

Computing – Progression –

Nursery	Reception		
Knowledge Nursery	Knowledge Reception	Trips, visitors and resources Nursery	Trips, visitors and resources Reception
<p><u>Computer Literacy</u></p> <p>be aware that pressing buttons will make a device respond eg remote control toy</p> <p>be aware of the effect of pressing the buttons</p> <p>have experience of a range of IT equipment and software</p> <p>To talk and ask questions about computers, Ipads, apps etc</p> <p>To show an interest in toys with mechanisms/buttons</p> <p>Anticipate repeated sounds, sights, actions, when an adult demonstrates a toy repeatedly</p> <p>To know that computers can be used to find information</p> <p><u>Research</u></p> <p>To explore apps, programs with support</p>	<p><u>Computer Literacy</u></p> <p>be aware that pressing buttons will make a device respond eg computer/IPad</p> <p>be aware that moving the mouse moves the pointer on the screen</p> <p>be aware of the effect of pressing the buttons will make a device do something</p> <p>To talk and ask questions about computers, Ipads, apps etc</p> <p>Shows an interest in/uses technological toys, with pulleys, flaps etc or real objects such as cameras, mobile phones, ipads</p> <p>To know that some computers/tablets need to be logged in to work</p> <p><u>Research</u></p> <p>To explore familiar apps, programs independently/with a small level of support</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Beebots</p> <p>Beebot App</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Beebots</p> <p>Beebot App</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p>
Nursery	Reception		
Skills	Skills		

Computing – Progression –

<p><u>Computer literacy</u></p> <p>To use touch to interact with a tablet/ipad/interactive whiteboard</p> <p><u>Graphics/digital video</u></p> <p>experiment with an art package trying different tools and effects</p> <p><u>Sound</u></p> <p>with support, use computers / iPads / CD players to listen to pre-recorded sound</p> <p><u>Coding</u></p> <p>be aware that many everyday devices respond to commands</p> <p>learn to switch on a programmable toy to activate movement</p> <p>play with remote control toys</p> <p><u>Word Processing\email</u></p> <p>To find recognisable letters on a keyboard and press them when prompted</p>	<p><u>Computer literacy</u></p> <p>use the mouse and the keyboard to explore simple programs</p> <p>talk about what they are doing with IT use appropriate IT vocabulary (touch, tap, press</p> <p>Begin to develop keyboard skills using spacebar, backspace, number pad/keys, letters, shift (IT hardware)</p> <p>To complete a simple program using a computer e.g 2simple, education city</p> <p><u>Graphics/digital video</u></p> <p>be aware that digital pictures and video can be displayed on a computer screen</p> <p>begin to be use an art package as medium to convey their ideas</p> <p>with support, use a digital camera / digital video camera / iPad to take pictures</p> <p><u>Sound</u></p> <p>with support, use computers / iPads / Dictaphones / sound buttons to record and playback sounds eg own voice, others voices experiment with music software</p>		
---	--	--	--

Computing – Progression –

	<p><u>Coding</u></p> <p>begin to follow simple instructions eg playing at robots, country dancing (forward, backward, left, right)</p> <p>play with programmable robots be aware that pressing buttons makes the toy or robot respond</p> <p>complete a simple program on an app</p> <p><u>Word Processing/email</u></p> <p>use the keyboard to enter letters strings</p> <p>begin to use the space bar to break letter strings into groups of letters</p> <p>use the Back Space key to delete use a wordbank or word list to enter text eg to match with pictures</p>		
--	--	--	--

