**Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.**

## COMPUTING PROGRESSION OF SKILLS

| Subject name Computing | Subject content Key Stage 1 |
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| The EYFS framework is structured very differently to the national curriculum. The Early Years Foundation Stage sets standards for the development, learning and care of children from birth. <br><br> The most relevant statements for computing are taken from the following areas of learning: <br><br> • Personal, Social and Emotional Development <br> • Physical Development <br> • Understanding the World <br> • Expressive Arts and Design | |

| | Personal, Social and Emotional Development | Physical Development | Understanding the World | Expressive Arts and Design |
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| Show resilience and perseverance in the face of a challenge.<br><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br><br>Explain the reasons for rules, know right from wrong and try to behave accordingly. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br><br>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function |

| Subject name Computing | | Subject content Key Stage 1 | | Year 1 | |
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| **National Curriculum** | **Topic** | **Sticky Knowledge** | **Skills** | | **Vocabulary** |
| • understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br>• create and debug simple programs<br>• use logical reasoning to predict the behaviour of simple programs<br>• use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | | Know how to use a graphics programme | I can use various tools such as brushes, pens, rubber, stamps, shapes.<br>I can print work.<br>I can save my work. | | Icons: brush, pen, rubber, stamps, shapes Print, Save<br>Keyboard keys: spacebar, backspace, delete, arrow keys, return<br>Microsoft Word Screen, Mouse Record, Software Images, Keyboard Paint, Videos Camera stills Sounds, Image bank Clips, Slide show Slides, Presentation |
| | | Know how to use a key board | I can use spacebar, backspace, delete, arrow keys, and return.<br>I can start to use two hands when typing. I can use Word to create short texts.<br>I can start to use a mouse. | | |
| | | Know how to record sound | I can record sound away from a computer. I can use software to record sounds.<br>I can change sounds recorded. | | |
| | | Know to capture video | I can capture video.<br>I can discuss which videos to keep and which to delete. I can arrange clips to create a short film. | | |
| | | Know how to present information (creating a slideshow) | I can collect some information. I can create a slide show.<br>I can present the information to a group. | | |
| | | Know how to programme | I can explore what happens when a sequence of instructions is given.<br>I can give a set of simple instructions to follow out a task. I can program an avatar/Bee-Bot to follow simple task.<br>I can debug a simple program.<br>I can begin to use the terms, program, debug, algorithms and coding | | Sequence Chronological Avatar Bee-Bot Equipment Buttons Movement Instructions Robots Patterns Program Algorithm Debug Coding |

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| | Know how to use the internet for research | I can talk about websites I have been on. I can Explore a website. | Internet Google Chrome Web browser Website Web address Technology Share Create Internet Purpose Online tools Communicate |
| | Know what an email is | I can recognise an email address.<br>I can find the @ key on the keyboard and understand what it is used for. | |
| | Know how to collect and use data | I can know that images give information.<br>I can sort objects and pictures into lists or simple tables. | Collect<br>Set of photos Count Organise Photographs Video<br>Sound Data<br>Pictogram Digitally |
| | Know how to be safe when using the internet | I can make decisions about whether or not statements found on the internet are true or not.<br>I can Identify devices that can be used to search the Internet.<br>I can Identify what things count as personal information. I can search safely on the internet.<br>I can know to tell a trusted adult if I see or hear something on the internet that upsets me.<br>I can consider other people's feelings on the Internet. | Choices Internet Website Rules Online<br>Email<br>Online and offline Safety Personal/private information |

