



THRUPP PRIMARY SCHOOL: Progression of skills in Computing for EYFS, KS1 and KS2

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Draw pictures of animals and plants (could use ICT). Safely use and explore with a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Know some similarities and differences between things in the past and now (technology)	<u>Computer Science</u> I can explain that an algorithm is a set of instructions. I know that a computer program turns an algorithm into code that the computer can understand. I can work out what is wrong when the steps are out of order in instructions. I can try and fix my code if it isn't working properly. I can make good guesses of what is going to happen in a program.	<u>Computer Science</u> I can explain an algorithm is a set of instructions to complete a task I know I need to carefully plan my algorithm so it will work when I make it into code. I can design a simple program that achieves a purpose. I can find and correct some errors in my program. I can say what will happen in a program. I can spot something in a program that has an action or effect (does something).	<u>Computer Science</u> I can make a real-life situation into an algorithm for a program. I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. I can identify an error in my program and fix it. I can experiment with timers and identify the difference between the effect of a timer or repeat command in my code. I know that a variable stores information while a program is running (executing). I can read programs with several steps and predict what it will do. I can identify different ways that the internet can be used for communication. I can use email to respond to others appropriately and attach files.	<u>Computer Science</u> I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code. I can use repetition in my code. I can use timers within my program designs more accurately to create repetition effects. I can use selection (decision) in my programming. I can use variables within my program and know how to change the value of variables. I can use the user inputs and output features within my program, such as 'Print to screen'. I can identify errors in my code by using different methods. I can read programs that contain several steps and predict the outcomes with increasing accuracy. I recognise the main component parts of hardware which allow computers to join and form a network. I understand that network and communication components can be	<u>Computer Science</u> I can make more complex real-life problems into algorithms for a program. I can test and debug my programs as I work. I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. I can use sequence, selection, repetition, and some other coding structure in my code. I can organise my code carefully by carefully naming variables and using tabs. I can use logical methods to identify the cause of any bug with support to identify the specific line of code. I know the importance of computer networks and how they help solve problems and enhance communication. I recognise the main dangers that can be perpetuated via computer networks. I can explain what personal information is and know strategies for keeping this safe. I can use the most appropriate form of online communication	<u>Computer Science</u> I can turn a complex programming task into an algorithm. I can identify the important aspects of a programming task (abstraction). I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. I can identify a specific line of code that is causing a problem in my program and attempt a fix. I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. I can use inputs and outputs within my coded programs such as sounds, movement and buttons and represent the state of an object. I can interpret a program in parts and can make logical attempts to put the separate parts

				found in many different devices which allow them to join the internet.	according to the digital content.	together in an algorithm to explain the program as a whole. I can explain the difference between the internet and the World Wide Web. I can explain what a WAN and a LAN is and describe the process of how access to the internet in school is possible.
	<u>Information Technology</u> I can add sounds, pictures and text to a program. I can change content on a file such as text, sound and images. I can name and save my work. I can find my work.	<u>Information Technology</u> I can organise data. I can find data using specific searches. I can use several programs to organise information. I can edit digital data (e.g. music composition). I can name, save and find my work. I can include photos, text and sounds in my creations.	<u>Information Technology</u> I can carry out searches to find digital content on a range of online systems. I can collect data and input it into software. I can analyse data using features within software. I can present data and information using different software. I can consider the most appropriate software to use when given a task by my teacher. I can create purposeful and appropriate content and attach this to emails.	<u>Information Technology</u> I understand the purpose of a search engine and the main features within it. I can look at information on a webpage and make predictions about the accuracy. I can create and improve my solutions to a problem based on feedback. I can review solutions that others have created, using a checklist of criteria. I can work collaboratively to create content and solutions. I can share digital content using a variety of applications	<u>Information Technology</u> I can search precisely when using a search engine (add/remove additional words to find better results). I can explain in detail how accurate, safe and reliable the content is on a webpage. I can make appropriate improvements to digital work I have created. I can comment on how successful a digital solution is that I have created. I can work collaboratively with others creating solutions to problems using appropriate software. I can use collaborative modes to work with others and share it (2Connect).	<u>Information Technology</u> I can use filters when searching for digital content. I can explain in detail how accurate and reliable a webpage and its content is. I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can consider the intended audience carefully when I design and make digital content. I can design and create my own online blogs. I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.

	<u>Digital Literacy</u> I can say what examples of technology are at home and school. I can keep my login information safe. I can save my work in a safe place such as 'My Work' folder.	<u>Digital Literacy</u> I can find information I need using a search engine. I know the consequences of not searching online safely. I can share work and communicate electronically. I can report unkind behaviour and things that upset me online, to a trusted adult. I can see where technology is used in different areas at school. I understand that my creations need similar skills to the adult world.	<u>Digital Literacy</u> I can create a secure password. I can explain the importance of having a secure password and not sharing it with others. I can explain the negative consequences of not keeping passwords safe and secure. I understand the importance of keeping safe online and behaving respectfully. I can use communication tools respectfully and use good etiquette. I can report unacceptable content and contact online in more than one way to a trusted adult.	<u>Digital Literacy</u> I have a good understanding of the online safety rules we learn at school. I can demonstrate how to use different online technologies safely. I can demonstrate how to use a few different online services safely. I know I have a right to privacy both on and offline. I recognise that my wellbeing can be affected by how I use technology. I can report with ease any concerns with content and contact online and known immediate strategies to keep safe.	<u>Digital Literacy</u> I have a secure knowledge of online safety rules taught at school. I can demonstrate the safe and respectful use of different online technologies and online services. I always relate appropriate online behaviour to my right to have personal privacy. I know how to not let my mental wellbeing or others be affected by use of online technologies and services.	<u>Digital Literacy</u> I can demonstrate safe and respectful use of a range of different technologies and online services. I can identify more discrete inappropriate behaviours online. E.g. grooming. I can use critical thinking to help me stay safe online. I know the value of protecting my privacy and others online.
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