Computing – Progression –

Year 1	Year 2		
Knowledge	Knowledge	Trips, visitors and resources Year 1	Trips, visitors and resources Year 2
<p><u>Computer Literacy</u></p> <p>know that work can be saved and retrieved</p> <p>have experience of a range of IT equipment and software</p> <p>talk about what they are doing with IT</p> <p>To ask questions about how computers 'think' (sequentially)</p> <p>To understand that computers operate using algorithms; as a set of instructions</p> <p>Recognise IT and its uses outside of school</p> <p>To understand who/where to go if they have concerns about content or contact online</p>	<p><u>Computer Literacy</u></p> <p>To understand simple IT vocabulary (save, load, copy, type, etc)</p> <p>have experience of a range of IT equipment and software</p> <p>To answer simple questions about what they are doing by thinking computationally (what will happen if...?)</p> <p>Recognise IT and its uses outside of school and suggest their own ideas</p> <p>To understand who/where to go if they have concerns about content or contact online</p> <p>To understand who they can safely communicate with online</p> <p>To understand that 'storyboards' can be used to support in writing algorithms</p> <p><u>Sound</u></p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Kiddle.co</p> <p>Beebots</p> <p>Beebot App</p> <p>Scratch Jr</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Kiddle.co</p> <p>Beebots</p> <p>Beebot App</p> <p>Scratch Jr</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Google maps</p> <p>Powerpoint</p> <p>Microsoft word</p>

Computing – Progression –

<p>To understand who they can safely communicate with online</p> <p><u>Graphics/digital video</u></p> <p>be aware of a wider range of tools in the art package</p> <p>be aware that digital pictures and video can be saved on a computer</p> <p><u>Sound</u></p> <p>know that sound can be recorded and played back</p> <p><u>Research</u></p> <p>To understand that information can be found using the internet</p>	<p>be aware that sound can be recorded on the computer / iPad as a sound file</p> <p><u>Research</u></p> <p>With support, use apps / programs / websites to find information including simple search engines</p> <p>with support (Favourites file, hyperlinks set up by the teacher) use the Internet / apps to find information for a topic</p>		
<p>Year 1</p>	<p>Year 2</p>		
<p>Skills</p>	<p>Skills</p>		
<p><u>Computer literacy</u></p> <p>To print work using the Print icon with support</p> <p>To find and press alphanumeric keys on the keyboard (inc space/enter)</p> <p>save work with support</p> <p>retrieve work with support</p>	<p><u>Computer literacy</u></p> <p>load programs independently</p> <p>save work independently</p> <p>retrieve work independently</p> <p>plan what they are going to do</p> <p>make simple modifications to their work (edit)</p>		

Computing – Progression –

<p>load programs / apps with support</p> <p><u>Graphics/digital video</u></p> <p>be able to use an art package as medium to convey their ideas</p> <p>use a digital camera or digital video camera to take pictures</p> <p>with support, add captions or sound to digital pictures or video</p> <p><u>Sound</u></p> <p>use computers / iPads / CD players to listen to pre-recorded sound</p> <p>use computers / iPads / Dictaphones / sound buttons to record and playback sounds eg own voice, others voices experiment with music software</p> <p>with support, use music software to experiment, create and play their own compositions</p> <p><u>Coding</u></p> <p>To write simple instructions (algorithms) to be used in a simple application (beebots, Scratch Jr, instruction writing)</p>	<p>Practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar. (BBC touch type dance mat http://play.bbc.co.uk/play/pen/ghdxbnvx7h)</p> <p>describe their work and how they have used ICT</p> <p>To use storyboards to write a set of simple instructions</p> <p><u>Graphics/digital video</u></p> <p>be able to use an art package to create an image (painting, poster etc)</p> <p>use an iPad, digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p>add captions or sound to digital pictures or video</p> <p>with support, be able to do simple manipulation of images using an art package (Photobooth app/word)</p> <p><u>Sound</u></p> <p>use computers / iPads / dictaphones independently to record and playback sounds eg own voice, others voices</p> <p>use music software to experiment, create and play their own compositions</p> <p>with support, evaluate and modify (edit) their own compositions</p>		
---	--	--	--

Computing – Progression –

<p>To find simple errors (debug) in instructions (algorithms) with support</p> <p>Follow simple instructions (eg. Playing robots, dancing, left, right, up, down)</p> <p><u>Word Processing/email</u></p> <p>put text on screen</p> <p>use upper and lower case</p> <p>use the Space bar to leave a space between words</p> <p>use the Enter key to create a new line</p> <p>use the Shift key to make a capital letter</p>	<p><u>Coding</u></p> <p>control a programmable robot/app, with a purpose (defined by either teacher or child) (BeeBot / BeeBot app/ Scratch Jr)</p> <p>understand that , once programmed a programmable robot/app can repeat the same instructions</p> <p>plan and create a sequence of instructions to a move a programmable robot/sprite</p> <p><u>Word Processing/email</u></p> <p>change the font style</p> <p>change the font size</p> <p>change the font colour</p> <p>use the cursor (arrow) keys for simple on screen editing</p> <p>with support, import graphics and add text with support</p> <p>write and send a short letter eg to Santa</p>		
---	---	--	--