| Subject name Computing | | Subject content Key Stage 1 | Year 2 | |
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| **National Curriculum** | **To pic** | **Sticky Knowledge** | **Skills** | **Vocabulary** |
| • understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br>• create and debug simple programs<br>• use logical reasoning to predict the behaviour of simple programs<br>• use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• use technology safely and respectfully, keeping personal information private; identify where to | | Know how to use a graphics programme | I can use ICT to generate (search) ideas for my work.<br>I can use various tools such as brushes, pens, rubber, stamps, shapes, text, fill to create a piece of work.<br>I can print work.<br>I can save my work.<br>I can retrieve a saved file. | Paint effects, Templates<br>Tools: brush, pen, paint, shape, rubber, stamp, text, fill , File , Retrieve , Animation ,Documents<br>, Index finger typing, Enter/return Caps lock, Sound clip, Record, Edit , Combine , Title, Credits<br>Mind-map or Slide show |
| | | Know how to use a key board and word-processing programme | I can use the keyboard to control the text .(using the keyboard functions)<br>I can use two hands when typing.<br>I can use Word to create texts to present and print. I can use a mouse confidently. | |
| | | Know how to record sound | I can record sound at and away from a computer. I can use software to record sounds.<br>I can change sounds recorded.<br>I can Save, retrieve and edit sounds. | |
| | | Know how to capture video | I can capture video.<br>I can keep and delete videos.<br>I can arrange clips to create a short film. I can add a title and credits. | |
| | | Know how to present information (creating a slideshow) | I can Choose a suitable subject and collect some information. I can create a mind-map or slide show.<br>I can present the information to a group.<br>I can store and retrieve data/presentation. | |

| go for help and support when they have concerns about content or contact on the internet or other online technologies | | Know how to programme | I can explore what happens when a sequence of instructions is given.<br>I can give a set of instructions to follow out a task (algorithms and coding)<br>I can program an avatar/Bee-Bot to follow a task. I can debug simple programs.<br>I can use the terms, program, debug, algorithms and coding confidently and accurately.<br>I can use logical reasoning to predict the behaviour of simple programs. | Forward , Backward, Right-angle, turn, Algorithm, Sequence, Debug Predict, Input, Output , Code Prediction |
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| | | Know how to use the internet for research | I can explore a website by clicking on arrows, menus, search engines and hyperlinks. | Information sources, Communication, Purposes, Website, content, Search engine, Hyperlink |
| | | Know what and how to create an email | I can contribute to a class email.<br>I can open and select to reply to an email as a class. | |
| | D at a | Know how to collect and use data | I can understand what a pictogram is showing. I can put data into a program .<br>I can make a simple Y/N tree diagram to sort information | Capturing moments, Magnified images, Questions , Data collection Graphs, Charts, Save, Retrieve |
| | | Know how to be safe when using the internet | I can identify and use devices safely that can be used to search the Internet.<br>I can Identify when inappropriate content is accessed and act appropriately.<br>I can safely search the internet.<br>Recognise that a variety of devices can be used to connect a number of people.<br>I can consider other people's feelings on the Internet. | Appropriate/inappropriate sites Cyber-bullying, Digital footprint, Keyword searching |

| Subject name Computing | | Subject content Key Stage 2 | | Year 3 |
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| **National Curriculum** | **Topic** | **Sticky Knowledge** | **Skills** | **Vocabulary** |
| design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration<br><br>• use search technologies effectively, appreciate how results are selected and | | Know how to use a graphics programme | I can acquire and store images from cameras or the internet for a purpose.<br>I can use the print screen function to capture an image.<br>I can select certain areas of an image and resize, rotate and invert the image. | Multimedia, Presentations, Alignment, Brush size, Repeats Reflections, Green screening Amend, Copy , Paste, Google pictures, Crop, Rotate, Invert, Resize, Playback, Merge, Trim Font, Size, Font style, Align text Slide transitions, Design Format background, Solid fill Gradient fill, Duplicate slides Animations (on PowerPoint) |
| | | Know how to create an animation | I can plan what they would like to happen in their animation.<br>I can take a series of pictures to form an animation.<br>I can move items within my animation to create movement on playback.<br>I can edit and improve my animation.<br>I can use sound within my animation to enhance video/animation. | |
| | | Know how to use a word-processing programme | I can get quicker at typing with both hands.<br>I can use a variety of font sizes, styles and colours. I can align text left, right and centre. | |
| | | Know how to capture and edit video | I can capture video for a purpose.<br>I can choose which clips to keep and which to discard. I can Add titles, credits and slide transitions.<br>I can use sounds in my video to enhance it. | |
| | | Know how to present information | I can create a title slide and choose a style.<br>I can Insert a picture/text/graph from the Internet or personal files.<br>I can store and retrieve data. | |
| | **Programming** | Know how to programme | I can navigate the scratch programming environment. I can create a background and a sprite for a game.<br>I can add simple inputs to control my sprite. | Sequence instructions, Sequence debugging, Test + improve, Logo commands<br>Sequence programming |

