



## Computing Progression of Skills



<u>Computing</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Explain what an algorithm is and that programs follow clear instructions</b>	<p>I can explain sequencing</p> <p>I can give instructions to a programmable toy</p>	<p>I can know what an algorithm is</p> <p>I can know that programs follow clear instructions</p>	<p>I can explain what an algorithm is</p> <p>I can explain that programs follow clear instructions</p>	<p>I can create a background, character and have them interact.</p>	<p>I can create a background, character and have them interact using the pen tool.</p> <p>I can create an algorithm to create a basic shape.</p>	<p>I can create a background, up to three characters and have them interact with one another using sound and speech.</p> <p>I can design an input and output sequence for a character.</p> <p>I can include looping within the sequence.</p> <p>I can modify a physical system (e.g. traffic lights).</p>	<p>I can create a background, up to three characters (including a character a background e.g. cloud and give it instructions) and have them interact with one another using sound and speech.</p> <p>I can design an input and output sequence for a character.</p> <p>I can include looping within the sequence.</p> <p>I can modify a physical system (e.g. a real-life scenario).</p>



## Computing Progression of Skills



<p><b>Create and debug simple programs</b></p>	<p>I can speculate on the reasons why things happen or how things work</p>	<p>I can make a character move</p> <p>I can make a character hide</p> <p>I can work out why a sequence of code is not working with support</p>	<p>I can work out why a sequence of code is not working with some independence</p>	<p>I can use an if statement and change variables by position or appearance (size).</p>	<p>I can use an if statement and change variables by position or appearance (size/colour).</p> <p>I can make a timer variable to accomplish a goal.</p>	<p>I can use an if/else statement and change variables by position, colour or appearance (size/colour).</p> <p>I can use a repetition/looped sequence to achieve a specific role.</p>	<p>I can use an if/else statement and change variables by position, colour (where specific colours/parts of the character interact with another specific colour) or appearance (size/colour).</p> <p>I can use a repetition/looped sequence to achieve a specific role.</p>
<p><b>Reason the behaviour of programs:</b></p>	<p>I can select and use technology for particular purposes</p>	<p>I can identify the output of various inputs (e.g. key, code or button in a game)</p>	<p>I can create my own output of various inputs (e.g. key, code or button in a game)</p>	<p>I can find a bug in a sequence of code and correct the statement so that the code accomplishes a specific goal (using an age-appropriate sequence of code).</p>	<p>I can find a bug in a sequence of code and correct the statement so that the code accomplishes a specific goal (using an age-appropriate sequence of code).</p>	<p>I can find a bug in a sequence of code and correct the statement so that the code accomplishes a specific goal (using an age-appropriate sequence of code).</p>	<p>I can find a bug in a sequence of code and correct the statement so that the code accomplishes a specific goal (using an age-appropriate sequence of code).</p>



## Computing Progression of Skills



<p><b>Create, organise, store and manipulate their work the computer</b></p>	<p>I can use a camera  I can go online</p>	<p>I can save my work with support  I can open my work document with support</p>	<p>I can save my work  I can open my work document</p>	<p>I can verbalise how the internet and world wide web are different and how both connect computers. I can use search engines to find an answer to a question. I can explain how Google selects and ranks content.</p>	<p>I can verbalise how the internet and world wide web are different and how both connect computers. I can locate information using search engines to answer a series of questions.</p>	<p>I can locate information using search engines to answer a series of questions and/or research a topic.  I can evaluate the contents of a webpage and can reason if it is a credible source of information.</p>	<p>I can locate information using search engines to answer a series of questions and/or research a topic using an advanced search engine option.  I can evaluate the contents of a webpage and can reason if it is a credible source of information.</p>
<p><b>Recognise how technology is used out of school</b></p>	<p>I can discuss the use of technology in the world around me  I understand that people can talk to each other online</p>	<p>I can name a range of technological devices in my home</p>	<p>I can ask Google a question using keywords</p>	<p>I can use spreadsheets to perform a basic task.  I can use graphing software to input data and generate a graph.</p>	<p>I can use a given database to find information.  I can sort information using a database.</p>	<p>I can use a given database to find information.  I can sort information using a database.  I can create my own database using the ARE objectives.</p>	<p>I can create a quiz for younger children.  I can modify my quiz in response to feedback.</p>



Computing Progression of Skills



						I can research a question (take a survey) and input the data to generate a graph that answers the question in a meaningful way.	
<b>Use technology safely to store information</b>	<p>I can discuss the most basic rules for staying safe online</p> <p>I understand that information is stored on a computer</p>	<p>I understand why I must keep my personal information private</p> <p>I can identify my concerns</p>	<p>I suggest where and how I can keep my personal information private</p> <p>I can identify where to go for help with my concerns (Age-appropriate)</p>	<p>I can explain what SMART represents and can report inappropriate content in a sensible way.</p>	<p>I can explain what SMART represents and can report inappropriate content in a sensible way.</p> <p>I can outline what a safe online relationship.</p>	<p>I can explain what SMART represents and can give solutions to problems we may come across in everyday life.</p> <p>I can explain what makes a good password.</p> <p>I can describe what a safe online relationship looks like.</p>	<p>I can explain what SMART represents and can give solutions to problems we may come across in everyday life.</p> <p>I can explain what makes a good password.</p> <p>I can describe what a safe online relationship looks like.</p>