



Compassion, Joy, Perseverance, Respect
 'Live life in all its fullness' John 10:10

Progression of Skills in Computing

| Computing | | | |
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| Devas | Bannerman | Porteous | Borton |
| All about me! | Cycle A Online Safety | Cycle A Online Safety and Coding | Cycle A Online Safety and Blogging |
| Let's Celebrate | Maze Explorers and Questioning | Coding and Spreadsheets | Coding |
| Polar Regions | Animated Story Books | Writing for different audiences | Spreadsheets |
| Growing | Making Music | Logo and Animation | Word Processing |
| London | Spreadsheets and Pictograms | Effective search and Presenting | Text Adventures and Networks |
| Beside the Seaside | Presenting Ideas | Hardware Investigators ad Making Music | Quizzing |
| | Cycle B Online Safety and Effective Searching | Cycle B Online Safety and Coding | Cycle B Coding |
| | Lego Builders and Technology outside school | Coding and Spreadsheets | Online safety and Databases |
| | Grouping and sorting and Creating pictures | Touch Typing | Spreadsheets |
| | Spreadsheets | Email | Game Creator |
| | Coding | Branching databases | 3D Modelling |
| | | Simulations and Graphing | Concept Maps |



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Computer Science

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| <p>30-50 months I can make a control toy move.</p> <p>With support I can programme a control toy to move for a particular purpose.</p> <p>I can say what will happen when I press/swipe on a game using an iPad or whiteboard.</p> <p>40-60+ months I can use a range of control toys and devices.</p> <p>I understand that goals can be achieved by following a sequence of steps.</p> <p>I can follow symbol sequence algorithms. E.G. In PE jump, step, hop etc.</p> <p>I can programme a control toy one instruction at a time and clear it at the end.</p> <p>I can recognise that there is a problem and say what it is.</p> <p>I can predict what a programme will do next.</p> <p>ELG PSED; Self-Regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Year 1 I can work out what is wrong with a simple algorithm when the steps are out of order.</p> <p>I can make logical attempts to fix my code if it isn't working properly.</p> <p>I can make good guesses of what is going to happen in a program.</p> | <p>Year 2 I can design a simple program using 2Code that achieves a purpose.</p> <p>I can find and correct some errors in my program.</p> <p>I can say what will happen in a program.</p> <p>I can write a cause and effect sentence of what will happen in a program.</p> | <p>Year 3 I can make a real-life situation into an algorithm for a program.</p> <p>I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code.</p> <p>I can identify an error in my program and fix it.</p> <p>I can experiment with timers to achieve repetition effects in my program.</p> <p>I can read programs with several steps and predict what it will do.</p> <p>I can design and code a program that follows a simple sequence.</p> <p>I can use email such as 2Email to respond to others appropriately and attach files.</p> | <p>Year 4 I can design an algorithm that models a real-life situation.</p> <p>I can use repetition in my code.</p> <p>I can use:</p> <ul style="list-style-type: none"> - Timers to create repetition effects - Selection - Variables and know how to change the value of variables - The user inputs and output features within my program <p>I can use different methods to identify errors in my code.</p> <p>I can read programs that contain several steps and predict the outcomes.</p> <p>I understand that network and communication components can be found in many different devices which allow them to join the internet.</p> <p>I can recognise the main component parts of hardware which allow computers to join and form a network.</p> | <p>Year 5 I can make more complex real-life problems into algorithms for a program.</p> <p>I can test and debug my programs as I work.</p> <p>I can use sequence, selection, repetition and some other coding structures in my code.</p> <p>I can organise my code carefully for example, naming variables and using tables. I know this will help me debug more efficiently.</p> <p>I can use logical methods to identify the case of any bug with support to identify the specific line of code.</p> <p>I know the importance of computer networks and how they help solves problems and enhances communication.</p> <p>I recognise the main dangers that can be made via computer networks.</p> | <p>Year 6 I can turn a complex programming task into an algorithm.</p> <p>I can identify the important aspects of a programming task.</p> <p>I can test and debug my program as I work on it and use logical methods to identify a cause of a bug.</p> <p>I can identify a specific line of code that is causing a problem in my program and attempt a fix.</p> <p>I can translate algorithms that include sequence, selection and repetition into code.</p> <p>I can use inputs and outputs within my coded programs such as sound, movement and buttons.</p> <p>I can explain the different between the Internet and the World Wide Web.</p> <p>I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible.</p> |



