

## Progression of Skills: Computing



Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Yr 1 -Painting</b></p> <p><b>Yr 2 - Computer Art</b></p> <p><b>Yr 3 - Drawing and Publishing</b></p> <p><b>Yr 5 - Modelling TinkerCAD</b></p>	<p>I can paint with different colours.</p> <p>I can paint with different brushes.</p> <p>I can create shapes and fill areas.</p> <p>I can make changes to improve my work.</p> <p>I can add text to a painting.</p> <p>I can use a computer program to make a poster.</p>	<p>I can create computer art in Windows paint or another paint programme.</p> <p>I can use a range of tools in a computer program to reproduce a style of art.</p> <p>I can make and edit shapes to create a piece of art.</p> <p>I can change the shade of a colour for effect.</p> <p>I can retrieve a file to edit in a computer program.</p> <p>I can use a range of skills to create a piece of art.</p>	<p>I can draw with different shapes and lines in a simple painting application.</p> <p>I can order and group objects.</p> <p>I can manipulate shapes and lines.</p> <p>I can recognise effective layout.</p> <p>I can combine text and images.</p> <p>I can lay out objects effectively.</p>		<p>I can draw and manipulate simple 3d shapes in Tinker CAD</p> <p>I can add detail to 3d drawings</p> <p>I can create a complex 3d model in TinkerCAD</p> <p>I can add and manipulate 3d models.</p> <p>I can create a 3d model of my own design.</p>	
<b>Programming</b>	<p>I can create instructions using pictures.</p> <p>I can say why it is important to be precise when writing an algorithm.</p>	<p>I can give and follow an algorithm to turn right or left.</p> <p>I can give and follow an algorithm to make</p>	<p>I can create and debug an algorithm using the move, rotate and repeat command using the Turtle application.</p>	<p>I can write or debug a program using scratch.</p> <p>I can use sequence and selection.</p>	<p>I can design and program a character game using scratch 3.0.</p> <p>I can design an original character or backdrop for a game.</p>	<p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>

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<p>I can write instructions to programme a person like a computer.</p> <p>I can programme a beebot to move.</p> <p>I can programme a sequence to make a beebot move.</p> <p>I can debug a beebot.</p> <p>I can describe and use instructions to programme a character in ScratchJr.</p> <p>I can program a character to grow and shrink in ScratchJr</p> <p>I can use instructions to make characters move at different speeds and distances in Scratch Jr.</p> <p>I can use a repeat instruction to make a sequence of instructions run more than once in Scratch Jr.</p>	<p>half and quarter turns.</p> <p>I can give and follow an algorithm using the commands right 90 and left 90.</p> <p>I can give, follow and complete an algorithm.</p> <p>I can use recognised language in an algorithm.</p> <p>I can create, test and debug an algorithm.</p> <p>I can create an algorithm to move or rotate the turtle.</p> <p>I can create an algorithm and use the repeat command.</p> <p>I can create an algorithm and use the repeat and say command.</p>	<p>I can create and debug algorithms using penup and pendown.</p> <p>I can create and debug algorithms that draw regular polygons.</p> <p>I can create and debug algorithms to draw shapes.</p> <p>I can create and debug algorithms to draw patterns.</p> <p>I can create and debug algorithms on a range of coding software.</p>	<p>I can use sequence and repetition in programs by sequencing commands that run and using repetition to create effects.</p> <p>I can work with variables by changing the colour, shape, size and adding extra features to the sprites used in the quiz.</p> <p>I can use sequence and repetition in programs by adding blocks to existing programs and ensuring they run all the effects.</p> <p>I can work with variables by changing backdrops.</p> <p>I can write programs that accomplish specific goals for example: creating a scoring system.</p> <p>I can work with variables by creating a scoring system for a quiz.</p>	<p>I can improve an existing game by adding features or effects to enhance it for example, sounds, speech bubbles and movement.</p> <p>I can use forms of animation to create a new computer game, with a specific purpose or goal.</p> <p>I can make an object move automatically and change its appearance.</p> <p>I can program costume changes for a sprite.</p> <p>I can add point scoring and levels.</p>	<p>I can use coding to create suitable animations to fit the setting when provided with a single backdrop and main characters for a story scene.</p> <p>I can structure and control the timing of events by using coding accurately.</p> <p>I can continue to develop my animation code by using the 'show' and 'hide' blocks, enabling sprites to only become visible in the scene when required.</p> <p>I can sequence events to create a story narrative.</p> <p>I can add voice sounds to enhance an animated story.</p> <p>I can add interactive user features to a scene or story.</p> <p>I can investigate and evaluate the features of programming software</p>
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	<p>I can create programs that play a recorded sound in Scratch Jr.</p> <p>I can create programs with a sequence of linked instructions in Scratch Jr.</p> <p>I can recognise how technology is used beyond school.</p>	<p>I can create an algorithm and add sound.</p> <p>I can create an algorithm and use the green flag to start.</p> <p>I can create an algorithm and use the commands to change the backdrop and add sprites.</p> <p>I can use logical reasoning to predict the behaviour of simple programmes.</p>		<p>I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence.</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms in turtle logo.</p> <p>I can create and debug an algorithm that uses setps to draw shapes in Turtle logo.</p> <p>I can create and debug an algorithm with different colours.</p> <p>I can create and debug an algorithm to fill areas with different colours.</p> <p>I can create and debug an algorithm to produce text.</p>		<p>I can enter commands in a coding language.</p> <p>I can use tools and add features to create an original landscape in Swift Code.</p> <p>I can analyse and deconstruct code to work out its purpose.</p>
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				I can create and debug an algorithm to draw arcs.		
<b>Using and Applying</b>	<p>I can demonstrate a range of basic skills to use a computer and its software.</p> <p>I can type and format text and then save my work.</p> <p>I can open saved work and edit text.</p> <p>I can use shapes to create a specific image.</p> <p>I can open saved work and edit text.</p> <p>I can create text and pictures about a shared theme.</p>	<p>I can use a specific computer skill to reproduce a style of art.</p> <p>I can use a specific computer skill to create and compare styles of art.</p> <p>I can create a presentation using text and images.</p> <p>I can retrieve, edit and organise a presentation.</p> <p>I can create precise instructions for a character on a specific theme in Scratch</p> <p>I can create code for a pair of characters</p>	<p>I can draw or design images and import them into other software.</p> <p>I can research and use appropriate information and images using the Internet.</p> <p>I can use effective design and layout in a presentation.</p> <p>I can present information on a particular subject, including accompanying materials.</p> <p>I can use and combine appropriate software to design, create and present an electronic presentation.</p>	<p>I can design and create an original character using appropriate software.</p> <p>I can use appropriate software to tell a story involving my new cartoon character.</p> <p>I can use other software to create an additional description or other materials linked to my character.</p> <p>I can combine software to present information about my character.</p> <p>I can use appropriate software to design, create and present details of a new cartoon character.</p>	<p>I can use search engines safely and effectively to research ideas.</p> <p>I can use and combine appropriate software to draw and design room plans and other features.</p> <p>I can use and combine software to present information in different ways.</p> <p>I can research and design a new bedroom using appropriate software to create and present the plans.</p>	<p>I can present research on game types to inform planning.</p> <p>I can use Scratch or Swift Code to create a simple game.</p> <p>I can design appropriate advertising materials to launch or promote a product.</p> <p>I can design a new game, using appropriate software to present information and advertise a product launch.</p>

