

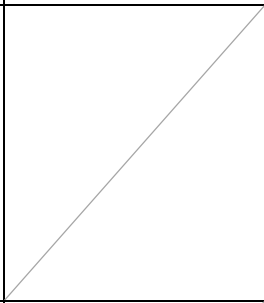
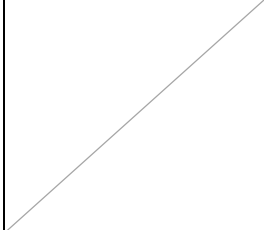
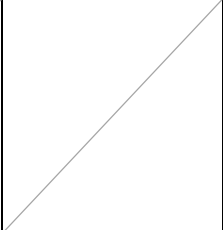
## Computing Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Computer Science</b> - the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems</p>	<ul style="list-style-type: none"> <li>Explore using algorithms using <b>Bee Bots</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices.</li> <li>Create simple programs</li> </ul> <p><i>Bee Bots</i></p> <p><i>Purple Mash Coding – Chimp level</i></p>	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><i>Purple Mash Coding – Chimp level</i></p>	<ul style="list-style-type: none"> <li>Design and write programs that accomplish specific goals.</li> <li>Work with various forms of input and output</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> </ul> <p><i>Purple Mash Coding – Gibbon level</i></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><i>Purple Mash Coding – Gibbon level</i></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><i>Purple Mash Coding – Gorilla level</i></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>Children should be able to independently carry out activities.</p> <p><i>Purple Mash Coding – Gorilla level</i></p>
<p><b>Information Technology</b> - the creative and productive use and application of computer systems, hardware and software</p>	<ul style="list-style-type: none"> <li>Know how to operate simple equipment</li> <li>Show interest in technological toys with knobs or pulleys, or real objects.</li> <li>To show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound,</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, store, and retrieve digital content</li> </ul> <p><i>Use the software section to support this.</i></p>	<ul style="list-style-type: none"> <li>Use technology purposefully to organise, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ul> <p><i>Use the software section to support this.</i></p>	<ul style="list-style-type: none"> <li>Use search technologies effectively.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a</li> </ul>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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,</li> </ul> <p><i>Use the software section to support this.</i></p>

	<p>movements or new images.</p> <ul style="list-style-type: none"> <li>• Know that information can be retrieved from computers.</li> <li>• Complete a simple program on a computer.</li> <li>• To interact with age appropriate computer software.</li> <li>• Recognise that a range of technology is used in places such as homes and schools.</li> <li>• Select and use technology for particular purposes.</li> </ul>			<p>accomplish given goals, and present information.</p> <p><i>Use the software section to support this.</i></p>	<p>range of programs, systems and content that accomplish given goals, including collecting, and presenting data and information</p> <p><i>Use the software section to support this.</i></p>	<p>goals, including, analysing and evaluating data and information.</p> <p><i>Use the software section to support this.</i></p>	
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<p><b>Digital Literacy</b> - the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.</p>		<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help</li> <li>• Using a website – E safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>• Navigate the web and complete simple searches – E safety</li> <li>• Web searches at home may be different to school – restriction.</li> <li>• Email (purple mash) (keeping information private, safe people to email/open email from) E safety.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; identify a range of ways to report concerns about content and contact</li> <li>• Email/communication (blogs) – E Safety</li> <li>• Web searches at home may be different to school – restriction.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</li> <li>• E Safety: use of social media - Facebook, Twitter etc. keeping children safe (personal information/photos, others information, trusted people etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• E Safety: use of social media - Facebook, Twitter etc. keeping children safe (personal information/photos, others information, trusted people etc.)</li> <li>• Web searches at home may be different to school – restriction.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• E Safety: use of social media - Facebook, Twitter etc. keeping children safe (personal information/photos, others information, trusted people etc.)</li> </ul>
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There is an expectation that children are to learn how operate laptops and tables and to use a variety of software on the computers to help better prepare them for the future. You may find you already use some of these through other subjects. Computing is not only about coding.

<p><b>General skills and hardware knowledge</b></p>	<ul style="list-style-type: none"> <li>• Open and close programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Turning computers on/shutting down</li> <li>• How to log on and using passwords</li> <li>• Double clicking to open programmes</li> <li>• Closing programs by the cross</li> </ul>	<ul style="list-style-type: none"> <li>• Saving documents into child share</li> </ul>	<ul style="list-style-type: none"> <li>• Opening documents from child share independently</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previous skills regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between hardware and software (focus on hardware)</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between hardware and software (<i>ready for work in year 7</i>)</li> </ul>
<p><b>Digital images (photos, paint, animation)</b></p>	<ul style="list-style-type: none"> <li>• Creating pictures in paint changing colours</li> <li>• Take own photos</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package</li> <li>• Save picture</li> <li>• Taking own photos – look at pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea</li> </ul>	<ul style="list-style-type: none"> <li>• Make a short film / animation from images (still and / or moving) that they have sourced, captured or created (<i>There are activities on purple mash</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a short film / animation from images (still and / or moving) that they have sourced, captured or created (<i>There are activities on purple mash</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use images that they have sourced / captured / manipulated as part of a bigger project (e.g. presentation)</li> </ul>
<p><b>Word Processing</b></p>		<ul style="list-style-type: none"> <li>• Open own word document – knowing where to find it.</li> <li>Type Names – changing font, colour, size</li> </ul>	<ul style="list-style-type: none"> <li>• Key board skills (knowing the location of different keys.</li> <li>Typing – capital letters, punctuation, enter, space bar etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Using other features on the home tab.</li> </ul>	<ul style="list-style-type: none"> <li>• More extended typing (e.g. published piece)</li> </ul>	<ul style="list-style-type: none"> <li>• Extended typing (published piece) to revisit skills taught and introduce others if needed (e.g. pictures, tables etc.), spell check,</li> </ul>	<ul style="list-style-type: none"> <li>• Extended typing (published piece) to revisit skills taught and introduce others if needed (e.g. pictures, tables etc.), add page numbers,</li> </ul>
<p><b>Publisher</b></p>			<ul style="list-style-type: none"> <li>• Inserting pictures and making changes to it (e.g. size, borders)</li> </ul>	<ul style="list-style-type: none"> <li>• Navigating the page (e.g. size of page)</li> <li>• Inserting text boxes to type</li> </ul>	<ul style="list-style-type: none"> <li>• Inserting Word Art and shapes. Making changes to them (e.g. colour, size, orientation, borders etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Adding text to shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Apply all previous skills to make a document.</li> </ul>

