Progression in Computing

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safeguarding (ESafety)	I know that there are strangers in real life and online. I can describe the technology I use and how I use it. I understand that they must only use a computer/device with an adult's permission. I can talk about the amount of time I spend using a computer/tablet/phone etc. I can tell an adult when something worrying or unexpected happens on a device I am using.	I can say what personal information is, to include but not limited to: • Name • Date of Birth • School I know what personal information is and to keep it private. I know who to go to for help if things go wrong when using technology. I know that I must keep passwords safe. I can identity how I keep safe on and off technology I can state some of the dangers I may face online.	I can say what personal information is, to include but not limited to: • as Y1 • My address • Email I know what personal information is and who I can share it with and when I need to keep it private. I know to only communicate with people you know or organisations to get help online e.g. CEOP. I know how to tell whether a game, movie, video or website is suitable for me. I know who to contact online if I have concerns. I can describe the	I can remember a given password consisting of upper and lowercase letters. I can explain why having a strong password is important. I can use technology safely, respectfully and responsibly I can recognise acceptable and unacceptable behaviour online • coding • videos • emails I know who to talk to if something worries me online or when using technology I can decide if a website is relevant or suitable	I can create a password consisting of upper and lower case letters. I can choose websites, games and apps which are suitable for my age. I can talk about what I need to ask a trusted adult before downloading files and games from the Internet. I can communicate positively and respectfully online.	I can create a password consisting of letters and numbers. I can protect my password and personal information. I can explain why I need to protect myself and my friends online and the best ways to do this I can explain how I report concerns online I can discuss the importance of choosing an age appropriate app, game, film or social media	I can create a secure passwords consisting of letters, numbers and symbols I can explain what information I should protect I can explain the consequences of sharing too much about myself or others online. I support my friends to protect themselves and make good choices online. I can explain the consequences of spending too much time online or on games/social media I can explain the consequences to myself and others of not communicating kindly and respectfully I protect my computer or devices from harm online.

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			differences and similarities between how I keep safe on and off technology I can state some of the dangers I may face online.				
Digital Literacy	I can write my first name on a tablet or computer. I can spot phonics sounds I am learning on a keyboard. Can use a touch screen to input information.	I can login to a computer I can type my first and last name. I can save my work with support. I can open my work with support. I can present information for a given form. (Word, 2Simple, Notes) I can create a simple poster containing colours, images and text. I can use spacebar, backspace, shift and CAPs locks, return	I can send and receive and email. I can save work to a folder. I can open work from a folder. I can present information for a given purpose. (word, posters, videos, powerpoints) I can create a simple presentation with text and images in a logical order. I can use tools in paint to create different styles of art.	I can use search technologies effectively. I understand that not all data is factual or correct. I can collect information. I can present information. I can use different text sizes, colours, styles and page layout, formatting and graphics to suit the audience and purpose of the work. I can use fingers of both hands to type. I plan how I will use digital technologies to	As Y3 plus: I can insert and move/format text boxes and tables. I can add hyperlinks I can edit and adapt work in light of feedback. I can use more than one finger on each hand to type. I can use tools to edit and adapt images. I can collect, analyse and present data I can create content on a computer in response to a given goal: • music • presentation	As Y4 Plus: I can make guided decisions about which software to use based on intended audience and purpose. I can evaluate and edit work to suit audience and purpose. I can make effective use of transitions and animations in presentations. I know common uses of a spreadsheet. I can navigate a spreadsheet. I can enter data into a spreadsheet. I can use autosum	As Y4 Plus: I can select, use and combine a variety of software on a range of devices: • Google docs/sheets/slides/forms • presentation to pitch information /project I can analyse and evaluate numerical data. I can conduct market research

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		I can change the size of a font. I can add clip art. I can create digital content using hand held devices (cameras, audio recorders) I can create an original piece of art		accomplish a given goal. I understand that email/videoconferencing are made possible through the internet. I can select, use and combine a variety of software on a range of digital devices. I can plan and create: • videos • presentation • surveys I can collect and analyse information.		I can order data I can use digital media to create art. I can collect, analyse and present data I understand how search results are ranked.	
Computing Science	I can follow every day sequences.	I understand what algorithms are. I can follow a sequence of steps I can understand how algorithms are implemented as digital programs: • Bee Bots/Similar floor robot	I understand that algorithms are implemented as programs or digital devices. • directions • rules of a game I understand that programs execute by following	I can write programs that accomplish specific goals. I can write a program using block language I can explore on-screen simulations I can solve	I can design programs that accomplish specific goals. I can design and create programs using block language. I can use repetition in programs • I can use	I can design, write and debug programs using block language. I can solve problems by decomposing them into smaller parts. I can use selection within programs.	I can use procedures within programs. I can use variables as: • Placeholders • in algorithms • to store and change numbers in

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		I can give a sequence of instructions to a floor robot. I can fix problems in my program I can predict what my programme will do.	precise and unambiguous instructions on a screen I can debug errors in my own program I can use logical reasoning to predict the behaviour of simple programs.	problems by decomposing them into smaller parts. I can use sequence within programs. I can use wait within programs. I can explain how my algorithm works. I can use logical reasoning to detect and correct errors I understand that networks transmit information.	count controlled loops. • I can use indefinite loops within algorithms. I can use logical reasoning to detect and correct errors in programs. I can develop my own simulations on a screen I can plan a project I can solve problems by breaking them down into smaller parts. I understand how computer networks can provide multiple services, such as the World Wide Web. I understand that the internet transmits information as packets of data.	I can work with variables. I can use conditions start action. I can use a condition which switches between actions. I can use logical reasoning to explain how some simple algorithms work. I can use logical reasoning to detect and correct errors in algorithms. I understand computer networks including the internet.	algorithms. I can design, write a debug a program using a second language I can write a program in a language other than scratch I can test and debug my code I can use logical reasoning to detect and correct errors in my work I can decompose my problem into smaller parts I understand how networks operate, including mobile phones

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					I can appreciate how search results are selected.		