

THE QUEEN'S C OF E PRIMARY Computing - Progression and Skills Map

	EYFS	YEAR 1 / 2	YEAR 3 / 4	YEAR 5 / 6
Online Safety	<ul style="list-style-type: none"> ○ Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you ○ Understand they need to follow certain rules to remain safe when visiting places online ○ Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private 	<ul style="list-style-type: none"> ○ Understand the need to follow certain rules to remain safe when visiting places online ○ Learn that many websites ask for information that is private & discuss how to responsibly handle such requests ○ Stay safe online by choosing websites that are good for them to visit & not inappropriate sites ○ Explore what cyber-bullying means & what to do when they encounter it ○ Know that if they put information online it leaves a digital footprint or “trail” & they need to manage it so it’s not hurtful ○ Realise that not all websites are equally good sources of information 	<ul style="list-style-type: none"> ○ Agree sensible e-safety rules for the classroom ○ Choose a secure password for age-appropriate websites ○ Discuss what actions could be taken if they are uncomfortable or upset online ○ Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time ○ Comment and provide positive feedback on the work of classmates in school or online, or the work of others online 	<ul style="list-style-type: none"> ○ Agree sensible e-safety rules for the classroom ○ Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats ○ Discuss the importance of keeping an adult informed about what you’re doing online, and how to report concerns ○ Explore using the safe and responsible use of online communication tools e.g. blogs, messaging
Coding	<ul style="list-style-type: none"> ● Help adults operate equipment around the school, independently operating simple equipment and use simple software to make things happen ● Press buttons on a floor robot and talk about the movements ● Explore options and make choices with toys, software and websites 	<ul style="list-style-type: none"> ○ Physically follow & give each other give each other forward, backward & turn (right-angle) instructions to move around ○ Begin to identify an algorithm to achieve a specific purpose ○ Begin to predict what will happen for a short sequence of instructions in a program ○ Execute a program on a floor robot to achieve an algorithm ○ Begin to predict what will happen for a short sequence of instructions in a program ○ Create simple algorithm using Scratch to make a sprite move 	<ul style="list-style-type: none"> ○ Plan & enter a sequence of instructions on a robot specifying distance & turn to achieve specific outcomes, debug the sequence where necessary ○ Create simple algorithm in Scrtach to make sprites interact ○ Create algorihm in Scratch to tell a story ○ Use Repeat and If to determine how an algorithm will function ○ Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in algorithms written by others 	<ul style="list-style-type: none"> ○ Record in some detail the steps (the algorithm) that are required to achieve an outcome & refer to this when programming ○ Increase confidence in the process to plan, program, test & review a program ○ Use variables and subroutines to create transferable code
Multimedia	<ul style="list-style-type: none"> ○ Use a mouse to rearrange objects and pictures on a screen ○ Recognise text, images and sound when using computers ○ Begin to use a keyboard ○ Use a camera or sound recorder to collect photos or sound ○ Use paint programs to create pictures 	<ul style="list-style-type: none"> ○ Add text and images to a template document using an image & word bank ○ Use index fingers (left and right hand) on a keyboard to build words & sentences and know when & how to use the SPACE BAR to make spaces between words ○ Use an increasing variety of tools and effects in paint programs and talk about their choices ○ Use templates to make electronic books ○ Create own documents, adding text and images ○ to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later 	<ul style="list-style-type: none"> ○ Create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect ○ Use computer tools to create musical phrases ○ Use art programs & online tools to modify photos for a specific purpose using a range of effects ○ Explore the use of video, animation, & green screening for a specific audience ○ Look at their own, and a friend’s work & provide feedback that is constructive & specific ○ Use a keyboard effectively, including the use of keyboard shortcuts 	<ul style="list-style-type: none"> ○ Identify the purpose for selecting an appropriate online tool ○ Explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified ○ Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness ○ Know how to use text and video editing tools in programs to refine their work ○ Store presentations and videos online where they can be accessed by themselves and shared with others

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Everday Technology	<ul style="list-style-type: none"> ○ Recognise purposes for using technology in school and at home ○ Understand that things they create belong to them and can be shared with others using technology ○ Recognise that they can use the Internet to play and learn 	<ul style="list-style-type: none"> ○ Recognise uses of technology in their homes and in the community ○ Understand that there are online tools that can help them create and communicate ○ Begin to understand what the Internet is and the purposes that it is used for ○ Understand the different types of content on websites and that some things may not be true or accurate 	<ul style="list-style-type: none"> ○ Save work on the school network, on the Internet and on individual devices ○ Use appropriate tools to communicate and collaborate online ○ Use simple search tools and find appropriate websites ○ Check who the owner is before copying photos, clipart or text ○ Frame questions & identify key words to search for information on the Internet 	<ul style="list-style-type: none"> ○ Choose appropriate tools for communication and collaboration and use them responsibly ○ Describe different services provided by the Internet & how information moves around the Internet ○ Use search engines as part of an effective research strategy ○ Describe how search results are selected & ranked
Data Handling	<ul style="list-style-type: none"> ○ Collect information as photos or sound files ○ Use a simple pictogram or set of photos to count and organise information 	<ul style="list-style-type: none"> ○ Take and save photographs, video & record sound to capture learning ○ Look at how data is representing digitally ○ Ask questions and consider how they will collect information ○ Investigate different types of digital data e.g. online encyclopaedias 	<ul style="list-style-type: none"> ○ Find out information from a pre-prepared database, asking straightforward questions ○ Identify different types of data ○ Construct and use a branching database ○ Identify inaccurate data ○ Present data in appropriate format for an audience. 	<ul style="list-style-type: none"> ○ Collect and record information using spreadsheets and databases ○ Carry out complex searches (e.g. using and/or; \leq / \geq) ○ Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility ○ Analyse information and question data ○ Identify poor quality data.