

Computing Skills Progression Grid

Computing strands	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
I.T (information technology)	<p>Early Learning Goal</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>To be able to use a basic range of tools within graphic editing software.</p> <p>To be able to take and edit photographs.</p> <p>To develop control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>To develop understanding of different software tools.</p> <p>To be able to search and download images from the internet safely.</p> <p>To be able to represent data in tables, charts and pictograms.</p> <p>To be able to sort data and create branching databases.</p> <p>To be able to developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>To use word processing software to type and reformat text.</p> <p>To be able to use software to create story animations.</p> <p>To create and label images.</p> <p>To collect and input data into a spreadsheet.</p> <p>To interpret data.</p>	<p>To use software to edit and enhance their video adding music, sounds and text on screen with transitions.</p> <p>To take photographs and record videos to tell a story.</p> <p>To identify ways to improve and edit final products.</p> <p>To sort and filter databases to easily retrieve information.</p> <p>To create and interpret charts and graphs to understand data.</p> <p>To build a webpage and create content for it.</p> <p>To design and create a webpage for a purpose.</p> <p>To use Google online software.</p> <p>To design a weather station which gathers and records sensor data.</p>	<p>To use logical thinking to explore software.</p> <p>To use animation software.</p> <p>To identify ways to improve and edit final products.</p> <p>To plan, record and edit a radio play.</p> <p>To create and edit sounds for a specific purpose.</p> <p>To create and edit videos, with multiple elements.</p> <p>To develop searching skills to find relevant information online.</p> <p>To use word processing to create a presentation.</p> <p>To use programs to design a product.</p> <p>To create a website with embedded links.</p> <p>To gather and analyse data.</p> <p>To create formulas in spreadsheets.</p>
Digital Literacy		To log in and out and save work.		<p>To identify possible dangers online.</p> <p>To create an animation about online safety.</p> <p>To use search engines effectively.</p>
Computer Science		To identify devices on computers (inputs and outputs).	To draw comparisons across different types of computers.	

		<p>To use decomposition to solve unplugged challenges. To predict the behaviour of simple programs.</p> <p>To sequence, in unplugged activities. To follow a basic set of instructions. To assemble instructions into a simple algorithm. To program Bee – bot to follow a planned route. To develop a hot – to video to explain how Bee – bots work. To use greater control when taking photos. To develop confidence with typing. To explain what decomposition is. To decompose a game. To explain what an algorithm is. To follow an algorithm. To create a clear and precise algorithm. To incorporate loops within algorithms. To use logical thinking to explain software. To use an algorithm to write a basic computer program.</p>	<p>To identify key components in a network. To recognise links between the network and internet. To use decomposition to explain the parts of a laptop/computer. To use decomposition to explore the code behind animation. To use repetitions in programs. To use an algorithm to different parts of a computer. To use logical reasoning to explain how different algorithms work. To explain the purpose of an algorithm. To form algorithms independently. To use logical thinking to explore more complex software. To incorporate loops to make codes more efficient. To remix existing code. To solve unplugged problems by decomposing them into smaller parts. To use decomposition to understand the purpose of a script. To use decomposition to help solve problems. To identify patterns through unplugged activities. To use abstraction to identify important parts when completing plugged and unplugged activities. To create algorithms for a specific purpose. To code a simple game. To use abstraction and pattern recognition to modify code.</p>	
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