



Slindon CofE Primary School- Progression of skills – Computing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online safety	<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>I can describe strategies for keeping personal information private, depending on context.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain how someone would report online bullying in different contexts.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>

<p>Generic</p>	<p>With support, open a programme.</p> <p>Use the letter and number keys on a keyboard.</p>	<p>To create, open, save and print work</p> <p>Begin to use a variety of keyboard controls</p>	<p>Create a folder: locate and save work within it Use cut, copy and paste</p> <p>Respond to graphic notation for pitch, duration and rhythm.</p>	<p>Use the search option in start menu to locate a programme</p> <p>Use appropriate computing vocabulary (menu tabs, network)</p> <p>Use a mouse or pad with confidence (right click, scroll etc)</p>	<p>Use search tools to locate work (include filtering by date/ name etc)</p> <p>Begin to use keyboard shortcuts (ctrl c, v, x, →)</p> <p>Use the mouse to zoom in and out</p> <p>Use appropriate computing vocabulary (USB port, cell)</p> <p>Annotate work using print screen and auto shapes (arrows) to evaluate and justify use of ICT</p> <p>To begin to use touchtype.</p> <p>Import data from external device</p>	<p>Use more advanced keyboards (ctrl b, u, a, l, e, r, f)</p> <p>Use scaling options when printing work</p> <p>Know how to debug (problem solve) computer start up errors</p> <p>Adjust screen resolution</p> <p>Annotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audience</p> <p>Use appropriate computing vocabulary (variable) To confidently use touch type</p> <p>Import data from external device</p>
<p>Digital literacy</p>	<p>Type text on screen.</p> <p>Use the ENTER, DELETE, and SPACE BAR keys.</p>	<p>Change the font size, style and colour of text</p> <p>With support insert images and text boxes</p>	<p>Manipulate text (bold, underline, colour, font, size) to reflect purpose</p> <p>Organise the structure of the text (centre, bullet points)</p>	<p>Insert, crop and edit images from a variety of sources</p> <p>Change the design of the page</p> <p>Insert and format a table</p>	<p>Change the order of the text using the sorting tool</p> <p>Use paragraph / line spacing</p> <p>Insert shapes using the shapes tool</p> <p>Format the colour of a textbox and shape</p> <p>Knows how to insert a hyperlink</p> <p>Insert images from a variety of sources</p>	<p>Use a range of word processing skills suitable for the purpose and audience</p> <p>Change the whole page style</p>

					<p>Select an appropriate template</p> <p>Change the direction of the text</p> <p>Insert symbols</p> <p>Use Find, Search and Replace</p>	
ICT	<p>Click on an icon to launch a web-page.</p> <p>Can identify devices which can be used to search the internet</p> <p>Know that strangers exist online and in the real world.</p>	<p>With support click on a hyperlink to find information</p> <p>Can recognise when inappropriate media/information is found online and know who to tell</p>	<p>Searches the internet successfully and safely</p> <p>Compose and send an email within school, considering content and tone</p> <p>Be aware of the email safety and security</p> <p>Knows to tell an adult if anything online worries them (including cyberbullying)</p>	<p>Uses email to communicate with people outside of school</p> <p>Is able to send different attachments to recipients</p> <p>Is aware of online safety and the fact that who they are communicating with is often unknown</p> <p>Know the effects of cyber bullying and know how to prevent it</p>	<p>Use 'New Comment' to annotate work</p> <p>Understand the meaning and law of copyright when researching from the web</p> <p>Use a more complex search engine to find information/media (use AND and OR in search)</p> <p>Know how to search specifically for images, videos, news etc)</p> <p>Begin to think about the accuracy of information online</p> <p>Know that emails can be forwarded to another person</p> <p>Know that emails can be sent and copied to more than one person</p> <p>Can email to a group of people to work collaboratively on a project with support</p> <p>Know how to report inappropriate content</p>	<p>Analyse the accuracy of information online and double check with another source</p> <p>Use more complex search engines to filter information</p> <p>Can explain the term plagiarism</p> <p>Know that emails can contain viruses</p> <p>Can filter emails e.g. for attachments or person</p> <p>Know how to report/flag/block inappropriate content</p> <p>Acts as a role model to others for how to stay safe online</p> <p>Recognises the CEOP button and can explain its use</p> <p>Can create variables such as 'correct' within an operator</p>

