

Year 1-6 Computing Progression of Skills



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EYFS	Although there is no Computing subject specifically mentioned in the Early Years curriculum, children in the Early Years will be taught the skills and knowledge to access a range of technological devices and programmes. Please follow this link to see where computing features within the Early Years document: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting Computer Art Drawing and Desktop Publishing 3D Modelling: SketchUp	• Paint with different colours. • Paint with different brushes. • Create shapes.	• Access an appropriate program for achieving a specific task; • Switch between program tools to produce different techniques; • Alter the formatting of a tool to adjust the colour or size.	• Draw objects. • Insert text boxes and images.		• Draw 2D shapes or lines. • Draw simple 3D models. • Manipulate 2D shapes into 3D shapes. • Import 3D models from the 3D warehouse. • Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill.	
Computer Skills Presentati on Skills Presentati on Skills Spreadshe ets	• Click and drag with a mouse or trackpad. • Switch on and shutdown a computer independently. • Launch an application by double clicking it.	• Insert slides, add and type in a text box.	• Create a simple presentation • Create shapes			• Enter text and numbers into a spreadsheet. • Identify and refer to cells by row and column. • Begin to enter formulae with the SUM function.
Word Processing Skills Word Processing	• Type with two hands. • Use shift, space and enter correctly.		• Use undo and redo. • Make text bold, italic or underline. • Select text in different ways.	• Select, edit and manipulate text in different ways; • Insert an image into a document;		

Word Processing	• Use undo and redo. • Make text bold, italic or underline.		• Change case. • Align text.	• Format an image; • Use formatting tools to improve the layout; • Use the spellcheck tool; • Insert a simple table; • Change the size of the page.		
Using the Internet Internet Research & Communication Internet Research & Webpage Design		• Search using the words "for kids"; • Follow a weblink; • Locate their own blog; • Understand how to blog safely and responsibly.	• To know and understand how word order affects the results returned. • They will know how to bookmark or favourite a page and name different types of online communication. • Children will know what to do if they feel uncomfortable when communicating online. • They will be able to identify how they should behave online.		• Comment on the features and layout of a webpage. • Create a new webpage with a chosen layout and format text in the webpage. • Independently search for images that can be used in documents.	
Programming Toys Preparing for Turtle Logo Programming Turtle Logo & Scratch	• Create step-by-step instructions using pictures; • Write and follow detailed step-by-step instructions; • Direct a Bee-Bot to a toy; • Program a Bee-Bot, one instruction at a	• Walk forward a number of steps.	• Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch)	• Write procedures using simple algorithms. • Change the colour of the pen. • Write text using the label command.	• Follow written instructions to draw a simple flowchart. • Insert symbols into a flowchart. • Add inputs into a flowchart. • Identify conventional symbols, understanding the process of each stage.	• Open Kodu and navigate the programming environment using keyboard or mouse. • Add objects to a world and program them using When and Do instructions. • Plan and design the features of

Programmi ng Turtle Logo Flowol Kodu Programmi ng	time, using the arrow buttons.					an original virtual High environment. • Program a character to move around a track. • Create a path for a character to follow.
Programmi ng with Scratch Jr Programmi ng Turtle Logo and Scratch Programmi ng Turtle Logo & Scratch Scratch Questions & Quizzes Scratch 3.0 Developing Games Scratch Animated Stories	• Open the ScratchJr app and start a new project; • Add new characters and backgrounds; • Use blocks for movement in different directions; • Create short sets of sequenced instructions.	• Draw lines of different lengths using the fd command. • Move blocks into the Scripts Area. • Snap blocks together to combine commands.	• Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch)	• Write a program which accomplishes a specific goal. • Create a program that includes a logical sequence. • Debug a program they have written.	• Move and edit blocks as part of an algorithm.	• Select appropriate characters to match a scene. • Animate characters with movement and speech in a story scene. • Use broadcast and receive blocks correctly in code. • Use show and hide blocks correctly in code.
Online Safety Online Safety Online Safety	• Type their name on a piece of work they have created; • Open a web browser; • Recall some of the SMART rules for Internet safety;	• Know what 'digital footprint' means; • Know that people can use the information they put online;	• Recognise cyberbullying; • Identify a safe person to tell if they encounter cyberbullying; • Know that cyberbullying can	• Define cyberbullying; • Know how to respond to a hurtful message or comment online;	• Identify a spam email; • Explain what to do with spam email; • Understand why they should cite a source;	• Say what bullying and cyberbullying are; • Say how people should deal with cyberbullying;

Online Safety Online Safety Online Safety	• Know who to tell if someone online asks for personal information; • Understand why email is a good way to communicate.	• Know that a digital footprint contains information about a person; • Identify keywords that will give good search results; • Use a website to search for information; • Begin to identify possible dangers online; • Identify websites suitable for their age; • Know when to ask an adult for advice about accessing a website; • Know what to do if a website makes them uncomfortable; • Talk about what people might want to know about a website; • Give their opinion about a website; • Say what they like and dislike about a website; • Begin to consider who a website could be aimed at; • Identify unkind online behaviour; • Know what to do if they think someone is	happen via a range of devices; • Identify adverts online; • Identify a targeted advert; • Explore how companies use websites to promote products; • Create a strong password; • Explain why a strong password is important; • Explain what privacy settings are; • Discuss email as a form of communication; • Identify an email that they should not open; • Write an email with an address and subject; • Know how to safely send an email; • Know how to safely receive an email; • Identify online communities they are a part of; • Identify different forms of online communication; • Discuss the positive and negative aspects of online communities;	• Access a trusted search engine; • Understand that different search terms give different results; • Know what plagiarism is; • Identify which information to keep private online; • Explain what digital citizenship is; • Tell someone else at least one way to stay safe online.	• Explain the rules for creating a strong password; • Create a strong password using a set of rules; • Know that not everything they see online is true; • Explain how to stay safe online; • Identify unsafe online behaviour.	• Understand why I should ask an adult if I am unsure; • Identify warning signs that a website might not be secure; • Identify personal information; • Explain what to do if I am asked or told something online which makes me uncomfortable; • Explain some of the dangers of revealing personal information to an online friend; • Choose an appropriate action online to stay safe; • Identify a situation I should be careful in online; • Understand how a stereotype can be harmful.
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		being unkind to them online; • Know how to safely search for information online; • Choose appropriate websites for their age.	• Discuss the differences between communication in real life and online; • Discuss what they have learnt about online safety; • Communicate their ideas with a group clearly and listen to others' contributions; • Use what they know about online safety to plan a party using online methods.			
Animation Radio Station Film Making				• Explain what is meant by animation. • Create a series of linked frames that can be played as a short animation. • Control and adjust a time slider to locate a different point in a film clip. • Insert images to create a simple stop-motion animation short film clip. • Evaluate the good and bad points about some animation software.	• Record and play their own sounds in recording software • Import an existing sound file into recording software to play • Choose appropriate software for sound recording • Plan and record a radio advert	• Plan and write a script using appropriate software; • Search for relevant information using appropriate websites; • Use a digital video camera (or similar device) to record; • Plan suitable questions to ask an interviewee; • Import video files into video editing software.