



Grimsargh St Michael's CE Primary School

Computing Progression



Areas of study	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skills		<p>To know how to switch a range of digital devices (computer/laptops) on and off</p> <p>Load programs (office, apps) with support/open and close apps</p> <p>Use a mouse pad to navigate an age-appropriate website/know how to navigate programmes</p> <p>Use a mouse pad to select/drag/position an object or window to talk about what they are doing with Computers/Digital Media using appropriate vocabulary according to equipment available e.g screen/keyboard/laptop/computer/mouse/headphones</p>	<p>To develop awareness of keyboard layout and use of a mouse e.g. use the mouse or arrow keys to insert words and sentences</p> <p>To know backspace/undo/shift for capital letters/enter/upload</p> <p>Changing font/size/colour and style of text</p> <p>typing skills (use two hands when typing)</p> <p>Logging on/off digital devices use navigation skills to access appropriate parts of a website/ simple program/ app</p>	<p>To upload from digital devices and the Internet to a shared space (Class folders/Chn's Folder)</p> <p>To know that they can access their work from any school computer by logging on to their Folder/Network Area.</p> <p>Open/edit and save their work in own space</p> <p>To insert/cut/copy/paste</p> <p>Use ctrl+v and ctrl+c to copy and paste</p> <p>To use 'save as' to create another version of their work</p> <p>To develop further basic drafting skills:</p> <p>Insert words or sentences.</p> <p>Centre titles.</p>	<p>To use the online dictionary/thesaurus</p> <p>To use ctrl+alt+prntscrn to take a picture of the whole screen and paste it into paint to adapt it.</p> <p>Use windows snipping tool to capture and annotate work</p> <p>Continue to practice touch typing</p> <p>Use more than two fingers to type</p> <p>To develop further basic drafting and editing skills</p> <p>Edit and top copy literacy work using Word/PPT/Publisher</p> <p>Use spell checker</p> <p>Delete, insert and replace text using mouse or arrow keys</p>	<p>To be able to use an online dictionary/thesaurus to search out level specific grammar and vocabulary independently</p> <p>To use a variety of techniques to save and annotate on screen projects (screenshots/snipping)</p> <p>To find, save, crop and edit images to suit needs of projects</p> <p>Continue to practice touch typing and use several fingers when typing</p> <p>Use spellchecker and grammar checker to ensure consistency throughout work</p>	<p>To continue to build on Yr5 key skills</p> <p>To select suitable software to edit and redraft written work</p> <p>Use a variety of keyboard shortcuts to improve efficiency on computing systems</p>



Grimsargh St Michael's CE Primary School

Computing Progression



				Change font, font size, colour. To practice touch typing			
Computer Science		<p>To explore a range of control toys and digital devices (BeeBots/microphones/laptops)</p> <p>To follow instructions to move around to complete a simple task</p> <p>To give a sequence of instructions to complete a simple task (ScratchJR/Scratch)</p> <p>To record instructions simply using pictures</p> <p>To understand that instructions should be given clearly and in the correct order)</p> <p>To talk about what will happen when instructions are given in a sequence</p>	<p>Understand that programs use precise instructions to work</p> <p>Create simple programs and find bugs in them.</p> <p>Predict outcomes of their algorithms and programs</p> <p>To know how to control a range of digital devices</p> <p>To know that devices and actions on screen may be controlled by sequences of actions and instructions</p> <p>To create a sequence of instructions to complete a simple task (move a BBot/create a simple shape)</p> <p>To control a floor robot using appropriate buttons (BeeBots)</p>	<p>To develop an understanding of how technology works and how computers process instructions and commands.</p> <p>To create/edit and refine more complex sequences of instructions for a variety of programmable devices e.g. using the repeat command</p> <p>To use a computer to create basic applications, investigating how different variables can be changed and the effect this has</p> <p>To understand that computer simulations can represent real life situations.</p> <p>To use simulations to represent real life situations</p>	<p>To understand that ICT allows for situations to be modelled which it would be impractical to try out in real life</p> <p>To investigate the effects of changing variables in these simulations</p> <p>To develop their understanding of how technology works and how computers process instructions and commands</p> <p>To create a program which can be controlled by external inputs (Scratch) e.g to program their character to navigate their 3D world with an input using control device</p> <p>To change algorithms/conditional statements and investigate the effect</p>	<p>To begin to develop understanding of how technology works; how computers process instructions and commands, including the use of coding languages.</p> <p>To experience a selection of coding environments (Scratch, Code.org)</p> <p>To design their own game including sprites, backgrounds, scoring and/or timers.</p> <p>To use conditional statements to create unique algorithms</p> <p>Begin to understand the history of Computer Science</p> <p>Use variables to add variation to algorithms To program start and ends to games involving wins, losses and draws</p>	<p>(Building on Yr5 work) To continue develop understanding of how technology works; how computers process instructions and commands, including the use of coding languages.</p> <p>To experience a variety of coding environments (Scratch, Code.org)</p> <p>To show an understanding of the history of computing and computer science.</p> <p>To design their own game including sprites, backgrounds, scoring and/or timers.</p> <p>To use conditional statements to create unique algorithms</p> <p>Use variables to add variation to algorithms</p>



