



## Callowell Primary School - Progression of Computing skills

Year	Technical Knowledge	Programming & Coding	Digital Literacy	E-Safety	Connecting To The Wider World
<b>Birth to 3</b>	A. Develop manipulation and control.				
<b>3 &amp; 4 Year olds</b>	A. Explore how things work.	B. Understand position through words alone			
<b>Rec</b>	A. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	B. Show resilience and perseverance in the face of a challenge.		C. Know and talk about the different factors that support their overall health and wellbeing - sensible amounts of 'screen time'. D. Explain the reasons for rules, know right from wrong and try to behave accordingly.	
<b>1</b>	A. With support, open a programme B. To use the letter and number keys on keyboard C. Type text on screen D. Use the ENTER, DELETE and SPACE BAR keys	E. Give clear instructions to move a partner F. Use commands to program a Bee Bot (or other device)	G. Can sort items and place them in a simple list or table Understand basic symbols, e.g. record, stop, play... With support record images and sound H. Understand that information can be presented in different ways including use of computer software	I. Know that strangers exist online and the real world	J. Click on an icon to launch a webpage K. Can identify devices which can be used to search the internet
<b>2</b>	A. To create, open, save and print work B. Begin to use a variety of keyboard controls	C. Explain the order needed to make things happen D. Create and debug simple programs	E. Change the font size, style and colour of text F. With support insert images and text boxes Record and save pictures and sounds G. Retrieve and edit pictures and sounds	J. Can recognise when inappropriate media/information is found online and know who to tell	K. With support click on a hyperlink to find information

			<p>H. Search a database</p> <p>I. Create simple pictograms and other graphs</p>		
3		<p>A. Write instructions to move sprites</p> <p>B. Insert repeat script</p> <p>C. Begins to 'debug' (recognise errors) within a script</p>	<p>D. Input data into a database, creating files</p>	<p>E. Searches the internet successfully and safely</p> <p>F. Be aware of the email safety and security</p> <p>G. Knows to tell an adult if anything online worries them (including cyber-bullying)</p>	<p>H. Respond to simple questions by using the search tools to interrogate the data</p>
4	<p>A. Insert, crop and edit images from a variety of sources</p>	<p>B. Able to: draw/rotate/enlarge and flip their sprite/background</p> <p>C. Can create basic/regular shapes</p> <p>D. Can 'debug' (recognise errors) and modify instructions within a script</p> <p>E. Can predict outcome of a sequence</p>	<p>F. Change the design of the page</p> <p>G. Insert and format a table</p> <p>H. Respond to tasks / questions by designing and creating own data files</p> <p>I. Independently input, amend and delete data</p>	<p>J. Is aware of online safety and the fact that who they are communicating with is often unknown</p> <p>K. Know the effects of cyber bullying and know how to prevent it</p>	<p>L. Uses email to communicate with people outside of school</p> <p>M. Is able to send different attachments to recipients</p> <p>N. Carry out more complex searches using AND and OR</p>
5	<p>A. Knows how to insert a hyperlink</p> <p>B. Insert symbols</p> <p>C. Use Find, Search and Replace</p>	<p>D. Uses the 'change' blocks within the appearance menu to alter their sprites appearance</p> <p>E. Can create irregular shapes using the 'pen' tool Y5 Add variables to change the appearance the motion of sprites (images)</p> <p>F. Can 'debug' (recognise errors) within a script</p> <p>G. Predict the effect of changing a variable</p> <p>H. Understand the purpose of using a 'Control' and relate this to everyday electronics</p>	<p>I. Able to populate rows and columns with data</p> <p>J. Can present their data on a variety of charts (bar, pie and column)</p> <p>K. Can put data into ascending and descending order</p> <p>L. Begins to filter data</p> <p>M. Use a spreadsheet to explore patterns in numbers</p> <p>N. Be aware of the different presentation software available and know the advantages and disadvantages of each</p> <p>O. Know the appropriate sounds, images and style to use for the audience and purpose</p>	<p>P. Know how to report inappropriate content</p> <p>Q. Can explain the dangers of working and communicating online when faced with scenarios</p> <p>R. Know the effects of cyber bullying and know how to prevent it</p>	<p>S. Understand the meaning and law of copyright when researching from the web</p> <p>T. Know how to search specifically for images, videos, news etc</p> <p>U. Begin to think about the accuracy of information online</p> <p>V. Know that emails can be forwarded to, sent and copied to another person/people</p> <p>W. Can email to a group of people to work collaboratively on a project with support</p>

6	<p>A. Know how to debug (problem solve) computer start up errors</p>	<p>B. Uses 'if' and 'else' blocks within the Control menu</p> <p>C. Can 'debug' (recognise errors) within a script</p> <p>D. Design an instruction in response to a brief</p>	<p>E. Use a range of word processing skills suitable for the purpose and audience</p> <p>F. Know how to input formulas into a spreadsheet</p> <p>G. Can use a spreadsheet to answer questions and solve problems</p> <p>H. Evaluate existing websites and explain the designer's style linked to the purpose and audience</p>	<p>I. Know the importance of social media privacy settings and how to keep safe online</p> <p>J. Know how to report/flag/block inappropriate content</p> <p>K. Acts as a role model to others for how to stay safe online</p> <p>L. Recognises the Hector's World Safety Button (Dolphin Logo) and can explain its use</p>	<p>M. Analyse the accuracy of information online and double check with another source</p> <p>N. Can explain the term plagiarism</p> <p>O. Know that emails can contain viruses</p>
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