



## Watchfield Primary School Skills Progression

**Subject: Computing**

### Foundation Stage

ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 - Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 06 - Self-Confidence and Self-Awareness Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 15 - Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### e-Safety

- 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 talk about the amount of time I spend using a computer/tablet/game device.
- I am careful with technology devices

#### Programming

- 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.

#### Handling Data

- I can tell you about different kinds of information such as pictures, video, text and sound.

#### Multimedia

- I can move objects on a screen.
- I can create shapes and text on a screen.
- I can use technology to show my learning.

#### Technology in our Lives

- 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.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Basic Skills</b>	<p>I can unlock and lock an iPad.</p> <p>I can load programs/apps with support.</p> <p>I can retrieve my work with support.</p> <p>I can enter text.</p> <p>I can understand how to use the backspace key if I have mistyped or repeated a letter.</p>	<p>I can use the power button to turn devices on and off.</p> <p>I can use upper and lower-case letters.</p> <p>I can use the space bar.</p> <p>I can use the Return key.</p> <p>I can print my work.</p>	<p>I can use a shortcut to swap between apps/programs.</p> <p>I can use a keyboard with more confidence to write my work.</p> <p>I can copy and paste pictures.</p> <p>I can use emojis in my work.</p> <p>I can screenshare my work.</p> <p>I can save and open files on the device I use.</p> <p>I can download files from my teacher.</p>	<p>I can save and open my work and share files with my teacher.</p> <p>I can download, edit and reupload files from my teacher.</p> <p>I can use split screen to view two apps at once.</p> <p>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p> <p>I can copy and paste text and pictures.</p> <p>I can multitask on a device (swiping, pinching, tapping).</p>	<p>I can upload my work for others to see.</p> <p>I know simple shortcuts on devices.</p> <p>I can create a webpage.</p> <p>I can open and close tabs on the internet.</p> <p>I can take notes on an iPad.</p> <p>I can take a screenshot of my work on any device.</p> <p>I can adjust the volume on a device.</p>	<p>I can plan, design and create a functioning webpage, considering its impact on others.</p> <p>I can retrieve my work and share files with my teacher and peers and collaborate online.</p> <p>I can view which apps/programs are currently open and close any which are no longer needed.</p> <p>I can attach work in a message/email.</p> <p>I know which resources I can download and use.</p> <p>I can use shortcuts to punctuate my work.</p> <p>I can mute a device.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>e-Safety</b>	<p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can recognise an age appropriate website.</p> <p>I can agree and follow sensible e-Safety rules.</p> <p>I can talk about how I am using ICT.</p>	<p>I know that not everyone is who they say they are on the Internet.</p> <p>I can talk about why I should go online for a short amount of time.</p> <p>I can describe the things that happen online that I must tell an adult about.</p> <p>I can explain why I need to keep my password and</p>	<p>I can make decisions about whether or not statements or images found on the Internet are likely to be true.</p> <p>I can talk about what makes a secure password and why they are important.</p> <p>I can protect my personal information when I do different things online.</p> <p>I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I can recognise websites and games appropriate for my age.</p> <p>I can make good choices about how long I spend online.</p>	<p>I can choose a secure password and an appropriate screen name when I am using a website.</p> <p>I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I know that anything I share online can be seen by others.</p> <p>I choose websites, apps and games that are appropriate for my age.</p> <p>I can help my friends make good choices about the time they spend online.</p> <p>I can talk about why I need to ask a trusted adult before downloading from the Internet.</p>	<p>I can choose a secure password and screen name.</p> <p>I protect my password and other personal information.</p> <p>I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</p> <p>I know that anything I post online can be seen, used and may affect others.</p> <p>I can talk about the dangers of spending too long online or playing a game.</p> <p>I can discuss the importance of choosing an age-appropriate website, app or game.</p>	<p>I protect my password and other personal information.</p> <p>I can explain the consequence of sharing too much about myself online.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>I can explain the consequences of spending too much time online or on a game.</p> <p>I comment positively and respectfully online and through messages and can explain the consequences (both to myself and to others) of not doing so.</p>

	personal information private.	I ask an adult before downloading files and games from the Internet.  I can post positive comments online.	I comment positively and respectfully online and through messages.	I can explain why I need to protect my computer or device from harm.  I comment positively and respectfully online and through messages.	I protect my computer or device from harm on the internet.
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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Multimedia</b>	I can use technology to create and present my ideas.  I can draw a simple picture.  I can take pictures/videos.  I can be aware that digital pictures and video can be saved.	I can add text to pictures/videos.  I can record my voice.  I can combine text, graphics and sound to share my ideas and learning.	I can edit and combine pictures/videos.  I can experiment with sounds on a device.  I can create different effects with different technology.  I can evaluate my work and improve its effectiveness.	I can combine picture/videos/sound to create and atmosphere when presenting to different audiences.  I am confident to explore new media.  I can change the appearance of text to increase its effectiveness.	I can use text, photo, sound and video editing tools to refine my work.  I can use sound files in other applications.  I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.	I can combine a range of media.  I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.  I can confidently identify the potential of unfamiliar technology to increase my creativity.  I can use music software to plan, create and play my own compositions.