Computing – Progression –

Year 3	Year 4		
Knowledge Year 3	Knowledge Year 4	Trips, visitors and resources Year 3	Trips, visitors and resources Year 4
<p><u>Computer Literacy</u></p> <p>be aware that work can be saved in different places eg network, memory stick</p> <p>be aware of folders and, with support, create and name new folders</p> <p>have experience of a range of IT equipment and software</p> <p>use appropriate IT vocabulary</p> <p>To be able to discuss internet safety with adults/peers and discuss given scenarios etc</p> <p><u>Word Processing/email</u></p> <p>know the function of email</p> <p>begin to be aware of email safety rules</p> <p>logon to an email account</p>	<p><u>Computer Literacy</u></p> <p>understand that work can be saved in different places eg network, writeable CD ROM, memory stick</p> <p>understand the use of folders and be able to create and name new folders</p> <p>understand and use the hierarchical file system</p> <p><u>Research</u></p> <p>use simple search tools to find information on the Internet, apps and CD ROMs</p> <p>use the search tools to answer simple questions relevant to an investigation</p> <p><u>Online Safety</u></p> <p>Explain how to use other people’s work respectfully.</p> <p>Know what a citation is.</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Ipads used on visits and trips</p> <p>Beebots</p> <p>Beebot App</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p> <p>Science – beware of the sun posters</p> <p>Education City</p> <p>Using publisher to create a leaflet about wolves from their English work on non-chronological reports.</p> <p>Blogging/coding club</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Ipads used on visits and trips and record into IPAD books</p> <p>Education City</p> <p>2simple – 2 animate</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p> <p>Blogging/coding club</p> <p>Microsoft excel</p> <p>Pivot animator</p> <p>Movie soup</p> <p>I can animate</p> <p>iMovie</p>

Computing – Progression –

<p>logout from an email account</p> <p>use email as a communication tool eg to exchange information with pupils in another school as part local study work</p> <p>be aware of email safety rules</p> <p><u>Coding</u></p> <p>Be aware that Scratch is a 'computer language'</p>	<p>Know how to write a citation.</p> <p>Know why plagiarism is harmful</p> <p>Know which information I shouldn't share online.</p> <p>Know why it is dangerous to share certain information.</p> <p>Know why some websites ask for registration information.</p>		<p>Green screen</p>
<p>Year 3</p>	<p>Year 4</p>		
<p>Skills</p>	<p>Skills</p>		
<p><u>Computer literacy</u></p> <p>print work using the drop down menu</p> <p>make changes to their work (edit)</p> <p>select items and use cut, copy and paste as necessary</p> <p>describe their work and explain what they have done</p> <p><u>Graphics/digital video</u></p> <p>be able to use a wider range of tools within an art package (paintbrush, eraser, eye dropper etc)</p>	<p><u>Computer literacy</u></p> <p>with support, be able to choose an appropriate program to perform a task</p> <p>plan what they are going to do and evaluate the results</p> <p>consolidate keyboard skills -possibly using typing tutor software or word processor</p> <p>have experience of a wide range of IT equipment and software</p> <p>describe their work and explain how and why they have used IT</p>		

Computing – Progression –

<p>do simple manipulation of images using an art package or other software (crop, scale, greyscale etc)</p> <p>use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p><u>Sound</u></p> <p>use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p><u>Coding</u></p> <p>use the repeat/move command eg to create simple commands (Scratch, A.L.E.X)</p> <p>collaborate with peers in order to solve problems in Scratch</p> <p>make decisions and solve problems in Scratch</p> <p>predict the outcome of a Scratch procedure (if I do X my car will turn left)</p> <p>plan, write, evaluate and edit a simple Scratch code for a specific purpose</p> <p><u>Word Processing\email</u></p>	<p>use appropriate IT vocabulary(data, log, information etc)</p> <p><u>Graphics/digital video</u></p> <p>use a wider range of tools within an art package (paintbrush, eraser, eye dropper, crop, filters etc)</p> <p>use green screen to edit a backdrop in a video</p> <p>manipulate images using an art package or other software</p> <p>continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p>create stop motion animation by combining still images</p> <p>make a simple plan/storyboard to sequence an animation</p> <p>review and edit a video project with peers</p> <p>evaluate a video</p> <p><u>Sound</u></p> <p>continue to use sound recorders (microphones, iPads etc) independently to record and</p>		
--	---	--	--

