Brentfield Primary School
Children of Today, Champions for Tomorrow

Progression of Skills

Subject: Computing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coding	Completes a simple program on a computer.	To be able to explain the word algorithm. To be able to control motion by specifying the number of steps to travel, direction and turn. To be able to specify user inputs (such as clicks) to control events To be able to create a simple algorithm, specifying its nature e.g. a single event or a loop. To be able to control sprites, their size and shape and how to set the pen down. To debug simple programs.	To be able to explain the word algorithm. To be able to show and hide objects and change the features of an object To be able to select sounds and control when they are heard and their duration. To be able to control motion by specifying the number of steps to travel, direction and turn. To be able to specify user inputs (such as clicks) to control events. To debug simple programs.	To be able to give an example of an algorithm. To be able to design, write and debug their own program. To be able to set the appearance of objects using a sequence or repetition. To create appropriate operations within a task through choosing and using the correct coding blocks. To be able to create and edit sounds. Control when they are heard, their duration and rests. To be able to create conditions for actions by waiting for a user input (such as response to questions like: What is your name?) To use the Reporter Operators () + () () – () () * () () / ()	To be able to design, write and debug their own program. To be able to set the appearance of objects, using sequences and repetition. To create appropriate operations within a task through choosing and using the correct coding blocks. To be able to create and edit sounds. Control when they are heard, their volume, duration and rests. To be able to use IF THEN conditions to control events or objects. To be able to create conditions with trigger actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or line or responses to questions) To use the Reporter Operators () + () () – () () * ()	To be able to design and write their own program debugging through the use of logical reasoning. To be able to use IF THEN ELSE conditions to control events or objects. To be able to set events to control other events by 'broadcasting' information as a trigger. To be able to change the position of objects between screen layers (send to back, bring to front) To be able to use a range of sensing tools (including proximity, user inputs, loudness, and mouse positions) to control events or actions. To be able to combine the use of pens with movement to create an interesting effect. To be able to specify screen coordinates to control movement. To use the Boolean operators to create a set of variables.	To be able to design and write their own program debugging through the use of logical reasoning. To be able to use IF THEN ELSE conditions to control events or objects. To be able to set events to control other events by 'broadcasting' information as a trigger. To be able to use lists to create a set of variables. To use the Reporter Operators () + () () – () () * () () / () To be able to set IF conditions for movements. Specify types of rotation giving number of degrees. To be able to Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Pick Random () to () Join () () Letter () ()

					() / ()	() < () () – () () > () () and () () or () Not ()	Length of () () mod () This reports the remainder after a division calculation Round () () of ()
Using Technology to Communicate	Recognise that a range of technology is used at home and in school. Selects and uses technology for particular purposes. Use computing devices to interact with age-appropriate applications	To be able to log in using a specific username and password. To be able to copy and paste pictures. To be able to use a range of applications and devices in order to communicate ideas and work.	To be able to log in using a specific username and password. To be able to copy and paste pictures into documents. To be able to use a range of applications and devices in order to communicate ideas, work and messages. To be able to recognise technology used outside of school.	To be able to use a range of devices in order to communicate ideas or work. To be able to copy, save and insert pictures into a document. To be able to use some of the advanced features on a range of applications and devices. To be able to recognise input and out devices.	To be able to use the advanced features on a range of devices to communicate ideas, work or messages. To be able to use some of the advanced features on a range of applications to communicate ideas, work or messages.	To be able to use suitable applications and devices for the purpose of communication. To be able to use the advanced features on applications in order to create high quality, professional or efficient content.	To be able to use suitable applications and devices for the purpose of communication. To be able to use many of the advanced features in order to create high quality, professional or efficient content.
Using technology to connect (including online safety)	Use a simple application on a computer or mobile device. Selects and uses technology for particular purposes.	To understand online risks. To be able to create an example of a social media profile for a fictional character. To know what to do when upsetting content is seen online or unwanted pop ups appear.	To understand online risks. To be able to create their own social media profile, understanding online risks and the age rules for sites. To know what to do when upsetting content is seen online or unwanted pop ups appear.	To be able to give examples of risks posed by online communications. To understand that hurtful or offensive comments made online can be the same as bullying. To know where to go to for help when issues arise or upsetting content is seen online, both at school and at home. To be able to understand the term 'copyright'. To understand how online services work.	To be able to give examples of risks posed by online communications. To understand that hurtful or offensive comments made online can be the same as bullying. To know where to go to for help when issues arise or upsetting content is seen online, both at school and at home. To be able to understand the term 'copyright'. To be able to create and contribute to blogs that are moderated by teachers.	To understand the effect of online comments and to be able to show responsibility and sensitivity when online. To know where to go to for help when issues arise or upsetting content is seen online, both at school and at home. To understand it is illegal to download copyrighted material, including music or games without express written permission from the copyright holder. To understand how simple networks are set up and used.	To understand the effect of online comments and to be able to show responsibility and sensitivity when online. To understand it is illegal to download copyrighted material, including music or games without express written permission from the copyright holder. To be able to give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

					To be able to collaborate with others online via sites approved and moderated by teachers.		
Using Technology to collect	Create simple representations of events, people and objects. Selects and uses technology for particular purposes.	To use simple databases to record information in areas across the curriculum. To use pictographs and simple bar charts to record information in areas across the curriculum.	To use simple databases to record information in areas across the curriculum. To use simple bar charts and classification keys to record information in areas across the curriculum.	To be able to construct databases using applications designed for this purpose in areas across the curriculum. To be able to construct Online surveys using applications designed for this purpose in areas across the curriculum.	To be able to construct bar charts or scatter graphs using applications designed for this purpose in areas across the curriculum.	To be able to select appropriate applications to construct and present data. To be able to select appropriate applications to devise and present data in an effective manner.	To be able to select appropriate applications to construct and present data. To be able to select appropriate applications to devise, construct and manipulate data, presenting it in an effective and professional manner.