



Nether Stowey CE VC Primary School

Progression of skills:

Subject: Computing

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Programming</b>	<p>I can make a floor robot move.</p> <p>I can use simple software to make something happen.</p> <p>I can make choices about the buttons and icons I press, touch or click on.</p>	<p>I can give instructions to my friend and follow their instructions to move around.</p> <p>I can describe what happens when I press buttons on a robot.</p> <p>I can press the buttons in the correct order to make my robot do what I want.</p> <p>I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</p> <p>I can begin to predict what will happen for a short sequence of instructions.</p> <p>I can begin to use software/apps to create movement and patterns on a screen.</p>	<p>I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>I can program a robot or software to do a particular task.</p> <p>I can look at my friend's program and tell you what will happen.</p> <p>I can use programming software to make objects move.</p>	<p>I can break an open-ended problem up into smaller parts.</p> <p>I can put programming commands into a sequence to achieve a specific outcome.</p> <p>I keep testing my program and can recognise when I need to debug it.</p> <p>I can use repeat commands.</p> <p>I can describe the algorithm I will need for a simple task.</p> <p>I can detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p>I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p>I can use an efficient procedure to simplify a program.</p> <p>I can use a sensor to detect a change which can select an action within my program.</p> <p>I know that I need to keep testing my program while I am putting it together.</p> <p>I can use a variety of tools to create a program.</p> <p>I can recognise an error in a program and debug it.</p> <p>I recognise that an algorithm will help me to sequence more complex programs.</p>	<p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p>I can refine a procedure using repeat commands to improve a program.</p> <p>I can use a variable to increase programming possibilities.</p> <p>I can change an input to a program to achieve a different output.</p> <p>I can use 'if' and 'then' commands to select an action.</p> <p>I can talk about how a computer model can provide information about a physical system.</p> <p>I can use logical reasoning to detect</p>	<p>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>I can explain and program each of the steps in my algorithm.</p> <p>I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</p> <p>I can recognise when I need to use a variable to achieve a required output.</p> <p>I can use a variable and operators to stop a program.</p> <p>I can use different inputs (including sensors) to control a device or onscreen action and predict what</p>

		I can use the word debug when I correct mistakes when I program.	I can watch a program execute and spot where it goes wrong so that I can debug it.		I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	and debug mistakes in a program.  I use logical thinking, imagination and creativity to extend a program.	will happen.  I can use logical reasoning to detect and correct errors in a algorithms and programs.
<b>Handling Data</b>	I can tell you about different kinds of information such as pictures, video, text and sound.	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 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 a branching database.  I can tell you what kind of information I could use to help me investigate a question	I can talk about the different ways data can be organised.  I can search a ready-made 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 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 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 a database using different operators to refine my search.  I can talk about mistakes in data and suggest how it could be checked.	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

