



Skills Progression Map for Computing

	Digital Literacy	Computing	Computer Science
EYFS	<ul style="list-style-type: none">• Online Safety Curriculum• Recognise technology that is used at home and in school.• Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.	<ul style="list-style-type: none">• Manage a device by correctly closing websites or apps and safely turning on and off. Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).• Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)• Experience simple apps and software and use these to present ideas	<ul style="list-style-type: none">• Pupils give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware• Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.
Year 1	<ul style="list-style-type: none">• Login with minimal support• Be able to type name with correct capitals and lowercase• Begin to understand some 'safety rules'• Share some information with others (simple blog post)• Find information from a 'safe', teacher selected online resource.	<ul style="list-style-type: none">• Use a mouse, finger etc. to select & move items on the screen, assembling or matching objects.• Take a digital picture or video clip, or record a sound.• Use some software to create text, images, animation, graph, sound• Make straight-forward edits of their digital work, to correct or improve it.• Access a resource and then find answers to straight-forward questions.• Recognise and talk about some common uses of IT in the home	<ul style="list-style-type: none">• Give simple instructions to control a device• Produce an accurate set of simple instructions, using trial and error to de-bug and improve / make changes.• Predict the consequences of decisions/choices made.• Use trial and error to produce simple instructions• Understand some basic computing terms and concepts• Name some digital devices that need precise instructions

Year 2	<ul style="list-style-type: none"> • Talk about online safety 'rules' and knows where to go if a problem. • Create and share some information online understands need to be respectful and safe. • Find information from (teacher selected) website resource(s) and knows not all websites 'good to use' 	<ul style="list-style-type: none"> • Use some software to create content for clear purpose, (text, images, animation, graph, sound) • Create and share some information online understands need to be respectful and safe. • Make edits of their digital work using simple editing tools, to both correct and improve it. • Navigate their way within some straight-forward online content to find some specific information. • Create and amend a resource, starting to show a sense of the 'audience'. • Create & store some information and then find answers to straight-forward questions. • Recognise and talk about some common uses of IT at home and school 	<ul style="list-style-type: none"> • Give a set of simple instructions to program (control) a device. • Use trial and error to produce a set of instructions; refine (de-bug) and improve / make changes. • Explain that some electronic devices require precise algorithms to work. • Demonstrate logical 'trial and error' when using a computer simulation or game, and predicts the consequences of decisions/choices made. • Understand some basic computing terms and concepts
Year 3	<ul style="list-style-type: none"> • Talk about key online safety 'rules' and knows where to go / report if a problem • Create and share some information online (blog), understanding need to be respectful and safe. • Find information from (teacher selected) website resource(s) and knows not all websites 'good to use' and explain why 	<ul style="list-style-type: none"> • Use some software to create / assemble digital content for clear purpose, (text, images, animation, graph, sound,) • Make straight-forward edits of their digital work using simple editing tools, to both correct and improve it. • Create and amend a (multi-media) resource that shows a sense of 'audience'. • Navigate their way within online content to find some specific information. • Create & store information in different contexts, and then find answers to straight-forward questions. • Recognise and talk about some common uses of ICT in the world around them 	<ul style="list-style-type: none"> • Demonstrates logical 'trial and error' when using a computer simulation and predicts some consequences of decisions made. • Produce an accurate set of simple code and use trial and error to debug. • Talk about how the sequence of events in some simple instructions (algorithms) or code are 'working'. • Talk about some digital devices beyond school that need precise algorithms to work. • Know some relevant computing terms and concepts.

<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem. 	<ul style="list-style-type: none"> • Use software to create and combine content for meaningful purpose(s). • Edit and amend their digital work using chosen editing tools, to both correct and improve it. • Create and share some information online (email / blog), demonstrating need to be respectful and safe. • Find straight-forward information from (selected) website resource(s) and knows sites can contain, true or false facts, or opinion. • Create and amend a multi-media resource that shows a sense of 'audience'. • Navigate their way within range of online content, to find specific information. • Include content from an online resource within own 'presentation'. • Find answers to straight-forward questions, (a survey or a prepared database or a simple spreadsheet). • Save and retrieve work from electronic folders 	<ul style="list-style-type: none"> • Demonstrate logical choices and prediction when using a computer simulation and can make simple edits to solve a problem. • Produce, debug and edit an accurate sequence of instructions, include use of repeat, to control on-screen objects. • Plan and create a program using decomposition; including variables. • Talk about different types of input options. • Develop and use a wider computing 'vocabulary' relevant to work.
<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> • Talk about key online safety 'rules', knows what may be unacceptable behaviour, and knows where to go / report if a problem • Demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues. • Communicate and collaborate online demonstrating respectful and safe behaviours. 	<ul style="list-style-type: none"> • Use software effectively to create, design and manipulate for purposeful such as DT, art or music projects. • Combine resources from different sources into a presentation, showing sense of intended purpose and 'audience'. • Find specific and valid information using sensible key words / search terms, from online web content • Collect analyse and draw conclusions from data, (survey, database or through manipulating a spreadsheet) • Save and retrieve work from various electronic folders on network (and online environments) 	<ul style="list-style-type: none"> • Test, debug and edit a program that accomplishes a given goal, to solve a problem. • Create an accurate program to accomplish a given goal, including the use of repetition and variables. • Use logical reasoning to deconstruct programs and evaluate their effectiveness. • Use different types of input options and output options. • Understand (simply) computer networks. • Develop and use a wider computing 'vocabulary' in context of task.

Year 6

- Demonstrate 'web-savvy' awareness, from a range of given scenarios, including conduct, contact and content 'risks' and issues.
- Discuss range of eSafety and eSecurity (privacy) issues and knows range of ways to report concerns or inappropriate behaviour.
- Communicate and collaborate online demonstrating respectful and safe behaviours.
- Check the results of web searches (how useful, relevant, reasonable, valid, accurate), and appreciates how search results are selected & ranked.

- Use and edit software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects.
- Combine resources from different sources into a digital presentation, evaluate it showing clearly intended purpose and 'audience'
- Be discerning and find valid information using sensible key words / search terms, from a range of online web content.
- Collect analyse, evaluate and draw conclusions from data, (survey, database or spreadsheet, etc.)
- Save and retrieve work from various electronic folders on network (and online environments)

- Test, debug and edit a program that accomplishes a given goal, to solve a problem and to accomplish specific goals.
- Use logical reasoning to deconstruct programs and evaluate their effectiveness.
- Use different types of input options and output options.
- Understand of computer networks (local, internet services and WWW).
- Developing and using a wider computing 'vocabulary' in context of task.