

Computing Progression of Skills						
	Class 2		Class 3		Class 4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online safety and digital literacy	<p>Know that the internet is accessed all over the World and know some devices are connected to the internet.</p> <p>Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p>With support from an adult be able to find information on the internet.</p>	<p><u>Using maps</u> Know devices that enable direct communication between people through images and text.</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>With support be able to use a safe search engine e.g. swiggle</p>	<p>Know that some people are the internet should not be trusted</p> <p>Know that concerns about what they see on-line should be reported to a trusted adult</p> <p>Create and use a simple password</p> <p>Use a Search engine to find information given key words</p> <p>Know which websites are useful and begin to understand all might not be trustworthy.</p> <p>Be able to log in and out of websites used at school</p>	<p>Know that pictures and text share on-line can end up with strangers</p> <p>Reliably know what to do if they are exposed to unpleasant materials on any device</p> <p>Know that having a balance of online and offline activities is important.</p> <p>Reliably uses a more complex password to access resources.</p> <p>Know what the key words are to enter into a Search engine to find information they want.</p> <p>Can select useful websites from the results of a search.</p>	<p>Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.</p> <p>Know that it is irresponsible to share images of friends on-line without their permission.</p> <p>Know that a balance of online and offline activities is important to maintain good health.</p> <p>Know how to report concerns on-line.</p> <p>Effectively use a search engine to find multiple criteria using AND/OR to refine searches</p> <p>Know how to compare information from different websites and know that some sites may show bias</p>	<p>Know how to reduce the risks posed by using Social Media by managing their friends' lists and privacy settings.</p> <p>Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing.</p> <p>Know that it is illegal to post or view 'rude' images of children.</p> <p>Know that hacking or misusing someone else's account is illegal.</p> <p>Know that search results can be manipulated by sponsorship and advertising.</p> <p>Know how to validate information found through searches by checking more than one source.</p> <p>Know that some news is 'fake.'</p>

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Information technology	<p>Be able to log onto a computer Or use a QR code to evidence work on a tablet</p> <p>Be able to navigate around the screen with a mouse or touchpad</p> <p>Know how to type text using space bar for separate words to create something meaningful</p> <p>Be able to independently find and use an app on a tablet for instance to take and view a video or photograph</p>	<p>Be able to save, retrieve and print work PC or Tablet</p> <p>Know how to type and format text including basic punctuation and capital letters Any suitable software</p> <p>Be able to confidently use pointing device Mouse, Touchpad</p> <p>Be able to add and create simple images</p> <p>Be able to combine simple text and graphics, for instance create a poster for a purpose Any suitable software</p>	<p>Be able to log in to computer system as themselves and can find their documents (personal drive)</p> <p>Know how to open shared documents and pictures.</p> <p>Know how to use software to create a simple brochure or poster. Publisher or Pages</p> <p>Know how to sequence and add to slides to make a simple presentation Keynote, Powerpoint, iMovie</p> <p>Create a meaningful document that contains both pictures and text</p>	<p>Be able to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.</p> <p>Be able to organise their personal folder effectively for instance by organising work into folders for each year at school</p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.</p> <p>Be able to deliver a simple presentation to their peers</p>	<p>To be able to share their work from their personal folder to work collaboratively with others.</p> <p>Know how to use software to create and effective poster or leaflet.</p> <p>Be able to select the best program for the task.</p> <p>Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel</p> <p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence. For instance in Keynote, Powerpoint, iMovie</p>	<p>Know how to use the main features of office software to produce suitable documents and presentations for an audience. Microsoft Office or Apple suite or equivalent.</p> <p>Know how to edit a picture. For instance in Paint.net</p> <p>Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.</p> <p>To create and sequence a video, add sound effects, transitions and title/subtitles. iMovie – much harder in Windows software.</p> <p>To be able to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document).</p>

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Computer science	<p>Know which button on a device represents which action e.g. Bee Bot</p> <p>Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Make a simple sequence of instructions / algorithm</p> <p>Be able to make simple predications about an algorithm and a program. The Bee Bot will go....</p> <p>Be able to change (debug) the program to improve the route</p>	<p>Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.</p> <p>Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot / Alex / Logo etc... maze.</p>	<p>Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks)) to make a simple programme using sequencing and timing.</p> <p>Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..)</p> <p>Use repeat loops for instance to create a program to draw regular 2D shapes (Logo, Scratch)</p> <p>Independently be able to debug basic mistakes</p> <p>Begin to use conditionals – If I click here then this happens...Scratch Junior, Scratch, Microbit</p>	<p>Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Scratch- steer an object by using keys /Microbit – show an image when shaken)</p> <p>Be able to explain how their program works for instance by annotating a print out</p> <p>Be able to modify their program and be able to predict the effects of any changes</p> <p>Know how to break sets of instructions into short steps to achieve goal. For instance drawing repeated squares to make a pattern,</p>	<p>Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch)</p> <p>Uses loops to achieve goals (Scratch – shapes, letters)</p> <p>Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit)</p>	<p>Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit)</p> <p>As above but use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then...)</p> <p>Be able to explain what a program will do and accurately predict the effect of changes.</p> <p>Be able to reliably modify existing algorithms and code to change the effect of the program.</p> <p>Be able to make an efficient program by using an</p>