| | | Know how to use the internet for research | I can type in a URL to find a website.<br>I can use a search engine to find a range of media, e.g. images, texts.<br>I can talk about the reliability of information on the Internet<br>e.g. the difference between fact and opinion (link to history and sources of evidence). | School network, Devices, Computer parts, Collaborate, Appropriate online, communication, Search tools Appropriate websites, Owner URL, Factual and opinions Open, create and send emails |
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| ranked, and be discerning in evaluating digital content<br>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | Know how to create an email | I can log into an email account, open, create and send an email. | |
| | **Data** | Know how to collect and use data | I can choose information to put into a data table.<br>I can recognise which information is suitable for their topic. I can design a questionnaire to collect information. | Questioning , Database, Construct, Contribute, Recording data, Data logger, Present data |
| | | Know how to be safe when using the internet | I can question the 'validity' of what they see on the internet.<br>I can think before sending and comment on consequences of sending/posting.<br>I can recognise online behaviours that would be unfair. I can make judgments in order to stay safe, whilst communicating with others online..<br>I can tell an adult if anything worries them online.<br>I can Identify dangers when presented with scenarios, social networking profiles etc..<br>I can articulate examples of good and bad behaviour online. | E-safety rules, Secure passwords Report abuse button, Gaming, Blogs, Validity, Posting ,Online chat, Social networks/social networking eg - Facebook, Twitter, LinkedIn, YouTube, Pinterest, Instagram, Tumblr, Flickr. |

| Subject name Computing | Subject content Key Stage 2 | | Year 4 | |
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| **National Curriculum** | **Topic** | **Sticky Knowledge** | **Skills** | **Vocabulary** |
| • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for | | Know how to use a graphics programme | I can acquire, store and combine images from cameras or the internet for a purpose.<br>I can edit pictures using a <u>range of tools</u> in a graphics program. | Creating + modifying, Specific purpose, Photo modifying Keyboard shortcuts, Bullet points, Spell check, Constructive feedback, Graphics program (edit tools related to that programme) Special effects and transitions |
| | | Know how to use a design programme | I can use internet-based software to create a 3D representation. I can use the tools available to design my own fit for purpose object. (using simple shapes) | |
| | | Know how to use a word-processing programme | I can type at speed using both hands.<br>I can use a variety function. (including changing font, text size, paragraphs, styles, colour etc...) | |
| | | Know how to capture and edit video and sound | I can capture video for a purpose.<br>I can trim and arrange clips to convey meaning.<br>I can add titles, credits, slide transitions, and special effects. I can capture and use sounds within the video to enhance it. | |
| | | Know how to present information | I can change the layout of a slide.<br>I can insert a picture/text/graph from the Internet or personal files.<br>I can decide upon and use effective transitions. | |
| | Programming | Know how to programme | I can navigate the scratch programming environment. I can create a background and a sprite for a game.<br>I can add inputs to control my sprite.<br>I can use conditional statements within the program to control the sprite .if…then.. | Type + edit logo commands Sensors, Open-ended problems, Bugs in programs Complex programming, Conditional statements |

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| communication and collaboration<br>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Know how to use the internet for research | I can type in a URL to find a website.<br>I can add websites to a favourites list .<br>I can use a search engine to find a range of media, e.g. images, texts.<br>I can think of search terms to use linked with questions they wish to answer.<br>I can talk about the reliability of information on the Internet . e.g.<br>the difference between fact and opinion (link to history and sources of evidence). | Different networks, Information collection, Reliability , Owners, Blog , Blogging, Content |
| | Know how to create an email | I can Log into an email account, open, create and send an email. I can attach documents or pictures to an email and send. | |
| | Know how to blog | I can navigate to view their class blog.<br>I can understand that it can be updated from a range of devices. I can comment on my class blog. | |
| | Know how to collect and sort data | I can use a questionnaire to collect information.<br>I can sort and organize information to use in other ways. I can create and search a branching database.<br>I can create a database from information I have selected. | Database creation, Database searches, Inaccurate data, Branching database |
| • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Know how to be safe when using the internet | I can question the 'validity' of what they see on the internet.<br>I can use a browser address bar not just search box and shortcuts. I can think before sending and comment on consequences of sending/posting.<br>I can recognise online behaviours that would be unfair.<br>I can recognise social networking sites and social networking features built into other things. (such as online games and handheld games consoles)<br>I can make judgments in order to stay safe, whilst communicating with others online..<br>I can tell an adult if anything worries them online.<br>I can Identify dangers when presented with scenarios, social networking profiles etc..<br>I can articulate examples of good and bad behaviour online. | E-safety rules , Secure passwords, Report abuse button, Gaming, Blogs, Brower address , Social networking features |

