



Chilthorne Domer Church School Skills Progression

Computing



Computing Progression of Skills Year 1

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
• I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules.	• I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I	• I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out.	• I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.	• I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology.

	correct mistakes when I program.			
--	-------------------------------------	--	--	--

Computing Progression of Skills Year 2

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
- I can explain why I need to keep my password and personal information private. - I can describe the things that happen online that I must tell an adult about. - I can talk about why I should go online for short amount of time. - I can talk about why it is important to be kind and polite online and in real life. - I know that not everyone is who they say they are on the Internet.	- I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. - I can tell you the order I need to do things to make something happen and talk about this as an algorithm. - I can program a robot or software to do a particular task. - I can look at my friend's program and tell you what will happen. - I can use programming software to make objects move. - I can watch a program execute and spot where it goes wrong.	- I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. - I can make and save a chart or graph using the data I collect. - I can talk about the data that is shown in my chart or graph. - I am starting to Understand branching database. - I can tell you what kind of information I could use to help me investigate a question.	- I can use technology to organise and present my ideas in different ways. - I can use the keyboard on my device to add, delete and space text for others to read. - I can tell you about an online tool that will help me to share my ideas with other people. - I can save and open files on the device I use.	- I can tell you why I use technology in the classroom. - I can tell you why I use technology in my home and community. - I am starting to understand that other people have created the information I use. - I can identify benefits of using technology including finding information, creating and communicating. - I can talk about the differences between the Internet and things in the physical world.

Computing Progression of Skills Year 3

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
- I can talk about what makes a secure password and why they are important. - I can protect my personal information when I do different things online. - I can use the safety features of websites as well as reporting concerns to an adult. - I can recognise websites and games appropriate for my age. - I can make good choices about how long I spend online. - I ask an adult before downloading files and games from the Internet. - I can post positive comments online.	- I can break an openended problem up into smaller parts. - I can put programming commands into a sequence to achieve a specific outcome. - I keep testing my program and can recognise when I need to debug it. - I can use repeat commands. - I can describe the algorithm I will need for a simple task. - I can detect a problem in an algorithm which could result in unsuccessful programming.	- I can talk about the different ways data can be organised. - I can search readymade database to answer questions. - I can collect data help me answer a question. - I can add to a database. - I can make a branching database. - I can use a data logger to monitor changes and can talk about the information collected.	- I can create different effects with different technology tools. - I can combine a mixture of text, graphics and sound to share my ideas and learning. - I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. - I can evaluate my work and improve its effectiveness. - I can use an appropriate tool to share my work online.	- I can save and retrieve work on the Internet, the school network or my own device. - I can talk about the parts of a computer. - I can tell you ways to communicate with others online. - I can describe the World Wide Web as the part of the Internet that contains websites. - I can use search tools to find and use an appropriate website. - I think about whether I can use images that I find online in my own work.

Computing Progression of Skills Year 4

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
- I choose a secure password when I am using a website. - I can talk about the ways I can protect myself and my friends from harm online. - I use the safety features of websites as well as reporting concerns to an adult. - I know that anything I post online can be seen by others. - I choose websites and games that are appropriate for my age. - I can help my friends make good choices about the time they spend online. - I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. - I comment positively and respectfully online.	- I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. - I can use an efficient procedure to simplify a program. - I can use a sensor to detect a change which can select an action within my program. - I know that I need to keep testing program while I am putting it together. - I can use a variety of tools to create a program. - I can recognise an error in a program and debug it. - I recognise that an algorithm will help me to sequence more complex programs. - I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and	- I can organise data in different ways. - I can collect data and identify where it could be inaccurate. - I can plan, create and search a database to answer questions. - I can choose the best way to present data to my friends. - I can use a data logger to record and share my readings with my friends.	- I can use photos, video and sound to create an atmosphere when presenting to different audiences. - I am confident to explore new media to extend what I can achieve. - I can change the appearance of text to increase its effectiveness. - I can create, modify and present documents for a particular purpose. - I can use a keyboard confidently and make use of a spellchecker to write and review my work. - I can use an appropriate tool to share my work and collaborate online. - I can give constructive feedback to my friends to help them improve their work and refine my own work.	- I can tell you whether a resource I am using is on the Internet, the school network or my own device. - I can identify key words to use when searching safely on the World Wide Web. - I think about the reliability of information I read on the World Wide Web. - I can tell you how to check who owns photos, text and clipart. - I can create a hyperlink to a resource on the World Wide Web.

	Technology.			
--	-------------	--	--	--

Computing Progression of Skills Year 5

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
• I protect my password and other personal information. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I know that anything I post online can be seen, used and may affect others. • I can talk about the dangers of spending too long online or playing a game. • I can explain the importance of communicating kindly and respectfully. • I can discuss the importance of choosing an age-appropriate website or game. • I can explain why I need to protect my computer or device from harm. • I know which resources on the	• I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. • I can refine a procedure using repeat commands to improve a program. • I can use a variable to increase programming possibilities. • I can change an input to a program to achieve a different output. • I can use 'if' and 'then' commands to select an action. • I can talk about how a computer model can provide information about a physical system. • I can use logical reasoning to detect and debug mistakes in a program. • I use logical thinking, imagination and creativity to extend a program.	• I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data. • I can present data in an appropriate way. • I can search database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked.	• I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content using unfamiliar technology. • I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. • I can select an appropriate online or offline tool to create and share ideas. • I can review and improve my own work and support others to improve their work.	• I can describe different parts of the Internet. • I can use different online communication tools for different purposes. • I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can describe the different parts of a webpage. • I can find out who the information on a webpage belongs to.

Internet I can download and use.				
-------------------------------------	--	--	--	--

Computing Progression of Skills Year 6

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
• I protect my password • and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet.	• I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in algorithms and programs.	• I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database.	• I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.	• I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information that I find online.

