

Buckstones Primary School		Progression of Computing Skills				
Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-safety including emails	<p>Check it's for real and protect yourself</p> <p>Think before you share and respect each other (E-Book Smartie Penguin)</p> <p>How to act if find inappropriate content</p>	<p>Send and receive class emails and understand email conduct.</p> <p>Think before you share, protect yourself and be brave.</p> <p>Can I identify kind and unkind behaviour online?</p>	<p>Think before you share and respect others.</p> <p>Understand once an online message has been sent it can't be taken back.</p> <p>How to respond if being asked for personal information.</p> <p>Use email address book.</p> <p>Open and send an attachment.</p> <p>Can I create strong passwords and understand privacy settings?</p>	<p>Social networking sites and gaming sites carry risks.</p> <p>Benefits of a Nickname for online use.</p> <p>Behave appropriately online.</p> <p>Cyber bullying and reporting.</p> <p>Identify when attachments may not be safe.</p> <p>Use cc and bcc. Send work to class teacher.</p>	<p>Understand privacy settings on social media sites.</p> <p>Dangers of communicating on devices such as xbox, PSP, phones.</p> <p>Discuss positive and negative impacts of using IT.</p> <p>Understand they should not publish other people's pictures or tag them on the internet.</p> <p>Do they know content put online is extremely difficult to remove?</p> <p>Create a strong password and realise they need to be regularly</p>	<p>Begin to use and amend their own privacy settings to keep themselves safe.</p> <p>Can they understand that some malicious adults may use various techniques to make contact and elicit personal information?</p> <p>Understand dangers of chatting/meeting up with online 'friends'.</p> <p>Can they understand the term peer pressure and how powerful the emotion of 'feeling left out' can be?</p> <p>Can they explain</p>

					<p>updated.</p> <p>Know where they can access support regarding online incidents.</p>	<p>why people may publish content on the internet that is not accurate?</p> <p>Can they identify and recognise the potential risks of scamming and phishing?</p> <p>Do they understand the concept of being a good digital citizen?</p> <p>Can they access support surrounding incidents online?</p>
<p>Communicatin g/Presentatio n</p>	<p>The difference between e-books and story books.</p> <p>3D Paint Program</p> <p>Add animation. Add sound. Add background through copying and pasting</p>	<p>Know digital content can be represented in many forms. Add clip art. Add photos.</p> <p>Structure information into a table.</p> <p>Manipulate and present digital</p>	<p>Use a publishing tool to create a poster or a leaflet.</p> <p>Sequence short pieces of music using pre-recorded sounds</p>	<p>Create a presentation using powerpoint. Adding transitions. Insert sound recordings.</p> <p>Choose and insert images. Animation frames. Onion skin tool. Add backgrounds and sounds.</p>	<p>Plan a storyboard for a video or animation. Create, edit and refine.</p> <p>Incorporate filming techniques, sound effects, music.</p>	<p>Create a non- linear presentation. Make quizzes with different question types.</p> <p>Make a quiz that requires a player to search a database.</p> <p>Create a multimedia presentation. Confidently use text</p>

	Share ebooks with class.	content and information.(Purple Mash -Binary Tree).		Stop Motion animation. Create an extended piece of music using pre-recorded sample for specific audience and evaluate.		formatting tools. Explore the menu bar and experiment with images. Presentation to include: Sound, animation, video, buttons to navigate. Consider design principles, make independent choices about the best media to use considering needs of the audience and the impact the presentation will have.
Algorithms and Programs	Plan a journey for a programmable toy Create a series of instructions to move around a course Know that commands affect	Use floor turtles to explore $\frac{1}{4}$, $\frac{1}{2}$ and full turn and sequencing of instructions Explore screen objects to input sequences and draw shapes	Write a simple program putting commands into a sequence to achieve a specific outcome. Give a set of instructions to follow and predict what will happen.	Design/write a simple program to achieve a specific goal. Create variables and If/Else statements. Debug a program	Design/write a program to achieve a specific goal. Simulate a physical system. Introduce variables. Create and improve a game	Design and write a more complex program. Introduce functions. Introduce variables. Use flow charts to test and debug a program.