| Subject name Computing | | Subject content KS2 | Year 5 | |
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| **National Curriculum** | **To pic** | **Sticky Knowledge** | **Skills** | **Vocabulary** |
| • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for | | Know how to use a graphics programme | I can acquire, store and combine images from cameras or the internet for a purpose.<br>I can edit pictures using a range of tools and previous knowledge<br>in a graphics program for a specific purpose. | Online sharing, Multimedia effects, Multimedia modification , Transitions, Hyperlinks, Editing tools, Refining, Online sharing, Camera angles , Playback rate/speed |
| | | Know how to use a word-processing programme | I can use both hands to type.<br>I can use a variety of font sizes, styles and colours. I can copy and paste within specific text.<br>I can save and retrieve documents. | |
| | | Know how to collect sound recordings | I can collect audio from a variety of resources including own recordings and internet clips. | |
| | | Know how to create an animation | I can plan a multi-scene animation including characters, scenes, camera angles and special effects.<br>I can adjust the number of photographs taken and the playback rate to improve the quality of the animation.<br>I can publish their animation and use a movie editing package to<br>edit/refine and add titles. | |
| | | Know how to capture and edit video and sound | I can storyboard and capture videos for a purpose.<br>I can plan for the use of special effects and transitions. I can insert music to enhance video.<br>I can save my file . | |
| | | Know how to present information | I can create a multi slide presentation within a group or with a partner.<br>I can use transitions and animations to improve the quality of the presentation.<br>I can Include sounds within my presentation.<br>I can present to a large group or class using the notes made. | |

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| communication and collaboration<br><br>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br><br>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Pr og ra mmi ng** | Know how to programme | I can use infinite loops to control sprites. I can create and edit variables.<br>I can use a range of conditional statements .<br>I can design my own game including sprites and backgrounds . I can use conditional statements, loops and variables within my game.<br>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | Explore procedures ,Refine procedures, Variable, Hardware + software,, control, Change inputs, Different outputs, Articulate solutions, Commands |
| | | Know how to use the internet for research | I can type in a URL or use a range of search engines to find a website.<br>I can add and use websites from a favourites list .<br>I can use strategies to check the reliability of information (cross check with another source such as books). | Computing devices, Internet parts, Collaboration, Responsibility , Searching strategies, Webpages, Draft and post, Favourite list<br>,Book mark, Attachments |
| | | Know how to create an email | I can log into an email account, open, create and send an email. I can attach files to an email.<br>I can download and save files from an email.<br>I can email more than one person and reply to all. | |
| | | Know how to blog | I can register for a blog.<br>I can create a new post, save it as a draft and publish it. I can embed photos and videos into my posts. | |
| | **D a t a** | Know how to collect and sort data | I can create data collection forms and enter data from these. I can understand how to check for and spot inaccurate data. I can sort and filter information.<br>I can present my data. | Spreadsheets, Complex searches (and/or: </>), Problem solving, Present answers, Analyse, information, Question data, Interpret |

