

Bollin Primary School



Growing hearts and minds together

KEY COMPUTING SKILLS - PROGRESSION

| | Information Technology | | | Digital Literacy | | Computer Science |
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| | Using the Internet | Creating, Manipulating and Publishing | Handling Data | Basic Skills | E-Safety and Acceptable Usage | |
| End of EYFS | <p>Recognise that a range of technology is used in places such as homes and schools</p> <p>Navigate around the letters and numbers on a keyboard</p> <p>Select and use technology for a specific purpose</p> | <p>Select appropriate applications that support an identified need</p> | | <p>Recognise the monitor, keyboard and mouse pad of a computer</p> <p>Know how to turn on an ipad and select the app of choice</p> | <p>Awareness of rules on how to keep safe when using ICT equipment and online.</p> | <p>Investigate how basic machines work</p> <p>Push buttons and show curiosity</p> <p>Programme basic machines and understand how different outcomes can be reached when variables are changed</p> |
| End of Year 1 | <p>Recognise that not all information is useful some information is more useful</p> <p>Use the World Wide Web to find answers to questions</p> <p>Navigate within a website using hyperlinks to locate material</p> <p>Use basic material from the internet</p> | <p>Understand that different applications are more suited for certain tasks.</p> | | <p>Recognise the monitor, keyboard and mouse pad of a computer</p> <p>Know how to sit and place hands to type effectively</p> | <p>Rules for and ways of keeping physically and emotionally safe including online safety/ responsible use of ICT. <i>(see separate E-Safety Progression framework)</i></p> | <p>Understand what algorithms are</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> |
| End of Year 2 | <p>Use web based resources to find answers to questions</p> <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Use basic information from the internet.</p> | <p>Use office applications to create range of work.</p> <p>Understand that different applications are more suited for certain tasks.</p> <p>Combine software (Import from the internet, edit images and text)</p> | | <p>Start to use two hands when typing.</p> <p>Plug in a laptop to charge safely</p> <p>Use the right click mouse</p> <p>Use spacebar, backspace, delete, arrow keys, return.</p> | <p>Online safety/ responsible use of ICT. <i>(see separate E-Safety Progression framework)</i></p> | <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> |

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| End of Year 3 | <p>Use web based resources to find answers to questions</p> <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Use basic information from the internet.</p> | <p>Use office applications to create range of work in other curriculum areas.</p> <p>Work together to collaboratively produce a presentation using cloud tools.</p> <p>Understand that different applications are more suited for certain tasks.</p> <p>Select certain areas of an image and resize, rotate and invert the image.</p> <p>Export work to Seesaw</p> | <p>Understand the difference between data and information.</p> <p>Input data and manipulate it to achieve your goal.</p> <p>Reading charts and graphs</p> | <p>Remember a personal log-in and know why passwords are important online.</p> <p>Use two hands to type (whilst looking at the board)</p> <p>Press multiple keys at once (shift keys, ctrl + alt +del)</p> <p>Understand how different text formats are appropriate for different purposes</p> | <p>Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <i>(see separate E-Safety Progression framework)</i></p> | <p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence, selection, and repetition in programs</p> <p>Use logical reasoning</p> <p>Understand that there are variables within computing</p> |
| End of Year 4 | <p>Recognise that not all information is useful or from a reliable source (fake news)</p> <p>Develop specific questions and answer them, finding the relevant information online</p> <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Use on-line tools, such as Google docs</p> | <p>Use office applications to create range of work in other curriculum areas.</p> <p>Work together to collaboratively produce a presentation using cloud based tools.</p> <p>Understand that different applications are more suited for certain tasks.</p> <p>Combine software (Import from the internet, edit image or video and present in documents, webpage or presentation)</p> <p>Storyboard and capture videos for a purpose.</p> <p>Plan for the use of special effects and transitions.</p> <p>Export work to Seesaw</p> | <p>Understand the different between data and information.</p> <p>Input data and manipulate it to achieve your goal.</p> <p>Use the application to present the data visually (Chart or Graph).</p> <p>Type data correctly.</p> | <p>Remember a personal log-in and know why passwords are important online, giving examples of this.</p> <p>Use two hands to type</p> <p>Press multiple keys at once (shift keys, ctrl + alt +del)</p> | <p>Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <i>(see separate E-Safety Progression framework)</i></p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand that there are variables within computing and can explain them briefly</p> |

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| End of Year 5 | <p>Recognise that not all information is useful or from a reliable source (fake news)</p> <p>Develop specific questions and answer them, finding the relevant information online</p> <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Use on-line tools, such as Google docs</p> | <p>Use office applications to create range of work in other curriculum areas.</p> <p>Work together to collaboratively produce a presentation using cloud based tools.</p> <p>Understand that different applications are more suited for certain tasks.</p> <p>Combine software (Import from the internet, edit image or video and present in documents, webpage or presentation)</p> <p>Trim, arrange and edit audio levels to improve quality of their outcome.</p> <p>Export work to Seesaw.</p> | <p>Understand the different between data and information.</p> <p>Input data and manipulate it to achieve your goal.</p> <p>Use the application to present the data visually (Chart or Graph).</p> <p>Type data correctly.</p> | <p>Remember a personal log-in and know why passwords are important online, giving examples of this.</p> <p>Use two hands to type and not need to look.</p> <p>Press multiple keys at once (shift keys, ctrl + alt +del)</p> | <p>Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <i>(see separate E-Safety Progression framework)</i></p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand the role of variables and non-variables within coding and debugging</p> |
| End of Year 6 | <p>Recognise that not all information is useful or from a reliable source (fake news)</p> <p>Develop specific questions and answer them, finding the relevant information online</p> <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Use on-line tools, such as Google docs</p> | <p>Use office applications to create range of work in other curriculum areas.</p> <p>Work together to collaboratively produce a presentation using cloud based tools.</p> <p>Understand that different applications are more suited for certain tasks.</p> <p>Use the tools available to design their own fit for purpose building (changing the style, colour and texture of the walls)</p> <p>Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.</p> <p>Export work to Seesaw.</p> | <p>Understand the different between data and information.</p> <p>Input data and manipulate it to achieve your goal.</p> <p>Use the application to present the data visually (Chart or Graph).</p> <p>Type data correctly.</p> | <p>Remember a personal log-in and know why passwords are important online, giving examples of this.</p> <p>Use two hands to type and not need to look.</p> <p>Press multiple keys at once (shift keys, ctrl + alt +del)</p> | <p>Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. <i>(see separate E-Safety Progression framework)</i></p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |

