

Skills progression: Computing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia and Word processing	<p>Can move objects on a screen.</p> <p>Use computers to create shapes and text on a screen.</p> <p>Use technology to show my own learning.</p>	<p>Becoming more familiar with the key board and how to add text.</p>	<p>Develop basic editing skills including different presentational features (font size, colour and style). Know how to save, print and retrieve work.</p>	<p>Organise and present information for a specific audience.</p> <p>Through peer assessment and self-evaluation, evaluate design and make suitable improvements.</p>	<p>Become increasingly familiar with Microsoft Word and Power Point. With support, plan structure and layout of document/ presentation.</p>	<p>Evaluate a range of electronic multimedia, and understand the implications appropriate to their given task e.g. key features of layout and design. Plan structure and layout of presentation.</p>	<p>Evaluate and select suitable information and media from a range of electronic resources. Organise, refine and present information for a specific audience. Create a range of hyperlinks to produce a non-linear presentation.</p>
Digital Media	<p>Experiment with a range of devices to record pictures and sounds.</p>	<p>Experiment with a range of devices which create and record sounds and musical phrases. Use a paint package to create a picture to communicate their ideas.</p>	<p>Use ICT to source, generate and amend ideas for their art work.</p>	<p>Use cameras to take and import pictures. Create a simple animation either by using stop-motion techniques with a webcam, or by using animation software.</p>	<p>Importing and edit pictures.</p> <p>Select areas and manipulate to give different effects.</p>	<p>Plan and create a piece of moving digital media. To use different filming techniques and camera angles e.g. zoom, panning, wide shot etc. To create different mood/perspective.</p>	<p>Explore all the features of a given video editing or animation package. Plan a storyboard for a video or animation to suit a purpose. Film, create, edit and refine to ensure quality; present to an audience.</p>
Programming	<p>Bee Bots</p> <p>Explore how to make a floor robot move.</p> <p>Make choices about which buttons and icons to press.</p>	<p>Bee Bots and Daisy Dino.</p> <p>Explore how to give instructions and the impact of different controls.</p>	<p>Probots, Move the turtle.</p> <p>Explore and generate instructions to create the desired affect.</p>	<p>Scratch and Logo.</p> <p>Navigate the Scratch programming environment. Write a simple program in Logo to produce a line drawing.</p>	<p>Scratch & Kodu.</p> <p>Navigate the programmes. Create a 2D and 3D digital world for a game with land, water and scenery.</p>	<p>Create a Scratch Simple Game and use conditional statements ('if...then') to give objects behaviours.</p>	<p>Introduction to Python/Small Basics</p> <p>Declare variables. Use a range of statements.</p> <p>Use selection algorithms. Use comparison and numerical operators.</p>
Communication and collaboration		<p>Look at the different ways that messages can be sent and contribute ideas to a class email.</p>	<p>Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages. Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs.</p>	<p>Access a shared space to follow web links and read instructions for work. Upload work to a shared space.</p>	<p>Use at least two online communication methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) through the Learning Platform in topic work.</p>	<p>Use advanced search functions in Google, e.g. quotations. Understand websites such as Wikipedia are made by users (link to E-Safety) Use strategies to check the reliability of information, e.g. cross checking with books. Understand files may be saved off their device in 'clouds' (servers).</p>	<p>Alter the theme and appearance of their blog, adding background images etc. Create a new post, save it as a draft and publish it.</p>

Data	Can discuss the different kinds of information such as pictures, videos, text and sound.	Use ICT to sort objects into groups and create criteria for sorting. Use a program to make simple pictograms.	Explore and use branching data bases. Develop their own set of yes or no questions.	To choose, print and annotate appropriate graphs, to answer simple questions e.g. bar charts, or pie charts and interpret data.	Creating graphs and interpreting data. Have regular opportunities to enter data into a graphing package and use it to create a range of graphs, and to interpret data across all subject.	Use Excel to manage data. To change variables in a spreadsheet to solve problems. To enter formulae for the four operations (+-x/) into a spreadsheet. To use 'SUM' to calculate the total of a set of numbers in a range of cells.	To identify a problem which can be solved by collecting data. To identify which data to collect. To collect data in an efficient and accurate way. To organise data by designing fields and records in a database
E-Safety	<p>Children can ask an adult when they want to use the internet.</p> <p>Can tell an adult when something worrying or unexpected happens while using the internet.</p> <p>Can be kind to friends.</p> <p>Can talk about the amount of time they spend on devices.</p> <p>Can be careful when using technology devices.</p>	Children talk about the differences between real and online experiences.	Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them.	Use child-friendly search engines independently to find information through key words. Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.	Be aware that not everything they find online is accurate and that information needs to be checked and evaluated. Use sensitive and appropriate language when using online communication tools.	Children evaluate search results and refine as necessary for the best results. Know that information found on websites may be inaccurate or biased and to check the validity of a website. Develop strategies to ignore or cancel unsolicited advertising.	Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation. Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.