	<p>algorithms.</p> <p>Create and debug a simple program.</p> <p>Use event, object and action code blocks</p>	<p>Understand the screen objects can be directed through the use of text.</p> <p>Use repeat and timer commands.</p> <p>Debug a program.</p>	<p>Keep testing a program and recognise when it needs to be debugged.</p> <p>Use variables to create an effect.</p> <p>Explore simulations and discuss benefits.</p>	<p>Make a control simulation.</p> <p>To understand decomposition and abstraction.</p> <p>Explore some simulations and evaluate them</p>	<p>Plan a game. Create a game environment and quest.</p> <p>Evaluate their own and others' game.</p> <p>Design a program which interacts with external controllers. Design a building for a purpose.</p> <p>Print a design as a 2D net.</p> <p>Explore possibilities of 3D printing.</p>	<p>Create and improve a game.</p>
Data retrieving and organising	<p>Using Search Engine and creating a picture collage from data retrieved</p>	<p>Create graphs from data collected</p> <p>Use a database (child friendly version) and use search tools</p>	<p>Input data into a prepared database.</p> <p>Sort and search a database to answer simple questions.</p> <p>Create a graph from a database.</p> <p>Use a database to classify</p>	<p>Explain what a spreadsheet is.</p> <p>Use terms cells, rows and columns.</p> <p>Enter data to create a graph.</p>	<p>Use a spreadsheet to:</p> <p>Convert unit of measurements; model a real-life problem; plan a cake sale; use the count tool to answer hypotheses; create simple formulae.</p>	<p>Use spreadsheets in a real-life situation to investigate probability, calculate discounts/final e.g. prices in a sale.</p>

			information and present findings.			
Using technology – reinforce across the curriculum.	<p>Use keyboard skills to type in simple usernames and passwords.</p> <p>Launch appropriate programmes to task.</p> <p>Open and close a piece of equipment safely.</p> <p>Explore technology in a range of jobs and look at the purposes of their uses and why they are needed for a variety of roles.</p>	<p>Save work to a folder and retrieve it when needed</p> <p>Understand how to edit and copy information.</p> <p>Capture a digital image, retrieve and manipulate.</p>	<p>Use technology to suit a particular purpose.</p> <p>Navigate the internet.</p> <p>Find relevant information by browsing a menu.</p> <p>Search by keyword, using a child friendly search engine.</p>	<p>Know what a browser is and use it to navigate a variety of programs.</p> <p>Use tabbed browsing to open 2 or more web pages at the same time.</p> <p>Use a range of digital devices.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Download a document and save it to a computer or given device.</p> <p>Decide which sections are appropriate to copy and paste from a variety of web pages</p>	<p>Use tabs to make a comparison of a website.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>

Vocabulary	Passwords Search engine Animation Font Sound Effect E-Book File Algorithm Debug Direction	Devices Links Email Digital content Presentation Binary Tree Audience Event Background Action Debug/Debugging	Attachment Address book Media Program Coding Slide Text box Text formatting Slideshow Alert Develop Event Blocks of Command Collision Detection Database Data	Domain Name Search Engine Tabs Browser CC BCC Transition onto the next. Flipbook Frame Vocabulary: iPad, printer, photograph, computer, mouse, keyboard, control, click Spreadsheet Cells	Download Privacy settings Digital footprint Storyboard Prop Camera angle Abstraction Run Function Sequence Physical System Formula	Network Screen grab Internet Influence Manipulation Scams Phishing PEGI BBFC Multimedia Hyperlink Decomposition Tab Developer Get Input This
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*Whilst Computing isn't officially part of the EYFS curriculum, we introduce the children to basic computing skills (such as operating an iPad), throughout the Reception Year. In addition, during the Summer term the Reception children have weekly access to the school computer suite, where they are then introduced to the PCs, including using a mouse and keyboard, to build on these basic skills in preparation for year 1.

EYFS Vocabulary: iPad, printer, photograph, computer, mouse, keyboard, control, click