<b>Excel</b>					<ul style="list-style-type: none"> <li>• Inputting data and presentation of it in tables</li> </ul>	<ul style="list-style-type: none"> <li>• Using data to make graphs and charts</li> </ul>	<ul style="list-style-type: none"> <li>• Apply skills already taught</li> </ul>
<b>Power Point</b>			<ul style="list-style-type: none"> <li>• Inserting pictures and adding new slide. Typing in text boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting text/pictures</li> <li>• Adding slide transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Page design/formatting background</li> </ul>	<ul style="list-style-type: none"> <li>• Using animations</li> <li>• Adding hyper links</li> </ul>	<ul style="list-style-type: none"> <li>• Apply skills already taught</li> </ul>

Progression of Vocabulary.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
General	Computer, screen, tab, double, press, tap, on, off, open, close, sound, volume, arrow,	Laptop, tablet, iPad, buttons, keys, keyboard, mouse, turning on, shut down, cross, click, program,	Battery, power, charger, plug, save, folder, child share, app, cursor, start menu,	open, document, file,	Desktop,	Motherboard, CPU, RAM, graphics card, network card, monitor, speakers, keyboard, printer, and mouse.	Internet, World Wide Web, network, server, Local area network (LAN), Wide area network (WAN), router, network cables, wireless, base 10, base 2, binary, bit, byte, decimal, base-10, denary, digit, gigabyte (GB), integer, kilobyte (KB), machine code, megabyte (MB), nibble, switch, terabyte (TB), transistor, variable.
<b>Online safety</b>	Username, password, safe,	E-Safety, Login, logout, username, password, online, safety, internet, personal information, private,	Website, webpage, blog, email, help, support, navigate, web, search, restrictions,	Spoof website, concept map, PEGI rating, report, communication, URL, address, browser,	Computer virus, cookies, copyright, digital footprint, identity theft, malware, phishing, plagiarism, spam, acceptable/unacceptable behaviour,	Smart rules, reputable, encryption, shared image, citations, reference, social media (Facebook, twitter, tiktok etc.)	Screen time, spoof website,
<b>Coding</b> – Linked to purple mash progression	Bee Bot, code, forward, back, left, right, go, stop,	Coding, set of instructions, algorithm, action, background, button, character, code block, code, design, coder, collision detection, command, design mode, input, object, program, properties, scale, stop command, sound, when clicked, when key	Bug, debug/debugging, repeat, timer,  <i>Plus all previous</i>	control, event, it, output, computer simulation, selection, variable,  <i>Plus all previous</i>	alert, get input, if, if/else, object, simulation,  <i>Plus all previous</i>	sequence,  <i>Plus all previous</i>	function, tabs,  <i>Plus all previous</i>

		<i>Plus all previous</i>					
<b>Email</b>			Communication, Email, compose, send, report to the teacher, address book, password	attachment, save to draft, , CC, formatting.			
<b>Digital images (photos, paint, animation)</b>	Paint, picture, brush, move, draw, colour, change, photo, camera, take,	scroll, drag, pencil, size, shape, fill, rubber, load, open, view,	Palette, edit, change, rotate, crop,	Effect, filters, adjustments,	Animation, flipbook, frame, onion skinning, background, play, sound, stop motion, video clip, create,	Animation, flipbook, frame, onion skinning, background, play, sound, stop motion, video clip,	Capture, manipulate, open, find, insert, edit,
<b>Word Processing</b>		Word, type, key board, keys, press, space bar, caps lock, font, colour, size, change, bold, italic, underline,	Capital letters (caps lock, shift and letter), shift, space bar, entre, punctuation keys, back space, delete, arrow, drop down menu,	Home tab, alignment, bullet points, numbers, line spacing, text effects, text highlight,	Revisit all previous	Insert tab, design tab, pictures, table, column, row, shapes, word art, hyper link, layout, page orientation, columns, spell check	Revisit all previous
<b>Publisher</b>			Publisher, insert, pictures, edit, size, rotate, borders, effects, recolour	Zoom in/out, text box, scroll up/down,	Word art, edit, shapes, orientation,	Add, text, format,	Revisit all previous
<b>Excel</b>					Excel, data, input, table, cell, sort, database, field,	Chart, graph, pie, bar, line, x/y axis,	Revisit all previous
<b>Power Point</b>			Power point, insert, slide, picture, image, text box, type,	Format, change, edit, text, pictures, slide transition,	Design, background, slid show, timings,	Animation, hyperlinks,	Revisit all previous