

Pevensey and Westham CE Primary School



PROGRESSION IN COMPUTING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy	I can identify what good behaviour looks like online.	I can know what to do when I am worried about something online.	I can know what to do if I am bullied online, or if I see someone being bullied.	I can learn the impact online communications can have on others.	I can understand how our emotions can change during different situations.	I can learn how to gather evidence of, and report, cyberbullying.
		I can learn how much information we should share in an online profile.	I can know how the amount I share can change in different situations.	I can recognise that people have an online identity.	I can understand how profiles can be changed.	I can understand peer pressure online.
	I can learn how to communicate online.	I can share with others safely online.	I can learn how to be respectful to others online.	I can understand how people can change their image online so that it might not be true.	I can know how communicating on different apps can make us feel.	I can learn when and when not to reply to messages online.
	I can understand what personal information is.	I can understand what information should be kept private.	I can learn about why others might try to get us to give them our personal information.	I can know how to control what personal information we share.	I can explore how others try to persuade us to give them our personal information.	
	I can understand online safety rules.	I can understand that not all information online is true.	I can learn why we need to manage how much time we spend online.	I can understand the difference between facts, opinions and beliefs.	I can learn how some websites can be more trustworthy than others.	I can understand why there are age restrictions on popular websites.
	I can learn how to keep personal information secure.		I can understand the importance of an effective password.			I can create a secure password.
		I can understand that we need permission to use other people's work online.		I can understand image copyright and ownership.		I can understand key vocabulary about copyright and ownership.



PROGRESSION IN COMPUTING

Information Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can log into a computer and access a website.	I can learn how computers are used in the wider world.	I can recognise links between networks and the internet.	I can work collaboratively with others online.	I can learn how to use search engines effectively using keywords.	I can learn how 'big data' can be used to solve a problem or improve efficiency.
	I can develop the control of a mouse/touchpad to meet different purposes.	I can begin to touch type and use keyboard shortcuts.	I can take photographs and record video using digital devices.			I can use hardware to scan QR codes.
	I can understand how to create digital art using an online paint tool.	I can develop word processing skills including altering text.	I can use software to edit and enhance a video.	I can use Google online software for documents, presentations and forms.	I can independently learn how to use 3D software package TinkerCAD.	I can use design software and website software, to design and promote a product.
	I can develop understanding of different software tools.	I can type and reformat text, and add images to a text document.	I can add music, sound, text on screen, and transition effects.	I can design and create a webpage, and create content for it.	I can use logical thinking to explore software more independently, making predictions based on previous experience.	I can create and edit videos adding multiple elements (music, sound, voiceover, text and transitions).
	I can represent data in tables, charts and pictograms.		I can create and interpret charts and graphs to understand data.	I can create shared spreadsheets to explore data.		I can understand how barcodes, QR codes and RFID work.
	I can sort data digitally.		I can sort and filter databases to easily retrieve information.	I can gather data using an online survey.	I can understand how data is collected.	I can create formulas and sorting data within spreadsheets.
	I understand the advantages of sorting data digitally.		I can learn the pros and cons of digital versus paper databases.			I can gather and analyse data in real time.



PROGRESSION IN COMPUTING

Computer Science

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	<i>I can learn how to explore and tinker with hardware to find out how it works.</i>	<i>I can understand what a computer is and that it's made up of different components.</i>	<i>I can identify the key components within a network and how data is transferred (packets).</i>	<i>I can understand the four key strands of computational thinking.</i>	<i>I can learn the difference between ROM and RAM, and how RAM size affects the processing of data..</i>	<i>I can explore how historical figures have contributed to technological advances.</i>
		<i>I can learn how we know that technology is doing what we want it to do via its output.</i>	<i>I can learn about the purpose of routers.</i>		<i>I can recognise that computers transfer data in binary.</i>	
	<i>I can learn how to break down (decomposition) problems to solve unplugged challenges.</i>	<i>I can decompose a game to predict the algorithms used to create it.</i>	<i>I can use decomposition to explore the code behind an animation.</i>	<i>I can use decomposition to understand the purpose of a script of code.</i>	<i>I can decompose animations into a series of images.</i>	<i>I can decompose a program into an algorithm.</i>
	<i>I can use logical reasoning to predict the behaviour of simple programs.</i>	<i>I can learn what abstraction is and the different levels of this.</i>	<i>I can remix existing code.</i>	<i>I can use abstraction to identify the important parts of different activities.</i>	<i>I can predict how software will work based on previous experience.</i>	<i>I can use past experience to help solve new problems.</i>
	<i>I can follow a basic set of instructions (an algorithm).</i>	<i>I can use an algorithm to write a basic computer program.</i>	<i>I can form algorithms independently.</i>	<i>I can create algorithms for a specific purpose.</i>	<i>I can write more complex algorithms for a purpose.</i>	<i>I can write increasingly complex algorithms for a purpose.</i>
	<i>I can assemble and sequence instructions into a simple algorithm.</i>	<i>I can use repetition and loops in programs.</i>	<i>I can incorporate loops within algorithms to make codes more efficient.</i>	<i>I can include variables in programed code.</i>	<i>I can begin to use nested loops (loops within loops).</i>	<i>I can use and adapt nested loops.</i>
	<i>I can program a Bee-bot to follow a planned route.</i>	<i>I can program a simple animation Scratch Jr).</i>	<i>I can program an animation (Scratch).</i>	<i>I can code a simple game.</i>	<i>I can program an animation.</i>	<i>I can program using the language of Python.</i>
	<i>I can learn to debug instructions when things go wrong.</i>	<i>I can use logical thinking to explore software, and predict/test what it does.</i>	<i>I can be more systematic in debugging code and justify what is wrong.</i>	<i>I can use abstraction and pattern recognition to modify a code.</i>	<i>I can debug my own code.</i>	<i>I can debug quickly and effectively to make a program more efficient.</i>