

Computing Skills Progression
Eden Park Primary School Academy

In order to ensure broad and balanced coverage, we follow these principles:

- **Within each phase, computing is a driver for at least 3 Learning Experiences over the two year cycle.**
- **Within each phase, a variety of IT programmes and devices are used to support and enhance the curriculum. This is in addition to the computing skills below.**
- **The foundation stage covers the objectives and skills within each year.**

FOUNDATION STAGE				
<p>ELG: I can recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Learning Experiences:</p>				
Multimedia	Programming	Online	E-Safety	Data
<p>I know how to operate simple equipment e.g turns on an ipad & uses remote control.</p> <p>I can use a simple program on a computer or tablet.</p> <p>I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can use ICT hardware, such as a mouse, to interact with age-appropriate computer software.</p>	<p>I show an interest in technological toys with buttons, or real objects such as cameras or mobile phones.</p>	<p>I know that information can be retrieved from computers.</p>	<p>I can tell when I'm on the internet and when I'm not.</p>	<p>I can sort objects/pictures into groups/lists/tables.</p>

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YEAR 1 AND 2

Learning Experiences:

Postcards from the edge

Three little pigs: Using Beebot, programming focus

Multimedia	Programming	Online	E-Safety	Data
<p>I can save and retrieve digital content.</p> <p>I can organise and manipulate digital content e.g. moving images from one place to another on a poster.</p> <p>I can create digital content using technology e.g. posters, adverts, sound, pictures, film.</p> <p>I can recognise common uses of information technology beyond school.</p> <p>I can use a keyboard to type.</p>	<p>I can give and follow simple instructions, one command at a time.</p> <p>I can recognise that programmes are built using algorithms which are a simple set of precise instructions.</p> <p>I can create simple programmes.</p> <p>I can debug simple programmes.</p> <p>I can use reasoning to predict the behaviour of simple programmes.</p>	<p>I can explore a website and navigate using the back button.</p> <p>I can use an internet search engine with support.</p>	<p>I can identify what personal information is and understand that I should keep this private online.</p> <p>I can consider other people's feelings on the internet.</p> <p>I can recognise a variety of devices that connect users with other people (Xbox, PSP, Phones etc).</p> <p>I know where to go for help and support if I have concerns.</p>	<p>I know that computers can store and organise statistical information.</p> <p>I can create and search a branching database.</p> <p>I can find answers to questions about data presented using technology e.g. simple tables or charts.</p>

YEAR 3 AND 4

Learning Experiences:

Multimedia	Programming	Online	E-Safety	Data
<p>I can copy and paste using the mouse menu and keyboard shortcuts.</p> <p>I can use the shift button for capital letters.</p> <p>I can create a multimedia ebook</p>	<p>I can write a programme using simple algorithms.</p> <p>I can use the 'loop' function.</p> <p>I can use 'if...then...' conditional statement</p> <p>I can detect simple errors and debug a programme.</p>	<p>I can use a search engine efficiently including methods for finding specific types of data.</p> <p>I can upload/download to/from a cloud storage server.</p> <p>I understand what a network is, including the internet.</p>	<p>I can identify a number of online dangers.</p> <p>I can question the 'validity' of what I see on the internet.</p> <p>I can recognise appropriate and inappropriate online behaviours.</p> <p>I know where to go for help and support if I have concerns.</p> <p>I can use technology safely, respectfully and responsibly.</p>	<p>I can design a questionnaire to collect data.</p> <p>I can create a database from information I've selected.</p>

YEAR 5 AND 6

Learning Experiences:

Multimedia	Programming	Online	E-Safety	Data
<p>I can type with fluency.</p> <p>I can create and edit a video for a purpose.</p> <p>I can plan and create a multi-scene animation.</p> <p>I can plan, create and edit a complex video that includes stills, videos and sound clips.</p>	<p>I can design, write and debug my own programme which accomplishes specific goals.</p> <p>I can create a background, detail and sprite for a game.</p> <p>I can add inputs to control and play the game.</p> <p>I can control and edit variables.</p> <p>I can create a game that involves conditional statements and evaluate/improve my game</p>	<p>I can use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating content.</p> <p>I can use video conferencing (eg Skype).</p>	<p>I can explore options for privacy levels in a range of online settings (e.g. online gaming, social media).</p> <p>I can clearly identify levels of online risk.</p> <p>I can identify and appropriately use social networking sites/features, making good judgements.</p> <p>I can use technology safely, respectfully and responsibly.</p>	<p>I can use a spreadsheet to input data and calculations.</p> <p>I can sort and filter information.</p> <p>I can create graphs from a spreadsheet.</p> <p>I can use formulae accurately in spreadsheets.</p>

