Computing Curriculum Progression

	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
		KS1 national Curriculum Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; 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.	KS2 national Curriculum Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; 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; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; 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; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Multi Media Text and Images				
	Begin to use a keyboard Use a mouse to rearrange objects on the screen	I can add and resize text and objects I can add text strings, text boxes and show and hide objects and images, manipulating the features;	I am beginning to use tools to create different effects. I can create different effects with different technological tools, demonstrating control;	I am beginning to transfer skills I already know to other areas of ICT I can use the skills already developed to create content using unfamiliar technology;

| | Drag and drop | I am beginning to explore the different tools available and manipulate size and orientation

I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;

I can save and retrieve work on a device familiar to me.

I can use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work;

I recognise and am beginning to use key vocabulary: paint, colour, brush, tools, undo, redo, text, image, size, poster, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click.

I can use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. | I can use my keyboard and mouse to change text on a device.

I can use appropriate keyboard commands to amend text on a device;

I am beginning to use different Apps to present my work.

I can use applications and devices in order to communicate ideas, work, and messages;

I can save, change and retrieve work.

I can save, retrieve and evaluate work, making amendments;

I can insert a picture into my work from the internet or from my files.

I can insert a picture/text/graph/hyperlink from the internet or a personal file;

I am beginning to use key vocabulary to show my understanding of this unit: draw, object, shape, line, line colour, fill colour, font, size, text box, image, plan, image, object, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck. | I can choose tool appropriately to create different effects within my work.

I can select, use and combine the appropriate technology tools to create effect;

I can make changes to my work to make it better.

I can review and improve my own work and support others to improve their work;

I can save, change and retrieve work.

I can save, retrieve and evaluate my work, making amendments;

I can insert a picture / text or graph into my work from the internet or from my files.

I can insert a picture/text/graph/hyperlink from the internet or personal file;

I can use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, 2D shape, 3D shape, zoom, eraser, guide.

I can use key vocabulary to demonstrate knowledge and |

			I can use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.	understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.

Multi Media Sound and Motion

		I can use software to record sounds I can use software to record sounds; change sounds recorded; I can save and retrieve work I can save, retrieve and organise work; I can use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.	I can use software to record sounds and still images and then edit them. I can use software to record, create and edit sounds and capture still images; I can change recorded sounds by adding pauses I can change recorded sounds, volume, duration and pauses; I am beginning to use video software. I can use software to capture video for a purpose; I am beginning to arrange clips to create a short film;	I can collect and edit audio from a variety of resources. I can collect audio from a variety of resources including own recordings and internet clips; I am beginning to use a digital device to record sounds and present audio; I can use a digital device to record sounds and present audio; I can edit audio recordings I can trim, arrange and edit audio levels to improve quality;

			I can crop and arrange clips to create a short film;	I can use a movie editing package to publish and make changes to my work
			I can plan an animation	I can publish my animation and use a movie editing package to edit/refine and add titles;
			I can plan an animation and move items within each animation for playback;	
			I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, link, animation, still image, flip book, frame, loop, record, stop, play, stop motion, stop frame.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, input, output, record, edit, play podcast, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.
			I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.
Handling Data				
			I am beginning to see the different ways that's data can be organised	I can use a given App to input data
			I can talk about the different ways data can be organised;	I can construct data on the most appropriate application;

			I can sort and organise information	I am beginning to interpret and compare data
			I can sort and organise information to use in other ways;	I can know how to interpret data, including spotting inaccurate data and comparing data;
			I know how to use a database	I can use keyboard shortcuts to input data on spreadsheets and am beginning to understand how a formula is created
			I can search a ready-made database to answer questions;	I can use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;
			I am beginning to use key vocabulary to demonstrate knowledge	I am beginning to understand how to add data to an existing database.
			I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.	I can add data to an existing database;
				I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, calculate, format, edit, insert.
				I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.