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		<i>involving speech and movement in Scratch .</i>				
<b>Online Safety</b>	<p><i>I can create, name and date my digital creative work.</i></p> <p><i>I can safely search for images online.</i></p> <p><i>I can explain what personal information I need to keep safe.</i></p> <p><i>I can discuss and explain how to communicate safely online.</i></p> <p><i>I can explore how to use email to safely communicate.</i></p> <p><i>I can apply my online safety knowledge to help others make good choices online.</i></p>	<p><i>I can search for information safely online.</i></p> <p><i>I can follow links safely online.</i></p> <p><i>I can use a camera to create safe photos online.</i></p> <p><i>I can use an online blog safely and respectfully.</i></p> <p><i>I can show understanding that the information I put online leaves a digital footprint.</i></p> <p><i>I can use key words in an online search to find out about a topic.</i></p> <p><i>I can rate and review informative websites.</i></p> <p><i>I can recognise whether a website is</i></p>	<p><i>I can explain how to stay safe when communicating online.</i></p> <p><i>I can explain why I need to be responsible online.</i></p> <p><i>I can explain what cyberbullying is and understand how to address it.</i></p> <p><i>I can create strong passwords and understand privacy settings.</i></p> <p><i>I can understand how websites use advertisements to promote products.</i></p> <p><i>I can safely send and receive emails.</i></p> <p><i>I can explore different ways children can communicate online.</i></p>	<p><i>I can identify how a message can hurt someone's feelings.</i></p> <p><i>I can say how I should respond to a hurtful message online.</i></p> <p><i>I can use a search engine accurately.</i></p> <p><i>I can create a safe online profile.</i></p> <p><i>I can explain and discuss the term 'plagiarism' and understand how to avoid it.</i></p> <p><i>I can explain how to be a responsible digital citizen.</i></p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</i></p>	<p><i>I can identify spam emails and know what to do with them.</i></p> <p><i>I can write citations for the websites I use for research.</i></p> <p><i>I can create strong passwords.</i></p> <p><i>I can recognise when, why and how photographs we see online may have been edited.</i></p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</i></p>	<p><i>I can find similarities and differences between in-person and cyberbullying.</i></p> <p><i>I can identify good strategies to deal with cyberbullying.</i></p> <p><i>I can identify secure websites by identifying privacy seals of approval.</i></p> <p><i>I understand the benefits and pitfalls of online relationships.</i></p> <p><i>I can identify information that I should never share.</i></p> <p><i>I can identify how the media play a powerful role in shaping ideas about girls and boys.</i></p> <p><i>I can use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and</i></p>

