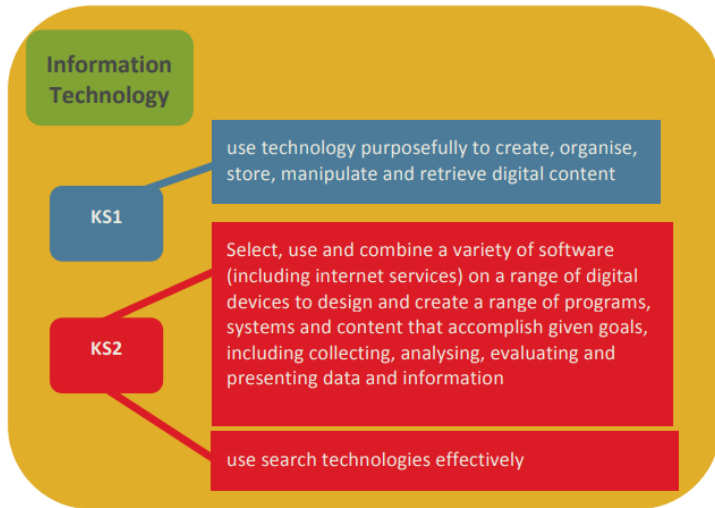


Progression of Computing Knowledge and Skills

Strand: Information Technology



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Using Software						
<ul style="list-style-type: none"> Using a simple online paint tool to create digital art 	<ul style="list-style-type: none"> Using a basic range of tools within graphic editing software Taking and editing photographs Understanding how to create digital art using an online paint tool Developing control of the mouse through dragging, clicking and resizing of images to create different effects 	<ul style="list-style-type: none"> Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts Using word processing software to type and reformat text Using software to create story animations Creating and labelling images 	<ul style="list-style-type: none"> Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions 	<ul style="list-style-type: none"> Building a web page and creating content for it Designing and creating a webpage for a given purpose Use Google online software for documents, presentations, forms and spreadsheets. Work collaboratively with others 	<ul style="list-style-type: none"> Using logical thinking to explore software more independently, making predictions based on their previous experience Using a software programme (Sonic Pi or Scratch) to create music Using video editing software or animation software to animate Identify ways to improve and edit 	<ul style="list-style-type: none"> Using logical thinking to explore software independently, iterating ideas and testing continuously Using search and word processing skills to create a presentation Planning, recording and editing a radio play Creating and editing sound recordings for a specific purpose Creating and editing videos, adding

	<ul style="list-style-type: none"> Developing understanding of different software tools 				<ul style="list-style-type: none"> programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD 	<ul style="list-style-type: none"> multiple elements: music, voiceover, sound, text and transitions to create a video advert Using design software TinkerCAD to design a product Creating a website with embedded links and multiple page
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

The internet

<ul style="list-style-type: none"> Participating in group image searches, led by the teacher 	<ul style="list-style-type: none"> Searching and downloading images from the internet safely Understanding that we are connected to others when using the internet 	<ul style="list-style-type: none"> Understanding that personal information should not be shared on the internet. Learning how to be respectful to others when sharing content online. 	<ul style="list-style-type: none"> Identifying useful terms and phrases for search engines 	<ul style="list-style-type: none"> Understanding why some results come before others when searching Understanding that information on the internet is not all grounded in fact 	<ul style="list-style-type: none"> Developing searching skills to help find relevant information on the internet Understanding how apps can access our personal information and how to alter the permissions. 	<ul style="list-style-type: none"> Understanding how search engines work
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Using data

<ul style="list-style-type: none"> Representing data through sorting and categorising objects in unplugged scenarios Representing data through pictograms 	<ul style="list-style-type: none"> Introduction to spreadsheets Representing data in tables, charts and pictograms Sorting data and creating branching databases 	<ul style="list-style-type: none"> Collecting and inputting data into a spreadsheet Interpreting data 	<ul style="list-style-type: none"> Understanding the vocabulary associated with databases: field, record, data Learning about the pros and cons of digital versus paper databases 	<ul style="list-style-type: none"> Designing a weather station which gathers and records sensor data 	<ul style="list-style-type: none"> Understanding how data is collected 	<ul style="list-style-type: none"> Understanding how barcodes, QR codes and RFID work Gathering and analysing data in real time
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<ul style="list-style-type: none"> • Exploring branch databases through physical games 	<ul style="list-style-type: none"> • Identifying where digital content can have advantages over paper when storing and manipulating data 		<ul style="list-style-type: none"> • Sorting and filtering databases to easily retrieve information • Creating and interpreting charts and graphs to understand data 			<ul style="list-style-type: none"> • Creating formulas and sorting data within spreadsheets
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Wider Use of technology						
	<ul style="list-style-type: none"> • Recognising common uses of information technology, including beyond school • Understanding some of the ways we can use the internet 	<ul style="list-style-type: none"> • Learning how computers are used in the wider world 	<ul style="list-style-type: none"> • Understanding the purpose of emails. • Learning what a search engine is • Recognising how social media platforms are used to interact 	<ul style="list-style-type: none"> • Understanding that software can be used collaboratively online to work as a team 	<ul style="list-style-type: none"> • Learn about different forms of communication that have developed with the use of technology. 	<ul style="list-style-type: none"> • Learning about the Internet of Things and how it has led to 'big data'. • Learning how 'big data' can be used to solve a problem or improve efficiency