classroom	Agree sensible esafety rules for the classroom
Play appropriate games on the Internet	Can say what information you can share with other people online inc. safe usernames in games	Explore what cyberbullying means, how online words are like real words & what to do when they encounter it	Discuss who to talk to if they are uncomfortable or upset online	Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button (CEOP)	Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns	Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats
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	Learn that many websites ask for information that is private & know that they should tell someone if they are unsure what to share	Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it's not hurtful	Talk about what games they are enjoying playing and what good choices are when playing games e.g. content, screen time	Prepare a resource that can teach others about eSafety with appropriate rules for different ages.	Explore using the safe and responsible use of online communication tools e.g. Instagram, Facebook, TikTok	Explore using the safe and responsible use of online communication tools e.g. blogs, messaging
Develop an interest in ICT by using age appropriate websites or programs to support learning and play	Children can find and open programs on a computer/iPad.	Children can search for given subjects on the Internet.	Can add websites to 'favourites'		Children can use a range of advanced searches to find specific information on a given topic.	Be aware of outside agencies that can support with online behavior, support and bullying

Use specific videos and presentations for children's ages on: <https://www.thinkuknow.co.uk/>



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Data Handling						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collect information as photos or sound files	Can collect data and create an appropriate pictogram e.g. 2Count	Collect data, generate graphs and charts to find answers e.g. 2Count or 2graph	Record data in a variety of ways	Plan and create a database to answer questions (Using 2Calculate)	Children can independently add data (Using Excel or Sheets)	Interrogate a database, refining searches to provide answers to questions (Using Excel or Sheets)
Use a simple pictogram or set of photos to count and organise information	Children should add the data to create a basic bar chart e.g. 2Graph	Save & retrieve the data to show to others	Find out information from a pre-prepared database, asking straightforward questions (Using 2Calculate)	Identify different types of data (Using 2Calculate)	Children can convert data to appropriate, useful and labelled charts. (Using Excel or Sheets)	Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility (Using Excel or Sheets)
		Create paper/ object decision trees (using 2Question)	Contribute towards a database	Carry out simple searches on a database (Using 2Calculate)	Carry out complex searches (e.g. using and/or; \leq / \geq)	Formulae are used to find the sum and repeat patterns (Using Excel or Sheets)
		Explore and complete a branching database (using 2Question)	Children can discuss which cell data is in using letter and number notation.	Present data in appropriate format for different audiences		



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Programming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Help adults operate equipment around the school, independently operating simple equipment	Physically follow & give each other instructions to move around	Physically follow and give each other forward, backward & turn (right-angle) instructions	Use repeat to achieve solutions to tasks	Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in programs written by others	Group commands as a procedure to achieve a specific outcome within a program (Hopscotch App)	Record in some detail the steps (the algorithm) that are required to achieve an outcome & refer to this when programming
Press buttons on a floor robot and talk about the movements	Explore outcomes when buttons are pressed in sequences on a robot	Plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail	Plan & enter a sequence of instructions on a robot specifying distance & turn to achieve specific outcomes	Use sensors to 'trigger' an action such as turning the lights on using Probot if it 'goes through a tunnel', or reversing if it touches something	Explore procedures using repeat to achieve solutions to problems with Logo & a floor robot	Understand how sensors can be used to measure input in order to activate a procedure or sequence & talk about applications in society
Use simple software to make things happen	Begin to use software to create movement & patterns on a screen	Articulate an algorithm to achieve a purpose (using 2Code or Logo)	Begin to type logo commands to achieve outcomes. (using 2Code or Logo)	Create & edit procedures typing logo commands including pen up, pen down & changing the trail of the turtle (using 2Code or Logo)	Refine procedures to improve efficiency (using 2Code or Logo)	Write a program which follows an algorithm to achieve a planned outcome and make a game (using Scratch)
Explore options and make choices with toys, software and websites	Use the word debug to correct any mistakes when programming a floor robot	Talk about similarities & differences between floor robots and logo on screen & debug any problems	Test & improve / debug programmed sequences.	Use an algorithm to sequence more complex programming into order	Explore instructions to control software or hardware with an input & using if... then... commands	Control on screen mimics & physical devices using one or more input & predict the outputs



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	Begin to predict what will happen for a short sequence of instructions in a program	Predict what will happen & test results	Solve open-ended problems with a floor robot & Logo including creating simple regular polygons, making sounds & planning movements such as a dance	Link the use of algorithms to solve problems to work in Maths, Science & DT	Explore a computer model to control a physical system	Create variables to provide a score/trigger an action in a game
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