Grimsargh St Michael's CE Primary School

Computing Progression



		<p>To navigate a BeeBot around a course (ScratchJR/Scratch)</p>	<p>To make predictions about what will happen when a command is entered</p> <p>To discuss how to improve/change their sequence of commands.</p> <p>To know the purpose of a range of digital devices: laptops/cameras/computers</p> <p>To begin to answer 'What if' questions using a simulation (ScratchJr/Scratch)</p> <p>To know the difference between input/output devices</p>	<p>To navigate a programming app</p> <p>To control a character by dragging commands</p> <p>To write a simple program/create a simple animation</p>	<p>this has e.g use of 'if' and 'then'</p>	<p>To create variable interaction in quizzes and games using a combination of selection, conditional statements and variables (Data blocks in scratch)</p> <p>To evaluate the effectiveness of their algorithms</p> <p>To continually debug code to identify and correct errors, exceptions and exploits</p>	<p>To program start and ends to games involving wins, losses and draws</p> <p>To create variable interaction in quizzes and games using a combination of selection, conditional statements and variables (Data blocks in scratch)</p> <p>To evaluate the effectiveness of their algorithms</p> <p>To continually debug code to identify and correct errors, exceptions and exploits</p>
Information Technology		<p>To use a digital device to take a picture or record their work (digital camera)</p> <p>To select or record a sound to add to their work (Scratch)</p> <p>To be familiar with a keyboard</p> <p>To select images on a computer/laptop</p>	<p>To develop basic editing skills e.g. shift key for upper case, question marks, spaces after punctuation. • To know how to improve the presentation of a piece of work by changing the font size, colour and style • To use different layouts and templates for different purposes</p>	<p>To use still and digital cameras</p> <p>To know what makes a good photo (hold the camera steady/point at people's faces/to discuss the quality of their image and make decisions (e.g. delete a blurred / bad image)</p>	<p>To evaluate a range of digital media, appropriate to task e.g websites</p> <p>To plan structure and layout of document/presentation</p> <p>To improve presentation of a document by laying it out effectively</p>	<p>To use presentation software and skills to present work or information relating to their learning.</p> <p>To evaluate a range of digital media, appropriate to task e.g website, prezi, blog, pdfs and recognise key features of layout and design and relate to</p>	<p>(Building on Yr5 work)</p> <p>Through peer assessment and selfevaluation, evaluate projects both during and after completion, and make suitable improvements</p> <p>To continue to produce and add to a portfolio of written and visual work and projects for sharing</p>



Grimsargh St Michael's CE Primary School

Computing Progression



	<p>To begin to type sentences (with support using capital letters, full stops and other punctuation)</p> <p>To use a paint package to create a picture (paint)</p> <p>To use pre-defined layouts or templates for presentation</p> <p>To know other uses for ICT outside of school</p> <p>To discuss examples of other ICT uses.</p>	<p>(e.g. story/newspaper/poster)</p> <p>To understand that folders are used to organise files on a computer</p> <p>To organise files and folders by creating, renaming, moving, copying and deleting</p> <p>To combine graphics, text and sound to enhance their text (PPT/Word)</p> <p>To use a sound recording tool to record voice for a specific purpose (Scratch/PPT)</p> <p>To create a simple animation to illustrate a story or idea (Scratch/ScratchJr)</p> <p>To upload an image</p>	<p>To download images and video</p> <p>To select suitable sounds (including recording with a microphone)</p> <p>To recognise and use key features of layout and design such as text boxes, columns, borders, WordArt</p> <p>Explore and begin to use more advanced features in a paint package, eg colour picker, colour replacerSave images and use them as part of other multimedia/desktop publishing work</p> <p>To use music software to select/record/organise and reorganise sounds</p> <p>To locate, record, save and retrieve sounds</p> <p>to add sounds from different sources.</p>	<p>To select and import images from digital cameras and graphics packages</p> <p>Select and import sounds (eg own recording) and video/visual effects</p> <p>Through peer assessment and selfevaluation, evaluate work both during and after completion, and make suitable improvements</p> <p>To develop an increasing awareness of intended audience.</p> <p>To import a photograph and explore the effects which can be created</p> <p>To select areas and manipulate to give different effects.</p> <p>To capture video clips to communicate their ideas</p> <p>To cut and reorganise digital video</p>	<p>other curriculum areas (Reading/Writing/Topic)</p> <p>To select software to support structure and layout of document/presentation</p> <p>To improve presentation of a document by considering its target audience</p> <p>To select and import graphics from digital cameras, graphics packages and online sources</p> <p>To select and import sounds (eg own recording, free online sources) video/visual effects</p> <p>Through self-evaluation, evaluate projects both during and after completion, and make suitable improvements</p> <p>To develop projects with an awareness of intended audience</p>	<p>with other children inside and out of school</p> <p>To engage in a range of online activities including; publishing and sharing work for evaluation and evaluating the work of others.</p>
--	--	--	--	---	---	---