Technology in our Lives				
	I can recognise where we use technology in everyday life	I can recognise technology around the home and in the community. I can recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; use links to websites to find information; I will ask to use any new website I can recognise age-appropriate websites; I will ask an adult to help me search online for things use safe search filters; I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google, search engine, image, keyboard, email, internet, sender, safe, secure. I can use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.	I recognise that communication can be done online I can explain ways to communicate with others online; I can describe how to use different websites. I can describe the world wide web as the part of the internet that contains websites; I can find my favourite websites I can add websites to a favourites list; use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google, image, keyboard, email, subject, address, sender, safe, internet I can use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.	I can use Google to search for things I can search for information using appropriate websites and advanced search functions within Google; I can recognise that not all information online is true I can use strategies to check the reliability of information (cross-check with another source such as books); I can use different results from a search I can talk about the way search results are selected and ranked; I know how to check the reliability of a website I can check the reliability of a website, including the photos on site; I can say where information comes from and why it is important to acknowledge it. I can tell you about copyright and acknowledge the sources of information;

				I can use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, results, Google, browser, plagiarism, source, website, secure, https, site, domain, website, browser, address bar. I can use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.

Coding and Programming

	I can operate simple equipment I can complete simple repetitions	I can give commands to control direction I can give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; I am beginning to control the nature of events I can control the nature of events: repeat, loops, single events and add and delete features;	I can make a problem more manageable by looking at it in smaller parts I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts; I am beginning to understand how to write a program I can write a program, putting commands into a sequence to achieve a specific outcome;	I can begin to use external triggers to demonstrate control I can use external triggers and infinite loops to demonstrate control; I can use a flowchart to follow instructions I can follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; I can recognise what a conditional statement is

		I can follow instructions one at a time and am beginning to predict what will happen	I can follow instructions and am beginning to predict what will happen.	I can use conditional statements and edit variables;
		I can give a set of instructions to follow and predict what will happen;	I can give a set of instructions to follow and predict what will happen;	I can decompose a problem into smaller parts
		I can use the word debugging when explaining how to change events	I can recognise when a program is not working properly and use debugging to try to fix it.	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 improve/change the sequence of commands by debugging;	I can keep testing a program and recognise when it needs to be debugged;	I can test a program and recognise if it is not working properly
		I can use key vocabulary to demonstrate knowledge and understanding in this strand: instruction, order, debug, turn, left, right, clockwise, anticlockwise, repeat, repeat forever, invisible, grow, shrink.	I can change what happens in a program by changing the variables	I can keep testing a program and recognise when it needs to be debugged;
			I can use variables to create an effect, e.g. repetition, if, when, loop;	I am beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise
		I can use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.	
			I can use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd),	I can use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu,

			left (lt), right (rt), move, turn, clear screen (cs), variable.	world, object, tool palette, program environment, smooth, flatten, raise

Online Safety

	Ask parents permission to use apps/ computers	I can ask permission before adding any information online	I can reflect on how I use the internet	I can recognise what information I should not share
		I can identify what things count as personal information;	I can reflect on their own digital footprint and behaviour online;	I can protect my password and other personal information;
		I can use the internet safely	I can recognise appropriate online behaviour. I can tell an adult if someone is being unkind	I can recognise what a good online friend is
		I can identify what is appropriate and inappropriate behaviour on the internet;	I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying;	I can be a good online citizen and friend;
		I can use the internet within the rules of my classroom	I can follow online safety rules set by an adult	I can recognise that different situations need different levels of privacy settings
		I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;	I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;	I can judge what sort of privacy settings might be relevant to reducing different risks;
		I know to ask for help if I am unsure of anything online	I can recognise when I see something online that makes me worried	I can recognise when I see something online that makes me worried
		I can seek help from an adult when they see something that is unexpected or worrying;	I can seek help from an adult when they see something that is unexpected or worrying;	I can seek help from an adult when I see something that is unexpected or worrying;
		I can use Apps that have been shown to me safely		I can recognise what online risk is

		I can demonstrate how to safely open and close applications and log on and log off from websites; I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet. I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.	I am beginning to demonstrate understanding of age appropriate websites and adverts I can demonstrate understanding of age-appropriate websites and adverts; I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, email, password, cyberbullying/bullying , private, public. I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.		I can recognise scenarios involving online risk; I can use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, private/personal. I can use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.	
Vocabulary						
Aspirational						
Global Citizenship						
Health and Well being						