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		<p>appropriate for children.</p> <p>I can identify kind and unkind behaviour online.</p> <p>I can apply my knowledge of safe and sensible online activities to different situations.</p>	<p>I can explain and discuss with others about online safety to plan a party online.</p>	<p>and contact in the context of creating an online safety character.</p>		<p>contact in the context of creating an online safety quiz.</p>
<b>Word Processing</b>	<p>I can type on a keyboard.</p> <p>I can edit text.</p> <p>I can type symbols and save files.</p> <p>I can select and format text.</p> <p>I can format the font.</p>		<p>I can use basic computer skills to choose effective passwords and to take screenshots.</p> <p>I can change the case of text.</p> <p>I can align text.</p> <p>I can use bullets and numbering.</p> <p>I can use the <i>ctrl/j</i> key.</p> <p>I can insert and format text boxes.</p>	<p>I can format images for a purpose.</p> <p>I can use formatting tools to create an effective layout.</p> <p>I can use the spellcheck tool.</p> <p>I can insert and format a table in a word processing document.</p> <p>I can change a page layout for a purpose.</p> <p>I can create hyperlinks within a word document.</p>		
<b>Computer Skills</b>	<p>I can use a computer mouse or a trackpad.</p>	<p>I can use basic computing skills</p>	<p>I can create a branching story in a</p>	<p>I can describe early forms of animation</p>	<p>I can use software to create my own sounds</p>	<p>I can use appropriate software and other tools</p>

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<p><i>Yr 4 - Animation</i></p>	<p><i>I can switch on and shutdown a computer.</i></p>	<p><i>including creating a folder.</i></p>	<p><i>programme like PowerPoint.</i></p>	<p><i>before computers and how computers have made a difference.</i></p>	<p><i>by recording, editing and playing in a program like Garage Band</i></p>	<p><i>effectively to write a film script.</i></p>
<p><i>Year 5 - Radio Station or Filming and Explaining</i></p>	<p><i>I can save a file.</i>  <i>I can launch an application and manipulate windows.</i></p>	<p><i>I can organise ideas for a presentation.</i>  <i>I can create a simple presentation with text.</i></p>	<p><i>I can create slide templates and organise slides with hyperlinks.</i>  <i>I can add theme, transition and animation to a presentation.</i></p>	<p><i>I can create a short computer animation using one or more moving stick figures on Pivot animator.</i></p>	<p><i>I can combine audio effects to create a radio jingle.</i>  <i>I can research and plan digital content for a radio podcast.</i></p>	<p><i>I can locate and check appropriate digital content, and provide accurate crediting of sources.</i>  <i>I can plan, conduct and import video interviews as part of a short film.</i></p>
<p><i>Yr 6 - Film- making</i></p>	<p><i>I can drag objects.</i>  <i>I can identify and practise my computer skills.</i></p>	<p><i>I can add and format an image.</i>  <i>I can re-order slides and present a presentation.</i>  <i>I can search and print.</i></p>	<p><i>I can use action settings.</i>  <i>I can insert audio and video.</i>  <i>I can evaluate slide layout and make improvements.</i></p>	<p><i>I can create a recorded animation involving a number of moving characters on a background.</i>  <i>I can structure specific timing of animations using a time slider.</i>  <i>I can use a camera to create a short stop s motion animation film.</i>  <i>I can analyse and evaluate software.</i></p>	<p><i>I can use software to create and present digital content for a radio podcast.</i>  <i>I can design and record a persuasive radio advert for a product or service.</i>  <i>I can plan and evaluate audio content.</i> <i>I can record a video using the camera app.</i> <i>I can import my recording into a video editing software.</i>  <i>I can edit my video by clipping where the video starts and ends,</i></p>	<p><i>I can use video editing software to create a short film</i></p>

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					<p><i>I can add voice recording to my video using Movie Maker or Explain Everything</i></p>	
<i>Internet Skills</i>		<p><i>I can search the Internet using one word.</i></p> <p><i>I can search the Internet to find results suitable for children.</i></p> <p><i>I can follow links to another web page.</i></p> <p><i>I can create content for an online blog.</i></p> <p><i>I can post positive comments and responses on a blog.</i></p>	<p><i>I can identify how word order affects search results.</i></p> <p><i>I can explain how searches return results.</i></p> <p><i>I can save and share webpages.</i></p> <p><i>I can identify ways, and investigate how, we communicate online.</i></p> <p><i>I can identify the ways, and investigate how, we communicate online.</i></p>		<p><i>I can evaluate webpages by identifying key features.</i></p> <p><i>I can create a webpage layout in the context of creating a google website.</i></p> <p><i>I can add text to a webpage.</i></p> <p><i>I can add images to a webpage.</i></p> <p><i>I can add hyperlinks into a webpage.</i></p> <p><i>I can publish and share my webpage.</i></p>	<p><i>I can use video editing software to turn a film project into a finished movie and present it.</i></p>
<i>Spreadsheets</i>						<p><i>I can enter data and formulae into a spreadsheet.</i></p> <p><i>I can order and present data based on calculations.</i></p>



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						<p><i>I can add, edit and calculate data.</i></p> <p><i>I can use a spreadsheet to solve problems.</i></p> <p><i>I can plan and calculate a spending budget.</i></p> <p><i>I can design a spreadsheet for a specific purpose.</i></p>
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