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Information Technology

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| <p>30-50 months I can use technology appropriately through role-play.</p> <p>I can recognise some technology that is used at home and school.</p> <p>I can name and use some technology with developing control.</p> <p>40-60+ months I can select and use technology for a particular purpose.</p> <p>I can name key features such as a keyboard and mouse and begin to use them with developing control.</p> <p>I can use a digital device to create and store content. E.G. taking a photo.</p> <p>ELG Expressive Arts and Design; Creating with materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. | <p>Year 1 I can sort sound, pictures and text.</p> <p>I can add sound, pictures and text to a program.</p> <p>I can change content on a file such as text, sound and images.</p> <p>I can name my work.</p> <p>I can save my work.</p> <p>I can find my work.</p> | <p>Year 2 I can organise data.</p> <p>I can find data using specific searches.</p> <p>I can use several programs to organise information.</p> <p>I can edit digital data.</p> <p>I can name, save and find my work.</p> <p>I can include photos, text and sound in my creations.</p> | <p>Year 3 I can carry out searches to find digital content on a range of online systems.</p> <p>I can collect data and input it into software.</p> <p>I can analyse data using features within software.</p> <p>I can present data and information using different software.</p> <p>I can consider what the most appropriate software to use is when given a task by my teacher.</p> <p>I can create purposeful content and attach this to emails.</p> | <p>Year 4 I understand the purpose of a search engine and the main features within it.</p> <p>I can look at information on a webpage and make predictions about the accuracy of information contained within it.</p> <p>I can create and improve my solutions to a problem based on feedback.</p> <p>I can review solutions that others have created, using a checklist of criteria.</p> <p>I can work collaboratively to create content and solutions.</p> <p>I can share digital content using a variety of applications.</p> | <p>Year 5 I can search precisely when using a search engine.</p> <p>I can explain in detail how accurate, safe and reliable the content is on a webpage.</p> <p>I can make appropriate improvements to digital work I have created.</p> <p>I can comment on how successful a digital solution is that I have created.</p> <p>I can work collaboratively with others creating solutions to problems using appropriate software.</p> <p>I can use collaborative modes to work with others and share it.</p> | <p>Year 6 I can use filters when searching for digital content.</p> <p>I can explain in detail how accurate and reliable a webpage and its content is.</p> <p>I can compare a range of digital content sources and rate them in terms of content quality and accuracy.</p> <p>I can consider the intended audience carefully when I design and make digital content.</p> <p>I can design and create my own online blogs.</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> |



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Digital Literacy

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| <p>30-50 months I can recognise some technology that is used in the home and school.</p> <p>I can use technology appropriately through role-play.</p> <p>I can speak to an adult about what I have seen.</p> <p>I can say if something I find on the internet makes me feel scared.</p> <p>40-60+ months I can select and use technology for a particular purpose.</p> <p>I can access and use simple activities using technology with increasing control.</p> <p>I can name some uses of technology outside of school.</p> <p>I know that some information should be kept private.</p> <p>I know what to do if I see things that upset me online.</p> <p>ELG Understanding the world; Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>PSED; Self-Regulation: Show an understanding of their own feelings and those of others.</p> | <p>Year 1 I can say what technology is.</p> <p>I can say what examples of technology are in school.</p> <p>I can say what examples of technology are at home.</p> <p>I understand the technology in my environment is a mixture of old and new technology.</p> <p>I can keep my login information safe.</p> <p>I can save my work in a safe place.</p> | <p>Year 2 I can find information I need using a search engine.</p> <p>I know the consequences of not searching online safety.</p> <p>I can share work and communicate electronically.</p> <p>I can report unkind behaviour and things that upset me online, to a trusted adult.</p> <p>I can see where technology is used at school.</p> <p>I understand that my creations, need similar skills to the adult world.</p> | <p>Year 3 I can create a secure password.</p> <p>I can explain the importance of having a secure password and not sharing it with others.</p> <p>I can explain the negative consequences of not keeping passwords safe and secure.</p> <p>I understand the importance of keeping safe online and behaving respectfully.</p> <p>I can use communication tools respectfully.</p> <p>I can report unacceptable content and contact online in more than one way to a trusted adult.</p> | <p>Year 4 I have a good understanding of the online safety rules we learn at school.</p> <p>I can demonstrate how to use different online technologies safely.</p> <p>I can demonstrate how to use a few different online services safely.</p> <p>I know I have a right to privacy both on and offline.</p> <p>I recognise that my wellbeing can be affected by how I use technology.</p> <p>I can report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p> | <p>Year 5 I have a secure knowledge of online safety rules taught at school.</p> <p>I can demonstrate the safe and respectful use of different online technologies and online services.</p> <p>I always relate appropriate online behaviour to my right to have personal privacy.</p> <p>I know how to not let my mental wellbeing or others be affected by use of online technologies and services.</p> <p>I can explain what personal information is and know strategies for keeping safe.</p> <p>I can use the most appropriate form of online communication.</p> | <p>Year 6 I can demonstrate safe and respectful use of a range of different technologies and online services.</p> <p>I can identify more discrete inappropriate behaviours online.</p> <p>I can use critical thinking to help me stay safe online.</p> <p>I know the value of protecting my privacy and others online.</p> |