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<b>Technology in our lives</b>	I can recognise the ways we use technology in our classroom, my home and the community.  I can begin to identify some of the benefits of using technology.	I can tell you why I use technology in the classroom, my home and community.  I am starting to understand that other people have created information I can use.	I think about whether I can use images that I find online in my own work.  I can talk about the different devices I use and why I use each one.	I can tell you whether a resource I am using is on the Internet, the school network or my own device.  I can talk about the parts of a computer.	I can describe different parts of the internet.  I can describe the ways in which websites advertise their products to me.	I can describe how information is transported on the Internet.  I can select an appropriate tool to communicate and collaborate online.

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<b>Programming</b>	<p>I can understand how many devices respond to commands.</p> <p>I can write an algorithm for an everyday activity.</p> <p>I can give and follow instructions, including turning movements, one at a time.</p> <p>I can write a directional algorithm.</p> <p>I can program a bee bot with directional commands.</p>	<p>I can create a program which uses repetition.</p> <p>I can use selection when programming.</p> <p>I can use the word debug when I correct mistakes in a program.</p> <p>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>I can program a robot or software to do a particular task.</p> <p>I can look at my friend's program and tell you what will happen.</p> <p>I can watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>I can break an open-ended problem up into smaller parts.</p> <p>I can use repeat commands.</p> <p>I can put programming commands into a sequence to achieve a specific outcome.</p> <p>I can use a range of inputs and selection within an algorithm.</p> <p>I keep testing my program and can recognise when I need to debug it.</p> <p>I can create a program using repetition, selection and inputs.</p> <p>I can detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p>I can use an efficient procedure to simplify a program.</p> <p>I can use a sensor to detect a change which can select an action within my program.</p> <p>I know that I need to keep testing my program while I am putting it together.</p> <p>I can use a variety of tools to create a program.</p> <p>I can recognise an error in a program and debug it.</p> <p>I recognise that an algorithm will help me to sequence more complicated programs.</p> <p>I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and DT.</p>	<p>I can simulate control using selection, repetition and variables.</p> <p>I can use variables as a condition for selection.</p> <p>I can design and program a simulation of a physical system.</p> <p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p>I can refine a procedure using repeat commands to improve a program.</p> <p>I can change an input to a program to achieve a different output.</p> <p>I can use 'if' and 'then' commands to select an action.</p> <p>I can talk about how a computer model can provide information about a physical system.</p> <p>I can use logical reasoning to detect and debug mistakes in a program.</p>	<p>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>I can explain and program each of the steps in my algorithm.</p> <p>I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</p> <p>I can recognise when I need to use a variable to achieve a required output.</p> <p>I can use a variable and operators to stop a program.</p> <p>I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>I can use logical reasoning to detect and correct errors in algorithms and programs.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handling Data</b>	<p>I can sort different kinds of information and present it to others.</p> <p>I can add information to a pictograph and talk about what I have found out.</p>	<p>I can make and save a chart or graph using data I collect.</p> <p>I can talk about the data shown in my chart or graph.</p>	<p>I can collect data to help me answer a question.</p> <p>I can add to a database.</p> <p>I can make a branching database.</p>	<p>I can organise data in different ways.</p> <p>I can collect data and identify where it could be inaccurate.</p> <p>I can plan, create and search a database to answer questions.</p> <p>I can choose the best way to present data to my friends.</p>	<p>I can use a spreadsheet and database to collect and record data, choosing an appropriate tool to do so.</p> <p>I can talk about mistakes in data and suggest how it could be checked.</p> <p>I can search a database using different operators to refine my search.</p>	<p>I can select the most effective tool to collect data for my investigation and present it in an appropriate way.</p> <p>I can interpret the data I collect.</p> <p>I can check the data I collect for accuracy and plausibility.</p> <p>I use the skills I have developed to interrogate a database.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Research</b>	I can use links to websites to find information.	I can use given simple commands in a search engine to find information.	<p>I can search a ready-made database to answer questions.</p> <p>I can use search tools to find and use an appropriate website.</p>	<p>I can identify key words to use when searching safely on the World Wide Web.</p> <p>I think about the reliability of information I read on the World Wide Web.</p> <p>I can create a hyperlink to a resource on the World Wide Web.</p>	<p>I can use a search engine to find appropriate information and check tis reliability.</p> <p>I can find out who the information on a webpage belongs to.</p> <p>I can recognise and evaluate different types of information I find on the World Wide Web.</p>	<p>I can check the reliability of a website.</p> <p>I can talk about the way search results are searched and ranked.</p> <p>I can tell you about copyright and acknowledge the sources of information that I find online.</p>