Computing – Progression –

<p>select text and change the font style, size and colour</p>	<p>playback sounds eg own voice, others voices</p>		
<p>select text and use Bold and Underline icons</p>	<p>be able to record and edit sound on the computer</p>		
<p>use the scroll bars to view different parts of the document justify / align text</p>	<p>be able to use the sound files in other applications</p>		
<p>import graphics and add text</p>	<p>use more sophisticate music software to plan, create, edit and play their own compositions</p>		
<p>use print preview</p>	<p>begin to evaluate the suitability of the presentation for the given audience</p>		
<p>with support, logon to an email account</p>	<p>with support, make changes to the presentation to make it more suitable for the audience (edit sound levels in iMovies)</p>		
<p>with support, logout from an email account</p>	<p><u>Coding</u></p>		
<p>compose and send email eg to a pre-arranged partner in another class in the school or in another school</p>	<p>test and modify Scratch procedures</p>		
<p>know that mail can be sent all over the world electronically via computers (email)</p>	<p>solve problems by decomposing into smaller parts.</p>		
<p>with support, send a picture or document as an attachment</p>	<p>use Scratch to make more complex decisions and solve more complex problems</p>		
<p><u>Research</u></p>	<p>plan, write, evaluate and edit a sequence of instructions for a specific purpose</p>		
<p>with support, use simple search tools to find information on apps and</p>			

Computing – Progression –

<p>the Internet eg child friendly Search Engine</p> <p>use a range of sources to find information eg apps, the Internet</p> <p><u>Multimedia</u></p> <p>use a storyboard to edit a sequence of digital pictures or video eg change sequence, add transitions, effects, and sound (iMovie, PowerPoint)</p> <p>with support, be able to create a simple presentation or digital film eg to show year 2 pupils what KS2 is like (iMovie, PowerPoint)</p>	<p>with support, use Scratch to plan, create and run a simple set of instructions</p> <p>work with various forms of input and output</p> <p>create a variable scoring system in a game, counter etc</p> <p>debug a portion of code with support from a friend/teacher</p> <p><u>Word Processing/email</u></p> <p>import graphics (position and align)</p> <p>use the spell checker to check for spelling, grammar</p> <p>use Find, search and replace if appropriate</p> <p>use Page Setup to choose Portrait or Landscape page as appropriate</p> <p>learn how to insert and use a simple table</p> <p>use the Zoom menu to view the whole page</p> <p>collect and enter data into a prepared database or table structure</p>		
---	--	--	--

Year 5	Year 6		
--------	--------	--	--

Computing – Progression –

Knowledge Year 5	Knowledge Year 6	Trips, visitors and resources Year 5	Trips, visitors and resources Year 6
<p><u>Computer Literacy</u></p> <p>have experience and understanding of a range of IT equipment and software</p> <p>begin to be aware that computer viruses can be sent via email</p> <p>begin to be aware of privacy and other issues related to using the Internet</p> <p>to use a search engine to find data/information and to be able to filter unreliable sources using key words</p> <p><u>Word Processing/email</u></p> <p>know that email can be sent or copied to more than one person</p> <p>know that an email can be forwarded to another person</p> <p><u>Coding</u></p> <p>be aware of control applications in everyday life eg automatic doors, robots in car factories, automatic security lights</p>	<p><u>Computer Literacy</u></p> <p>have experience of a range of IT equipment and software including internet and various search engines</p> <p>use appropriate IT vocabulary (query, formula, command, data)</p> <p>To be able to share and discuss internet safety with peers</p> <p><u>Graphics/digital video</u></p> <p>know when it is appropriate to use an art package and when another medium would be more suitable</p> <p><u>Research</u></p> <p>use a more complex search engine to find information on CD ROMs, apps and the Internet</p> <p>check the accuracy of information</p> <p>be aware of privacy and other issues related to using the Internet</p> <p><u>Coding</u></p> <p>know when it would be appropriate to use a control system</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Ipads used on visits and trips</p> <p>Education City</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p> <p>Excel</p> <p>Access</p> <p>Blogging/coding club</p> <p>Times table rockstars</p> <p>Open lab using micro bits</p> <p>Scratch</p> <p>Sketch up – free 3D sketching software</p> <p>Audacity software – radio station.</p>	<p>Mr P IT Training</p> <p>Craig Johnson</p> <p>Class Dojo</p> <p>Ipads used on visits and trips and record into IPAD books</p> <p>Education City</p> <p>2simple</p> <p>Ipads</p> <p>Computer suite</p> <p>Microsoft word</p> <p>Blogging/coding club</p> <p>Excel</p> <p>Access</p> <p>Our School Page – Type up stories and photos for printing in the Evening Chronicle</p> <p>Planetarium day – using coding to control robots</p> <p>Breakfast club 8.30 – English and Maths extra practice</p>

