



**Computing:
Progression of Skills, Knowledge and Understanding**



YEAR	Digital Literacy		Computer Science		
	Technology in our Lives	Online-Safety	Programming	Handling Data	Multimedia
4	<ul style="list-style-type: none"> I can tell you whether a resource I am using is on the Internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to a resource on the World Wide Web. 	<ul style="list-style-type: none"> I choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. I comment positively and respectfully online. 	<ul style="list-style-type: none"> I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can use an efficient procedure to simplify a program. I can use a sensor to detect a change which can select an action within my program. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I recognise that an algorithm will help me to sequence more complex programs. I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can use photos, video and sound to create an atmosphere when presenting to different audiences. I am confident to explore new media to extend what I can achieve. I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. I can use an appropriate tool to share my work and collaborate online. I can give constructive feedback to my friends to help them improve their work and refine my own work.
3	<ul style="list-style-type: none"> I can save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the Internet that contains websites. I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work. 	<ul style="list-style-type: none"> I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the Internet. I can post positive comments online. 	<ul style="list-style-type: none"> I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.

2	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. 	<ul style="list-style-type: none"> • I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. •
1	<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> • I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.
R	<ul style="list-style-type: none"> • I can tell you about technology that is used at home and in school. • I can operate simple equipment. • I can use a safe part of the Internet to play and learn. 	<ul style="list-style-type: none"> • I can ask an adult when I want to use the Internet. • I can tell an adult when something worrying or unexpected happens while I am using the Internet. • I can be kind to my friends • I can talk about the amount of time I spend using a computer / tablet / game device. • I am careful with technology devices 	<ul style="list-style-type: none"> • I can make a floor robot move. • I can use simple software to make something happen. • I can make choices about the buttons and icons I press, touch or click on. 	<ul style="list-style-type: none"> • I can tell you about different kinds of information such as pictures, video, text and sound. 	<ul style="list-style-type: none"> • I can move objects on a screen. • I can create shapes and text on a screen. • I can use technology to show my learning.