| | | Know how to be safe when using the internet | I can judge what sort of privacy settings might be relevant to reducing different risks.<br>I can judge when and when not to answer a question online.<br>I can be a good online citizen and friend and understand what it means to be a good citizen and friend online.<br>I can articulate what constitutes good behaviour online.<br>I can use different sources to double check information found online.<br>I can discuss scenarios involving online risk. | Responsible online, communication, Informed choices, Virus threats, Blogs, Messaging, Online citizen, Digital footprint |
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| Subject name Computing | Subject content Key Stage 2 | | Year 6 | |
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| **National Curriculum** | **To pic** | **Knowledge** | **Skills** | **Vocabulary** |
| • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration<br><br>• use search technologies | | Know how to modifying or improving digital photographic images using different techniques, tools or software | I can acquire, store and combine images from cameras or the internet for a purpose.<br>I can edit pictures using a range of tools and previous knowledge in a graphics program for a specific purpose. | Appropriate online tools, Audience, Atmosphere, Structure, Copyright, Information collection, HTML code, Storing, Design programme tools: move, cut, edit, manipulate, change, modify. Short cuts – Ctrl C Ctrl V, Speaker notes, Moving graphics |
| | | Know how to use a design programme | I can use internet-based software to create a 3D representation. I can use available tools to move, manipulate, change and modify my design .(using arrange of shapes, changing shapes, changing sizes etc..)<br>I can present my final design and product. | |
| | | Know how to use a word-processing programme | I can use both hands to type and speed.<br>I can copy and paste within specific texts. I can insect tables, graphs or pictures.<br>I can use a range of functions to change and manipulate texts.<br>I can use short cuts to copy and paste. | |
| | | Know how to collect and edit sound recordings | I can create a multi-track recording using effects.<br>I can edit and refine their work to improve outcomes. | |
| | | Know how to capture and edit video and sound | I can capture videos for a purpose.<br>I can use of special effects and transitions to enhance my video.<br>I can trim, arrange and edit audio levels to improve quality of their outcome.<br>I can export my video. | |

| effectively, appreciate how results are selected and | | Know how to present information | I can work independently to create a multi slide presentation that includes speakers notes. I can use transitions and animations to improve the quality of the presentation. I can Include sounds and moving graphics in the slides. I can present to a large group or class using the notes made. | |
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| | | Know how to programme | I can use external triggers and infinite loops to control sprites. I can create and edit variables.<br>I can use conditional statements effectively.<br>I can design my own game including sprites, backgrounds, scoring and/or timers.<br>I can use conditional statements, loops, variables and broadcast messages in the game.<br>I can ensure that the game finishes when a player wins or loses and ensure that the player knows they have won or lost.<br>I can evaluate the effectiveness of the game and debug as required. | Predicting outputs, Plan, program, test & review a program, Program writing, Control mimics + devices, Sensors, Measure input, Create variables, Link errors, Infinite loop |
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| ranked, and be discerning in evaluating digital content<br>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | Know how to use the internet for research | I can use advance search functions in Google.<br>I can understand websites such as Wikipedia are made by users (link to E-Safety) .<br>I can use strategies to check the reliability of information (cross check with another source such as books).<br>I can use my knowledge of domain names to aid their judgment of<br>the validity of websites. | Informed choices, Virus threats, Report abuse button, Responsibility , Favourite list , Book mark, Attachments , Domain name Blogging: appearance, theme, backgrounds, images. Publish, Hyperlinks, Blog content |
| | | Know how to blog | I can register for a blog, select a URL and navigate to their blog once it is created.<br>I can alter the theme and appearance of my blog, adding background images etc.<br>I can create a new post, save it as a draft and<br>publish it. I can embed photos, hyperlinks and<br>videos into posts.<br>I can reorganise posts and remove posts I no longer want.<br>I can build up my blog content over the year. | |

## COMPUTING PROGRESSION OF SKILLS

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| | | Know how to collect, sort and present data | I can create data collection forms and enter data accurately from these.<br>I can know how to check for and spot inaccurate data.<br>I can know which formulas to use when I want to change my spreadsheet model.<br>I can make graphs from the calculations on my spreadsheet. I can sort and filter information.<br>I can understand that changing the numerical data effects a calculation.<br>I can present and answer questions about my data. | Generate, Process, Interpret Store, Present information, Plausibility, Appropriate data tool, Interrogate, Investigations |
| | | Know how to be safe when using the internet | I can judge and explain what sort of privacy settings might be relevant to reducing different risks.<br>I can judge and explain when and when not to answer a question online.<br>I can be a good online citizen and friend.<br>I can articulate what constitutes good behaviour online across different media platforms.<br>I can use different sources to double check information found online.<br>I can discuss scenarios involving online risk using a range of different media platforms.<br>I can find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc).<br>I can discuss and explain different scenarios involving online risk. I can state the source of information found on the Internet.<br>I can act as a role model for younger pupils. | Responsible online, communication, Informed choices, Virus threats, Blogs, Messaging, Report and flag Help – ChildLine,, cybermentors, NSPCC, Digital footprint |