Computing – Progression –

Year 5	Year 6		
Skills	Skills		
<p><u>Computer literacy</u></p> <p>be able to choose an appropriate program to perform a task</p> <p>be able to combine and refine information from various sources.</p> <p>describe and discuss their work and explain how and why they have used IT</p> <p><u>Graphics/digital video</u></p> <p>use a range of tools within an art package to edit video</p> <p>to manipulate images using an art package or other software and think about design choices/effect</p> <p>begin to evaluate when it is appropriate to use an art package and when another medium would be more suitable</p> <p>continue to use an iPad, digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p><u>Sound</u></p>	<p><u>Computer literacy</u></p> <p>be able to choose and combine the use of appropriate IT tools to complete a task</p> <p>describe and discuss their work and explain how and why they have used IT</p> <p><u>Graphics/digital video</u></p> <p>use a wider range of tools within an art package as necessary</p> <p>continue to manipulate images using an art package or other software (Paint.net)</p> <p>continue to use an iPad, digital camera or digital video camera to take appropriate pictures or video for a specific purpose</p> <p><u>Sound</u></p> <p>To know when to use sound recorders (microphones, iPads etc) when appropriate</p> <p>to use more sophisticate music software to plan, create, evaluate, edit and play their own compositions</p>		

Computing – Progression –

<p>use more sophisticated music software to plan, create, evaluate, edit and play their own compositions</p> <p>use a microphone to record their voice</p> <p><u>Coding</u></p> <p>evaluate and edit the set of instructions to make them more efficient</p> <p>create patterns using repeated simple procedures</p> <p>test, modify and improve Scratch code</p> <p>explore the effect of changing a variable within a procedure</p> <p>predict the effect of changing a variable</p> <p><u>Word Processing\email</u></p> <p>use and practise their word processing skills in a wide range of contexts (In podcast scripts)</p> <p>use email as a communication tool to collaborate with other pupils eg to work together on a project</p>	<p><u>Coding</u></p> <p>use on-screen control software to plan, create and run a more complex set of instructions</p> <p>use information from an input to initiate parts of the control program</p> <p>plan and create a control system to answer a task</p> <p>create more complex patterns using repeated simple procedures</p> <p>predict the outcome of a control procedure</p> <p><u>Word Processing/email</u></p> <p>use email as a communication tool to collaborate with other pupils</p> <p>be aware that computer viruses can be sent via email and avoid/log risks</p> <p>be aware of email safety rules and</p> <p><u>Multimedia</u></p> <p>select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg present an account of their residential trip to their peers (iMovie, PowerPoint)</p>		
---	---	--	--

