



Computing Skills Progression

EFYS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (UTW-Technology)</p>	<p>I can log on to a computer independently. I can type simple sentences using the shift key for capital letters. I know and can use the enter and backspace keys. I can use a simple paint program to create images, changing line size and colour and using the shape and fill features independently. I know what an algorithm is I can create simple algorithms using symbols I can debug simple algorithms I know that computers need precise instructions I can recognise and discuss common</p>	<p>I can log on to a computer and various programs independently. I can type passages using the shift key for capital letters and upper punctuation. I know and can use the enter and backspace keys to edit my work. I can use the underline tool. I can copy and paste an image into various programs. I can complete level one of the dance mat typing (BBC) I understand that technology can be controlled by algorithms. I can use logical reasoning to predict the behaviour of simple programs. I can design simple</p>	<p>I can log on to a computer and various programs independently. I can type passages using the shift key for capital letters and upper punctuation. I know and can use the enter and backspace keys to edit my work. I can use the underline, bold, font style, font colour and font size tools. I can copy and paste an image into various programs. I can use the wrap text tool to manipulate an image. I can alter the page layout from portrait to landscape. I can use the alignment tool to alter the</p>	<p>I can type passages using the shift and enter key to start a new line. I know the difference between using the shift and enter key and just using the enter key. I can justify my use of the underline, bold, font style, font colour and font size tools. I can use the wrap text tool to manipulate an image. I can use the alignment tool to alter the presentation of my work. I can use bullet points when creating a list. I can insert and format a text box. I can use the spell check feature in a</p>	<p>I can use keyboard commands to copy and paste an image/text. I can type passages using the shift and enter key to start a new line. I know the difference between using the shift and enter key and just using the enter key. I can justify and evaluate my use of the underline, bold, font style, font colour and font size tools to create work for a specific purpose. I can insert and format a table. I can manipulate the transitions and animations of a presentation appropriately. I can use the spell check feature in a word processing program. I can add hyperlinks to other documents</p>	<p>I can type passages using the shift and enter key to start a new line. I know the difference between using the shift and enter key and just using the enter key. I can justify and evaluate my use of the underline, bold, font style, font colour and font size tools to create work for a specific purpose. I can insert and format a table. I can manipulate the transitions and animations of a presentation appropriately. I can use the spell check feature in a word processing program. I can add hyperlinks to other documents</p>

	<p>uses of technology beyond school I can label the parts of the computer and explain what they do I can use technology purposefully to create different types of digital content. I can use Jit to create pictures, story images and simple animations. I can create and save files in my work area. I know who to go to if something online makes me feel sad or upset. I can explain how other people's identity online can be different to their identity in real life. I know to keep my personal information private.</p>	<p>algorithms using the repeat command. I can identify and debug errors in my own simple algorithms. I can use a simple search engine to find information. I can show awareness for the quality of digital content collected. I know that work which is saved is kept on a network and can be retrieved later. I can save my work using appropriate file names. I can use technology with increasing independence to organise and retrieve digital content. I can choose an appropriate program to create digital content for a specific audience. I can interpret and</p>	<p>presentation of my work. I can complete level two of the dance mat typing (BBC) I can use logical reasoning to predict, create and debug simple algorithms with increasing independence. I can write programs that accomplish specific goals. I can start to understand how a computer network works. I understand that the internet is composed of a range of networks grouped together to form a database. I can create folders within my own workspace and use them to organise my work. I can choose key words when searching the internet in order to</p>	<p>word processing program. I am aware of the various transitions and animations available on presentation programs. I can complete level three of the dance mat typing (BBC) I can use if, then and else statements within my algorithms. I can gather physical data (heartbeat, light, temperature) using various forms of output. I understand how networks and search engines work. I can evaluate the reliability of digital content by cross checking with different websites. Use a prepared spreadsheet to record data, answer questions and</p>	<p>I can use the spell check feature in a word processing program. I can add hyperlinks. I can continue to develop my typing skills. I know that different algorithms exist for the same problem. I can use repetition commands to improve the efficiency of an algorithm. I am able to build multi-level algorithms combining loops, if, then and else statements involving actions and consequences. I can enter formulae, including SUM and AVERAGE, into pre-prepared and self-created spreadsheets to explain the effect of changing variables. I can use the chart</p>	<p>and websites. I can use and edit the header/footer feature of a document. I can continue to develop my typing skills. I can compare text based (logo) and block based (scratch/We-do) programming. I can write an algorithm using variables and loops to govern termination. I can evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions. I can identify and enter the correct formulae into cells and make predictions of the outcome of changing variables.</p>
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		long time.	<p>I can describe some simple ways to build a positive online reputation.</p> <p>I can identify a range of ways to report concerns, both at home and at school.</p> <p>I can identify some online technologies where bullying can take place.</p> <p>I know and can report inappropriate communication online.</p> <p>I can block other users online.</p> <p>I can report a set of rules for positive and safe communication.</p> <p>I understand the risks relating to live streaming and how to protect myself using these programs.</p>	<p>I am starting to understand the meaning of copyright restrictions.</p>	<p>more relevant to that audience.</p> <p>I can justify and evaluate my choice of device and program to complete a given task.</p> <p>I can create and share relevant folders/files on the cloud.</p> <p>I can use various multimedia programs to create, edit and refine video clips for a given purpose.</p>	<p>features from a range of programs to create an overall multi-layered presentation.</p> <p>I have an understanding of copyright and know the implications of breaching this.</p> <p>I can contribute to the year 6 blog, communicating within and beyond school.</p>
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Basic skills

Computer science

Information Technology

Digital literacy