<p><b>Multimedia</b></p>	<p>I can move objects on a screen.</p> <p>I can create shapes and text on a screen.</p> <p>I can use technology to show my learning.</p>	<p>I can be creative with different technology tools.</p> <p>I can use technology to create and present my ideas.</p> <p>I can use the keyboard or a word bank on my device to enter text.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>I can use technology to organise and present my ideas in different ways.</p> <p>I can use the keyboard on my device to add, delete and space text for others to read.</p> <p>I can tell you about an online tool that will help me to share my ideas with other people.</p> <p>I can save and open files on the device I use.</p>	<p>I can create different effects with different technology tools.</p> <p>I can combine a mixture of text, graphics and sound to share my ideas and learning.</p> <p>I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</p> <p>I can evaluate my work and improve its effectiveness.</p> <p>I can use an appropriate tool to share my work online.</p>	<p>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</p> <p>I am confident to explore new media to extend what I can achieve.</p> <p>I can change the appearance of text to increase its effectiveness.</p> <p>I can create, modify and present documents for a particular purpose.</p> <p>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p> <p>I can use an appropriate tool to share my work and collaborate online.</p> <p>I can give constructive feedback to my friends to help them improve their</p>	<p>I can use text, photo, sound and video editing tools to refine my work.</p> <p>I can use the skills I have already developed to create content using unfamiliar technology.</p> <p>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</p> <p>I can select an appropriate online or offline tool to create and share ideas.</p> <p>I can review and improve my own work and support others to improve their work.</p>	<p>I can talk about audience, atmosphere and structure when planning a particular outcome.</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p> <p>I can tell you why I select a particular online tool for a specific purpose.</p> <p>I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>
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<b>Technology in our Lives</b>	<p>I can tell you about technology that is used at home and in school.</p> <p>I can operate simple equipment.</p> <p>I can use a safe part of the Internet to play and learn.</p>	<p>I can recognise the ways we use technology in our classroom.</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>I can use links to websites to find information.</p> <p>I can begin to identify some of the benefits of using technology.</p>	<p>I can tell you why I use technology in the classroom.</p> <p>I can tell you why I use technology in my home and community.</p> <p>I am starting to understand that other people have created the information I use.</p> <p>I can identify benefits of using technology including finding information, creating and communicating.</p> <p>I can talk about the differences between the Internet and things in the physical world.</p>	<p>I can save and retrieve work on the Internet, the school network or my own device.</p> <p>I can talk about the parts of a computer.</p> <p>I can tell you ways to communicate with others online.</p> <p>I can describe the World Wide Web as the part of the Internet that contains websites.</p> <p>I can use search tools to find and use an appropriate website.</p> <p>I think about whether I can use images that I find online in my own work.</p>	<p>I can tell you whether a resource I am using is on the Internet, the school network or my own device.</p> <p>I can identify key words to use when searching safely on the World Wide Web.</p> <p>I think about the reliability of information I read on the World Wide Web.</p> <p>I can tell you how to check who owns photos, text and clipart.</p> <p>I can create a hyperlink to a resource on the World Wide Web.</p> <p>I can recognise that websites use different methods to advertise products</p>	<p>I can describe different parts of the Internet.</p> <p>I can use different online communication tools for different purposes.</p> <p>I can use a search engine to find appropriate information and check its reliability.</p> <p>I can recognise and evaluate different types of information I find on the World Wide Web.</p> <p>I can describe the different parts of a webpage.</p> <p>I can find out who the information on a webpage belongs to I know which resources on the Internet I can download and use.</p> <p>I can describe the ways in which websites advertise their products to me.</p>	<p>I can tell you the Internet services I need to use for different purposes.</p> <p>I can describe how information is transported on the Internet.</p> <p>I can select an appropriate tool to communicate and collaborate online.</p> <p>I can talk about the way search results are selected and ranked.</p> <p>I can check the reliability of a website.</p> <p>I can tell you about copyright and acknowledge the sources of information that I find online.</p> <p>I know that websites can use my data to make money and target their advertising</p>

<p><b>Online Safety</b></p>	<p>I use rules given to me by a trusted adult when I use technology</p> <p>I am kind to my friends</p> <p>I use a safe part of the Internet to play and learn</p> <p>I make sure a trusted adult is with me when I am using a device</p>	<p>I agree and use sensible rules to keep me safe when I use technology</p> <p>I explain why it's important to be kind and polite</p> <p>I use links to websites to find information</p> <p>I tell a trusted adult what I want to use a device for</p> <p>I show a trusted adult when something worrying or unexpected happens when I am using a device</p>	<p>I agree and use sensible rules to keep me safe when I use technology</p> <p>I talk about why it is important to be kind and polite online and in real life</p> <p>I know that not all information online is true</p> <p>Before I use a device, I talk to a trusted adult about how I will keep myself safe</p> <p>I tell a trusted adult when something worrying or unexpected happens when I am using a device</p>	<p>I contribute to shared rules and use them to make good choices when I use technology</p> <p>I describe the ways that people get bullied when they use different technologies and consider what I post</p> <p>I think about whether I can use images that I find online in my own work</p> <p>I use search tools to find appropriate information and decide whether I can trust it</p> <p>I use the safety features of apps, games and websites as well as reporting concerns to a trusted adult</p>	<p>I contribute to shared rules and use them to make good choices when I use technology</p> <p>I comment positively and respectfully when I use different technologies</p> <p>I explain how to check who owns photos, text and clipart</p> <p>I identify key words to use when searching safely online and think about the reliability of information I find</p> <p>I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult</p>	<p>I contribute to shared rules and use them to support myself and others when we use technology</p> <p>I always communicate kindly and respectfully and can describe the impact where this does not happen</p> <p>I know which online resources I can download and use</p> <p>I use a search engine to find and evaluate different types of information</p> <p>I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult</p>	<p>I contribute to shared rules and use them to support myself and others when we use technology</p> <p>I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology</p> <p>I acknowledge the sources of information that I find online</p> <p>I talk about the way search results are selected and ranked and check the reliability of websites I visit</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult</p>
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