



The Echelford Primary School - Computing Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Technology and Internet Searching						
<p>I can use ICT hardware to interact with age appropriate software. e.g educational games, iPads and BeeBots.</p> <p>I know that information can be retrieved from computers.</p> <p>I am beginning to recognise letters on a keyboard.</p> <p>I can use 2simple to create pictures and I am beginning to use my phonic knowledge to type words.</p> <p>I can identify the key parts of a computer. i.e screen, mouse, keyboard.</p> <p>I am beginning to control a mouse to navigate around the screen.</p>	<p>I can recognise common uses of technology in the home and school environment</p> <p>I can save and retrieve learning</p> <p>I can use technology purposefully to create digital content. <i>Using 2simple to create pictures and typing up prewritten writing.</i></p> <p>I can identify different devices that can go on the internet, and separate those that do not. (Beebots, Ipads, Computers)</p> <p>I can recognise letters on a keyboard</p> <p>I can complete a search under the supervision of adults</p>	<p>I can recognise and discuss common uses of technology beyond school (phones, tablets, computers, GPS) and explain how they are used.</p> <p>I can recognise and use special characters on a keyboard e.g full stops, commas</p> <p>I can use the shift key to type special characters and capital letters.</p> <p>I can save and retrieve digital content (e.g shared drive, where is the appropriate place to save? On ipads e.g onedrive and computers)</p> <p>I can select and use the appropriate technology to create digital content (taking photos, filming, voice recording)</p> <p>I can use the internet to</p>	<p>I can understand that computer networks enable the sharing of data and information (student share, onedrive)</p> <p><i>History, Geography and Writing research.</i></p> <p>I can select and use a variety of software to accomplish goals (different apps and programs independently select)</p> <p><i>History, Geography and Writing platforms.</i></p> <p>I am beginning to save and retrieve work from a variety of devices (with less scaffolding)</p> <p><i>History, Geography and Writing and when recording music.</i></p> <p>I can begin to type fluently using more than one finger to type.</p>	<p>I can recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles).</p> <p>I can understand what servers are and how they provide services to a network (student share, onedrive)</p> <p>I can select and use a variety of software on a range of digital devices</p> <p>With support, I can select, use and combine a variety of software on a range of digital devices to accomplish a specific goal. (adding sound to a video, editing a photo, putting their name on a photo)</p> <p>I can type more fluently using more than one</p>	<p>I am learning to use the internet to allow me to share data with another person (email, onedrive, seesaw, google classroom)</p> <p>I am learning to select appropriate software or apps to use for a given task.</p> <p>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (animation, films, PowerPoints)</p> <p>I can upload and download to and from different devices to appropriate places</p>	<p>I can understand how computers are able to communicate and share information</p> <p>I can use and combine services on the internet to share information</p> <p>I can independently select and use more than once piece of software to complete a task</p> <p>I can use data to analyse and present data and information (graphs and data in excel)</p> <p>I can use strategies to check the reliability of information, e.g. cross checking with books/other websites</p> <p>I can use my knowledge of domain names to aid their judgment of the</p>

		<p>make simple searches and know how to click on the links to navigate to the websites (independently or with adult guidance)</p> <p>I can identify obviously false information in a variety of contexts (on the internet or used in their learning)</p>	<p>(Computer)</p> <p><i>History, Geography and Writing and when reasoning in Maths.</i></p> <p>I can use the shift key to select special characters</p> <p><i>History, Geography and Writing and when reasoning in Maths.</i></p> <p>I can arrange clips to make a short film that conveys meaning. (imovie, animations)</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p> <p>I can select text and change its appearance, font size, bold, italic, underline and use keyboard shortcuts where appropriate.</p> <p><i>History, Geography and Writing and when reasoning in Maths.</i></p> <p>I can use simple search techniques with guidance.</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p> <p>I can recognise that some sources are more reliable than others, stating which sources</p>	<p>finger to type (Computer)</p> <p>I can select and use all special characters that involve the shift key independently</p> <p>I can upload and download to and from multiple devices</p> <p>I can understand how results are selected and ranked by search engines</p> <p>I can use a search engine to find a range of media, e.g. images, text.</p> <p>I can talk about the reliability of information on the internet, e.g. the difference between fact and opinion.</p>	<p>independently.</p> <p>I can type with increasing fluency, using the correct fingers where appropriate.</p> <p>I can trim, arrange and edit audio levels of video to improve the quality of their outcome.</p> <p>I can add titles, credits, transitions, special effects to a video</p> <p>Create presentations using sound, text and images combined</p> <p>I am learning to use more advanced features when searching online including quotations and cite the website where appropriate</p>	<p>validity of websites</p> <p>I can type with increasing fluency and speed, using the correct fingers where appropriate.</p> <p>I can trim, arrange and edit audio levels of video to improve the quality of their outcome suitable for the audience.</p> <p>I can add titles, credits, transitions, special effects when creating a movie appropriately. (using dramatic music for effect, applause at the end etc.)</p> <p>I can create presentations using sound, text and images combined including transitions and timings.</p>
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			<p>are more reliable and why.</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p> <p>I can use a search engine to find a range of media. e.g images, videos</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p>			
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E-Safety

