



Our Shared Vision for computing at NB: To create the new generation of digital leaders by developing the knowledge and skills for all pupils in computing by raising the profile of the subject among staff, ensuring a broad and balanced curriculum is in place



Skills Progression Grid: Computing

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Digital Literacy Graphics & Text	I can complete a simple programme on a computer.	Beginning to use ICT to generate ideas for their work. Beginning to use spacebar, backspace, delete, arrow keys, return	Confidently use ICT to generate writing To use Word/ software to process to present short pieces of texts.	Acquire, store and combine images from cameras or internet for a purpose. To use print screen function to capture.	Select certain areas of an image and resize, rotate and invert an image. To edit and adapt images and texts.	To use a variety of audio recording including own and internet clips. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and content including collecting, analysing, evaluating and presenting data and information.	To confidently plan, create, adjust and publish an animation including characters, scenes, camera angles and special effects. To confidently select, use and combine a variety of software (including internet services) on a range of digital devices to design and content including collecting, analysing, evaluating and presenting data
Multimedia Sound and Video	To turn on and off simple sound and video equipment e.g CD player.	Beginning to record sounds on a range of devices. Beginning to record a video effectively.	To confidently record and change sounds recorded. To arrange clips to create a short film.	To create a video for a purpose. To plan, create, trim and edit the video.	Plan, create, improve and edit an animation. To add titles, credits, slide transitions and special effects.	Work independently to create a multi slide presentation that includes speakers' notes. Use transitions and animation to improve the quality of presentation.	Create a storyboard and capture videos for a purpose. Plan for the special effects and transitions. Trim, arrange and edit audio levels to improve quality of outcome.
Computer Science Programming	I can use ICT to interact with age appropriate software. To use technology in play for a specific purpose e.g turning on the microwave to warm food.	Begin to give commands including straight forwards/ backwards/ turn one at a time. Understand what algorithms are; how they are implemented as programs on devices and that programs execute by following precise and unambiguous instructions.	Create and debug simple programmes. Use logical reasoning to predict the behaviour of simple programmes.	Begin to design write and debug programs that accomplish specific goal To solve problems by decomposing them into smaller parts Beginning to use sequence, selection and repetition in programs	To confidently design , write and debug programs that accomplish specific goal To confidently use sequence, selection and repetition in programs To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	To design, write and debug programs that accomplish specific goals; including controlling or stimulating physical systems and solving problems by decomposing them into smaller parts. Use sequence, selection and repetition programs by working with variables and various forms of input and output	To design, write, review and debug programs that accomplish specific goals; including controlling or stimulating physical systems and solving problems by decomposing them into smaller parts. To use logical thinking and reasoning to debug own and peer work. To provide a purpose of thinking. To create a programme by using the skills above.

<p>Data Handling</p>	<p>To be able to order different key events.</p> <p>To tally a choice of interest as a class.</p>	<p>I can talk about the different ways in which information can be shown. I can use technology to collect information, including photos, video and sound. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out.</p>	<p>I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question.</p>	<p>I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data to help me answer a question. I can add to a database. I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected.</p>	<p>I can organise data in different ways. I can collect data and identify where it could be inaccurate. I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends. I can use a data logger to record and share my readings with my friends. I can tell you whether a resource I am using is on the internet, the school network or my own device.</p>	<p>I can use a spread sheet and database to collect and record data. I can choose an appropriate tool to help me collect data. I can present data in an appropriate way. I can search a database using different operators (filters) to refine my search. I can talk about mistakes in data and suggest how it could be checked.</p>	<p>I can plan the process needed to investigate the world around me. I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility. I can interpret the data I collect. I can present the data I collect in an appropriate way. I use the skills I have developed to interrogate a database</p>
<p>Technology in our lives</p>	<p>Shows an interest in technological toys or real objects as such as camera or mobile phones.</p>	<p>I can recognise the way we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits o</p>	<p>I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about the differences between the internet and things in the physical world.</p>	<p>I can save and retrieve work on the internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the internet that contains websites. I can use search tools to find and use an appropriate website. I can think about whether I can use images that I find online in my own work.</p>	<p>I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to are source on the World Wide Web.</p>	<p>can describe different parts of the internet. I can use different online communication tools for different purposes. I can use a search engine to find appropriate information and check its reliability. I can recognise and evaluate different types of information I find on the World Wide Web. I can describe the different parts of a webpage. I can find out who the information on a webpage belongs to.</p>	<p>I can tell you the internet services I need to use for different purposes. I describe how information is transported on the internet. I can select an appropriate tool to communicate and collaborate online. I can talk about the way search results are selected and ranked. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online.</p>
<p>Online Safety <i>(Safer Internet Day – Time For Us Day – Spring 1)</i></p>	<p>To understand the importance of permission from a trusted adult when accessing digital content online at home and in school.</p>	<p>If something happens which makes me feel sad or worried, I know what to do.</p> <p>As a class to come up with rules that will keep me safe online.</p>	<p>I know what I should and should not put online without a trusted adult.</p> <p>I can understand why the content I produce belongs to me.</p> <p>I can create rules which will help me stay safe online a home and in school.</p>	<p>To understand that people can try to make you feel sad, upset or embarrassed online and what you can do if you feel like this.</p> <p>To be able to write for the correct purpose online. To know when it is ok to use ‘text language’ and when it is not.</p>	<p>To recognise when someone is hurt, upset or angry online and what they can do.</p> <p>I can understand the term ‘digital footprint’ and how this may impact me.</p> <p>To understand the importance of personal details and why this should be kept private.</p>	<p>To describe some strategies on the affect of healthy sleep in regards to technology.</p> <p>I can identify online bullying and understand what to do if I/.or someone I know experience this.</p> <p>To create strong passwords and understand the importance of this.</p>	<p>To be confident in using social media safely and appropriately.</p> <p>I can evaluate digital content; explain key concepts including data, information, fact, opinion, valid, reliable and evidence.</p> <p>I can explain and identify why some information online may not be honest.</p>