Computing – Progression –

<p>know that files can be send via email as attachments</p>	<p>create hyperlinks for resources made or found</p>		
<p>send a picture or document as an attachment</p>	<p>modify the presentation to make it more suitable for a different audience and tailor according to the audience eg parents</p>		
<p>know that email can be sent or copied to more than one person</p>	<p>independently set up and use a datafile to carry out an investigation</p>		
<p>know that an email can be forwarded to another person</p>	<p>amend and delete data from records</p>		
<p>begin to be aware that computer viruses can be sent via email</p>	<p>be able to use formulae and functions in a spreadsheet</p>		
<p><u>Research</u></p>	<p>alter the format of a spreadsheet</p>		
<p>interpret and question the plausibility of information</p>	<p>change data to satisfy ‘What if’ queries</p>		
<p>with support, use a more complex search engine to find information on CD ROMs and the Internet</p>	<p>use a spreadsheet to solve simple problems</p>		
<p><u>Multimedia</u></p>	<p>use AND and OR in their searches/queries</p>		
<p>design and create a presentation or digital film eg to show other pupils what they did on a school trip (iMovie, PowerPoint)</p>	<p>with support, check the accuracy of information</p>		
<p>evaluate the suitability of the presentation for the given audience</p>	<p>set up a datafile and enter data</p>		

Computing – Progression –

make changes to the presentation to make it more suitable for the audience			
--	--	--	--

E-Safety						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and Year 6	Year 6
Choices Internet Website Grown-ups Trusted Adult	Rules Online Private information Email Help Support	Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching Trustworthy	E-safety rules Secure passwords Usernames Online tag/handle Safe and secure Report	Report abuse button Gaming Blogs Email Inappropriate content Inappropriate contact cyberbullying, e-Safety, search engine, keywords, synonyms, results, plagiarism, citation/cite, profiles, social media, account, register, private, public, digital citizenship, responsibility	Blogs Messaging Communication Groups Personal privacy Mental wellbeing Safe storage	Informed choices Virus threats Responsible online communication
Coding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Equipment Buttons Movement On Off Press Click Play Stop	Instructions Buttons Robots Patterns Program Algorithm Code Sprite Look Sound Effect Start	Forward Backward Right-angle turn Algorithm Sequence Debug Predict Modify Error Detect Repetition/Repeat Input	Sequence instructions Sequence debugging Test + improve Logo commands Sequence programming Command Timer Variable If statement	Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming Program design Predict outcome Errors	Explore procedures Refine procedures Variable Hardware + software control Change inputs Different outputs Articulate solutions Commands Selection Interpret Organise	Predicting outputs Plan, program, test & review a program Program writing Control mimics + devices Sensors Measure input Create variables Link errors

Computing – Progression –

	End ScratchJr	Output	Read program Programming language			Chunking Nesting structure
--	---------------	--------	-----------------------------------	--	--	----------------------------

Multimedia and word processing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Screen Mouse Images Keyboard Paint Letters Numbers Photograph Image	Videos Camera stills Sounds Image bank Word bank Space bar Letter keys Number keys Arrow keys	Paint effects Templates Animation Documents Index finger typing Enter/return Caps lock Backspace Delete Shift key	Multimedia Presentations Alignment Brush size Repeats Reflections Green screening Amend Copy Paste Insert	Creating + modifying Specific purpose Photo modifying Keyboard shortcuts Bullet points Spell check Constructive feedback Present Appropriate software	Online sharing Multimedia effects Multimedia modification Transitions Hyperlinks Editing tools Refining Online sharing Design brief	Appropriate online tools Audience Atmosphere Structure Copyright Information collection HTML code Storing

Technology in Our Lives

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology Share Create Internet Log on Log off	Purpose Online tools Communicate Safely Respectfully	Information sources Communication Purposes Website content Search Engine Save Load	School network Devices Computer parts Collaborate Appropriate online communication Search tools	Different networks Information collection Reliability Owners Administrator Credibility Appraise	Computing devices Internet parts Collaboration Responsibility Searching strategies Webpages Database	Information movement Connecting devices Different audiences Research strategies

Computing – Progression –

		Folder	Appropriate websites Owner Email Hardware Software	Networks Linked Server	Network cable Ethernet Wifi	Search result rankings Acknowledge resources WAN LAN Digital content source
Data Handling						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collect Set of photos Count Organise	Photographs Video Sound Data Pictogram Digitally Table	Capturing moments Magnified images Questions Data collection Graphs Charts Save Load Retrieve Tally	Questioning Database Construct Contribute Recording data Present data	Database creation Database searches Inaccurate data Data logger sensor, external changes, physical changes, data, capture, import, analyse, evaluate, inaccurate data	Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret Query	Generate Process Interpret Store Present information Plausibility Appropriate data tool Interrogate Investigations