					Can explain the dangers of working and communicating online when faced with scenarios	
Computer Science	<p>Understand and use simple algorithms to program a device.</p> <p>Discuss what could be improved (debugging).</p>	<p>Understand and use simple algorithms to program a device.</p> <p>Create and debug simple programs</p>	<p>Can change or design their own background</p> <p>Write instructions to move sprites</p> <p>Insert repeat script</p> <p>Begins to 'debug' (recognise errors) within a script</p>	<p>Able to: draw/rotate/enlarge and flip their sprite/background Can create basic/regular shapes</p> <p>Can 'debug' (recognise errors) and modify instructions within a script</p> <p>Can predict outcome of a sequence</p> <p>Can attach and control external devices such as lights, buzzers</p>	<p>Understands how to read the coordinates</p> <p>Uses the 'change' blocks within the appearance menu to alter their sprites appearance</p> <p>Can create irregular shapes using the 'pen' tool</p> <p>Begins to use operators to link external devices</p> <p>Add variables to change the appearance the motion of sprites</p> <p>Records suitable sounds for their project</p> <p>Can 'debug' (recognise errors) within a script</p> <p>Predict the effect of changing a variable</p> <p>Understand the purpose of using a 'Control' and relate this to everyday electronics</p>	<p>Can add sensing blocks within an operator</p> <p>Uses 'if' and 'else' blocks within the Control menu</p> <p>Can 'debug' (recognise errors) within a script</p> <p>Design an instruction in response to a brief</p> <p>Create more complex instructions incorporating all tools</p>
Data	<p>Can sort items and place them in a simple list or table.</p> <p>Search for images online, with support.</p>	<p>Search for information / images online, with support.</p> <p>Create simple pictograms and other graphs</p>	<p>Input data into a database, creating files</p> <p>Respond to simple questions by using the search tools to interrogate the data</p>	<p>Respond to tasks / questions by designing and creating own data files</p> <p>Independently input, amend and delete data</p> <p>Carry out more complex searches using AND and OR</p>	<p>Able to populate rows and columns with data</p> <p>Can present their data on a variety of charts (bar, pie and column)</p> <p>Can identify the coordinates of a cell</p>	<p>Can use a spreadsheet to answer questions and solve problems</p> <p>Know how to input formulas into a spreadsheet</p> <p>Can change the appearance /format of a spreadsheet</p>

					<p>Can put data into ascending and descending order</p> <p>Begins to filter data</p> <p>Use a spreadsheet to explore patterns in numbers</p>	
Multimedia	<p>Understand basic symbols, e.g. record, stop, play.....</p> <p>With support, record images and sound</p> <p>Understand that information can be presented in different ways, including use of computer software</p>	<p>Record and save pictures and sounds</p> <p>Retrieve and edit pictures and sounds</p>	<p>Take and import a still photograph</p> <p>With support, add pictures and sound to slides</p> <p>Create main titles and text boxes on a slide and populate, changing the appearance using existing skills</p>	<p>Combine film and audio clip</p> <p>Import, edit and trim music and film clips</p> <p>Add basic titles and credits to a film</p> <p>Independently, add pictures, animations, existing film clips and sound to slides</p> <p>Include transitions between slides within a presentation</p>	<p>Trim film clips and change the order for the viewer's interest with support</p> <p>Import captions, titles into a film and be able to apply appropriate formatting</p> <p>Import a recording from a microphone</p> <p>Create a multi-scene animation with awareness of camera angle</p> <p>Be aware of the different presentation software available and know the advantages and disadvantages of each</p> <p>Change the path of frames within a presentation</p> <p>Insert film and animation clips to a presentation</p> <p>Know the appropriate sounds, images and style to use for the audience and purpose</p>	<p>Convert film clips into the most appropriate format for movie type</p> <p>Trim films clips and change the order for the viewer's interest</p> <p>Add captions and titles appropriate to the purpose and audience</p> <p>Manipulate the recording from a microphone before importing</p> <p>Choose the most appropriate film/editing software for project</p> <p>Create a film/animation to evoke an audience response</p> <p>Add pages and subpages to a website</p> <p>Apply sound to a website appropriately</p> <p>Add hyperlinks to internal and external pages of the webpage they create</p> <p>Format menus and sidebars to navigate around the website</p>

						<p>Use existing skills to import different medias: sound, images etc</p> <p>Evaluate existing websites and explain the designer's style linked to the purpose and audience</p> <p>Create own webpage on a curriculum linked topic to evoke an audience response</p> <p>Know how to publish the website with support</p>
--	--	--	--	--	--	---