Grimsargh St Michael's CE Primary School

Computing Progression



				<p>Sequence still images and use simple editing techniques to create a presentation</p>	<p>To use a timeline to organise frames of video footage</p> <p>To add text, sound effects and other graphic effects</p> <p>To select from your best work to save and share (presentation, class folder)</p> <p>To use at least two online communication methods in topic work (blogs/emails etc.)</p> <p>To discuss advantages and disadvantages of these communication methods</p> <p>To start to think about the different styles of language layout and format of online communications sent to different people (eg. when it is appropriate to use "text language").</p> <p>To begin to experience forms of online discussion: such as blogs, wikis,</p>	<p>To capture video clips to communicate ideas and information to specific audiences</p> <p>To edit, reorganise and enhance digital video for a specific purpose or audience</p> <p>To begin to produce a portfolio of written and visual work and projects for sharing with other children inside and out of school</p> <p>To use online communication methods to support topic work</p> <p>To consider language, layout and format when communicating with different people online</p>	
--	--	--	--	---	---	--	--



Grimsargh St Michael's CE Primary School

Computing Progression



					Start new threads and contribute to others relevant to the topic; consider relevance of contributions		
Digital Literacy		<p>To know that we can communicate online (email/text)</p> <p>To contribute ideas to a class email or respond to a message</p> <p>To create a story to combine words, pictures, sounds and animations (ppt)</p> <p>Use simple writing tools to create their own content (office/purple mash)</p> <p>Follow age-appropriate links provided by the teacher to research information</p> <p>With support, use sound recording tools to convey a simple message</p> <p>To sort objects into groups according to the criteria</p>	<p>To compare the different ways that messages can be sent e.g email/text /telephone/letter and start to consider their advantages and disadvantages</p> <p>To contribute and respond to an email (with support from teacher)</p> <p>To look and talk about other people's contributions online</p> <p>To consider who can see their contributions</p> <p>To know that stories can be shared in different ways (photos/video/animation)</p> <p>To create/use own pictograms/graphs (purple mash)</p>	<p>To reply to an email independently</p> <p>To evaluate a range of printed and electronic texts, appropriate to task e.g newspaper, poster, webpage and recognise key features of layout and design</p> <p>To organise and present information for a specific audience</p> <p>To begin to experience forms of online discussion: such as blogs, wikis, quizzes, surveys and google hangouts</p> <p>To know that ICT enables access to a wider range of information and tools to help find specific information quickly</p>	<p>To open/read, and reply to email (independently)</p> <p>To collaborate to create a document, giving thought to its audience and including links/images/embedded media (PPT)</p> <p>To understand that ICT allows us to make improvements to our work quickly and efficiently.</p> <p>To continue to use technology to create graphs and present data in different ways</p> <p>To design and create a basic database</p> <p>To use a database to answer questions that have been constructed</p> <p>To enter data into a spreadsheet</p>	<p>Use technology to present their work, showing an increasing degree of skill and using advanced software</p> <p>To use different filming techniques and camera angles e.g. zoom, panning, wide shot etc. to create different mood/perspective</p> <p>To plan a video or animation by drawing a storyboard (Storyboard It)</p> <p>To use a range of sound effects, music and voice-overs to create mood/ atmosphere</p> <p>To select and edit sounds, text, movie clips and other effects to suit purpose and audience</p> <p>Begin to recognise that the internet may contain material that is</p>	<p>(Building on Yr5 work) Use technology to present their work, showing a degree of skill and using advanced software</p> <p>To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data</p> <p>Understand how issues of copyright apply to their own work</p> <p>Understand the different type of copyright pertaining to digital medias</p> <p>Recognise that the internet may contain material that is irrelevant, bias and inappropriate.</p> <p>Save and use pictures, text and sound</p>



Grimsargh St Michael's CE Primary School

Computing Progression



			<p>To create QR codes (goo.gl)</p> <p>To access websites and documents using QR codes</p> <p>To enter/save and retrieve pictures and text</p>	<p>Produce work using a computer, using more advanced features of programs and tools (font sizes)</p> <p>To work collaboratively to create documents, including presentations</p> <p>To understand the basic structure of a database</p> <p>To add data to a pre-made database</p> <p>To use the data in a pre-made database to generate graphs and charts</p> <p>To use technology to create graphs and charts</p> <p>To answer questions by searching and sorting the database</p>	<p>To change data and observe changes in results</p>	<p>irrelevant, bias and inappropriate.</p> <p>Begin to understand how issues of copyright apply to their own work</p> <p>Begin to understand the different type of copyright pertaining to digital medias</p>	<p>recognising copyright issues</p>
--	--	--	---	--	--	---	-------------------------------------