<p>I know to always ask an adult for help if I am unsure about something.</p>	<p>I can identify what things count as personal information.</p> <p>I can understand where to go for help and support when I see something I don't like when using technology.</p>	<p>I can understand and discuss how to keep personal information private when I am online.</p> <p>I can consider other people's feelings on the internet and can explain why this is important.</p> <p>I can identify what to do when there are concerns about content or contact when using technology.</p>	<p>I can use technology safely and respectfully, keeping personal information private.</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p> <p>I can understand the difference between unacceptable and acceptable behaviour when using technology</p> <p><i>When conducting research, planning or general inspiration across all subjects.</i></p>	<p>I can understand that communication online may be seen by others</p> <p>I understand where to go for help and support with concerns about content or contact on the internet and other online technologies.</p> <p>I can make judgments in order to stay safe, whilst communicating with others online.</p> <p>I can identify dangers when presented with scenarios, social networking profiles, etc.</p> <p>I can articulate examples of 'good' and 'bad'</p>	<p>I am learning to understand how I choose my online content for my age group</p> <p>I can articulate what constitutes good behaviour online and judge when to answer a question online and when not to.</p> <p>I can be a good online citizen and friend, not a 'digital bystander'.</p>	<p>I can understand how to protect my computer or device from harm on the internet</p> <p>I can discuss scenarios involving online risk.</p> <p>I can demonstrate good behaviour online, not be a digital bystander and report concerns about content and contact in and out of school</p>
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				behaviour online.		
Programming						
<p>I can program a BeeBot to move in desired directions using the keypad.</p>	<p>I can predict the behaviour of simple programs</p> <p>I can understand what the word algorithm means and how they are implemented on digital devices</p>	<p>I can use logical reasoning to predict what actions will occur in a simple program.</p> <p>I can create and debug simple programs, including basic movement, using Scratch and other coding programs</p> <p>I can debug simple programs in Scratch by using logical reasoning to predict the actions instructed by the code and trying different ways to amend the code.</p>	<p>I can design, write and debug programs that control or simulate virtual events</p> <p>I can use logical reasoning to explain how some simple algorithms work</p> <p>I can use logical reasoning to predict the behaviour of programs.</p>	<p>I can use logical reasoning to predict the behaviour of programs</p> <p>I am learning to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>I am learning to use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>I am learning to design, input and test an increasingly complex set of instructions to a program or a device</p> <p>I am learning to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>I am learning to design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated</p> <p>I am learning to design, write and test simple programs with opportunities for selection where a particular result will happen based on action or situations controlled by the user.</p> <p>I am learning to use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency</p>	<p>I can combine software and hardware to solve real life problems</p> <p>I can break code up into related instructions, making debugging easier and quicker</p> <p>I can store and retrieve variables in a program</p> <p>I can use loops, variable and IF statements to alter the way my program runs</p> <p>I can use logical thinking to identify and solve potential bugs during coding</p> <p>I can embed photos, hyperlinks and videos into posts.</p> <p>I can use logical reasoning to predict the behaviour of increasingly complex programs.</p>

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