



King Edward Primary School Computing Skills Progression

	Information Technology							
	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
Word Processing	I can explore mark making on a screen, e.g. when using key board to type, or when using a touch screen to draw	<p>I can use mark making to achieve a specific goal, such as using an app to draw something, or using a keyboard to type specific letters/words</p> <p>I can work with an adult to create a form of technology (e.g. picture, video or E-Book), then see the final product on a webpage</p>	I can use more advanced keys, such as the delete button, space bar and enter	<p>I can begin to use more complex keys correctly, such as the space bar only once between words and caps lock/shift where capital letters are needed</p> <p>I can select text and make simple changes including bold, italic and underlined</p> <p>I can copy and paste images and text</p> <p>I can add images alongside text in a word document, program or app where text has been written</p>	<p>I can edit the style and effect of text and images to make documents for engaging and eye-catching. e.g. wordart, borders and shadows</p> <p>I can use cut, copy and paste for a purpose e.g. to quickly duplicate and organise text</p>	<p>I can combine digital images, objects, and text – from different sources – to make a final piece. e.g. posters, documents, eBooks, scripts, leaflets</p> <p>I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</p>	<p>I can apply other useful aspects to my documents such as hyperlinks or imported sounds</p> <p>I can format and organise text or documents to suit a purpose</p>	I can confidently choose the best application to demonstrate my learning, including the range of features learnt
Photo	I can look at photograph and describe what can be seen	<p>I can use a device to take a photograph</p> <p>I can independently choose an application for a purpose, e.g. drawing a picture</p>	Children can use a paint/ drawing app – using tools such as brushes, pens, lines, fill etc. – to create a digital image	I can edit a photo (crop, filter etc)	I can use a range of effects in art programs including brush sizes, repeats, and reflections	I can enhance digital images and photographs using crop, brightness, contrast & resize	I can make a digital photo and use a range of settings to enhance or edit it	I can evaluate and discuss images where effects and filters have been used to enhance the media
E Books		I can listen to an E-Book, of a book I have been read the physical copy of and can see the difference	I can add labels to an image			I can create an eBook with text, images, sound and introducing hyperlinks		
Presentations					I can create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect		<p>I can explore the effects of multimedia (photos, video, and sound) in a presentation or video and show how they can be modified</p> <p>I can develop skills using transitions and hyperlinks to enhance the structure of presentations</p>	I can collect information and media from a range of sources (considering copyright issues) and present it for a specific audience, including the use of sound, images, text, transitions and hyperlinks



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Video		I can use a video camera or camera app on an iPad to record a video	I can record using the camera app (Ipad) and can zoom in during a recording	I can begin to use green screen techniques with support	I can create a green screen clip I can trim and cut film clips and add titles and transitions	I can confidently use green screen adding animated backgrounds	I can create a video – using animation or green screening – for a specific audience, including a range of video editing tools and added sound	I can create videos using a range of media - green screen, animations, film and image
Sound	I can respond to, and therefore show awareness of, when sounds are turned on or off	I am given opportunities to use or work with devices or technology which produce sound (e.g. television, iPad, CD player) and can increase or decrease the volume on a device	I can record my voice and add different sound effects	I can create a musical composition using software	I can create and edit purposeful music compositions using software to create mood or a certain style	I can add music and sound effects to recorded videos	I can add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast	I can add voice over and edit sound clips (volume, pitch, fade, effect)
Data	I can use a simple pictogram or photos to count or organise information	I can collect information e.g. by taking photos or collecting objects	I can collect data on a topic and record it digitally. E.g. pictogram/tally chart	I can sort digital objects into a range of charts e.g. Venn diagrams, carroll diagrams and bar charts using different apps and software	I can input data into a spreadsheet	I can input data into a spreadsheet and export the data in a variety of different ways: charts, bar charts, pie carts etc	I can create and publish my own online questionnaire and analyse the results I can use simple formulae to solve calculations including sum and other statistical function	I can select appropriate data tool I can use the whole data process: generate, process, interpret, store, and present information, before checking for accuracy and plausibility

Computer Science							
F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
I can explore a range of technologies and begin to link them to their uses I can learn to experiment controlling a range of 'toys' using remote controls and do this with purpose and direction	I can program a Bee-bot to move forwards and backwards I can give verbal instructions to make a response happen I can explore how technology has changed over time (e.g. showing different types of phones, books and E-books or devices used for writing and drawing)	I can predict the behaviour of a programmed toy I can write a simple algorithm. e.g. sequence of instructions for a Bee-Bot	I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm I can create a simple program to perform a task I can implement simple algorithms on digital devices	I can produce a simple program that completes a given task I can use repetition (loops) in my coding	I can use conditionals, such as 'IF' statements, to alter the way my programs run I can use simple selection in algorithms	I can use repetition (loops), conditionals ('IF' statements) and selection within a program I can group commands as a procedure (function) to achieve a specific outcome within a program I can use conditions in repetition commands	I can write a program which follows an algorithm to achieve a planned outcome (e.g. a short game) I can create variables to provide a score/trigger an action in a game I can predict the outputs for the steps in an algorithm I can program a floor dobot or similar device
	I can identify if something doesn't work as it should	I can find errors in an existing algorithm	I can debug algorithms	I can debug programs of increasing complexity	I can break programs up into smaller parts	I can solve problems by decomposing them into smaller parts and then use this strategy confidently to debug	Decompose code into sections for effective debugging



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					I can use logical thinking to identify and solve potential bugs during coding	I can evaluate existing algorithms and identify and correct errors through debugging	I can evaluate my work and identify errors and correct them through debugging I can link errors in a program to problems in the original algorithm. bugging
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Digital Literacy/E-Safety							
F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
I can explain that I should always ask a trusted adult when using devices	I can take part in a video chat e.g. with other children from my class, or another whole class I can learn simple online safety rules and how to use classroom technology safely and responsibly	I can describe and demonstrate how to get help from a trusted adult when using devices or the internet I can explain why I should always ask a trusted adult before I share information online I can describe how to behave online in ways that do not upset others and can give examples	I can give examples of bullying behaviour and how it could look online I can discuss how someone can get help about being bullied online, including using a helpline if something makes them feel sad, uncomfortable worried or frightened	I can explain some risks of communicating online with others I can agree sensible e-safety rules for the classroom. know well	I can describe strategies for safe and fun experiences in a range of online social environments, including how to be respectful to others online I can identify some of the different communication tools that people use and identify the positive and negatives of these	I can identify some of the communities in which I am already involved and make positive contributions to a class online-community I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline)	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming) I can demonstrate ways of identifying, reporting or flagging online content – including inappropriate content. or problems for myself, myself and my friends
	I can demonstrate that they know that information can be retrieved from computers	I can use the internet to find things out and can use simple keywords in search engines	I can use keywords in search engines I can explain why some information online may not be true	I can explain what autocomplete is and how to choose the best suggestion I can give reasons why I should only share information with people I choose to and can trust	I can analyse online information and differentiate between 'opinions', 'beliefs' and 'facts'	I can explain why some information I find online may not be honest, accurate or legal (including fake news and misinformation)	I can use search technologies independently and effectively I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')
		I can open a device, programme or app which uses a password/code	I can independently log into a device, programme or app which requires a them to sign in (e.g. using a set a password/code	I can describe simple strategies for creating and keeping passwords private	I can be critical about passwords, ordering them due to strength and think of increasingly strong examples		I can describe simple ways to increase privacy on apps and services that provide privacy settings