Computing Progression Grid

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	I can recognise technology can be used in school and at home. Information Technology – children/ families will share family photographs through the Tapestry app, these be explored and shared in school. Children will take photographs of the new environment using the class camera and ipads. Learning how to open and close a device by correctly using apps and safely turning on and off. They will learn how to click relevant buttons to achieve and outcome. ESafety Health, well-being and lifestyle – Which rules are fair? What are your rules?	I can use technology purposefully to create and manipulate content in a story map. Information Technology – Children to operate simple software to order images to create a simple story map. They can sequence images from a story by clicking relevant buttons or drag and drop functions. They will make choices about the buttons/icons to press, touch or click on when using simple software/hardware. They will then explain their understanding of the story. ESafety Self-image and identity – Responses and reactions. Online relationships – Keeping in touch	I can use a Beebot to explore a map of the local area. Computer Science – Children to give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware such as Beebots on a map of the local area. An example of this might be the child's walk to school. Children will make choices about the buttons to press, touch or click on when using simple devices, such as programming a Beebot to follow a given route. ESafety Online reputation – Keep me informed	I can understand what a computer is and the different uses of computers i.e. learning, playing games etc. Information Technology/ Digital Literacy – Photos of change (live eggs) – making labels for each stage/ the process. ESafety Managing online information – When and what? Copyright and ownership – Whose is this? Guess the file.	I can understand what a computer is and the different uses of computers i.e. finding information. Information Technology/ Digital Literacy– Children to use the ipads or smartboards to research animals, places and homes all over the world. Children to use the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). ESafety Privacy and security – Personal or private?	I can use technology purposefully to create and manipulate content in a lifecycle. Computer Science, Information Technology/ Digital Literacy– Children to create an electronic lifecycle of themselves so far by using photographs of themselves from then and now They will create labels for each stage. ESafety Online bullying – Spot the difference. Vote with your feet.
Yr1	Is it okay? I can give examples of when I should ask permission to do something online and explain why this is important. Autumn 1 Esafety and Digital Literacy Computing systems and creating media: Children will make a book on Book Creator to move, re-size and sort given images of human and physical features linked to geography.	Personal Information? I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Autumn 2 Esafety and Digital Literacy Computing systems and creating media: Children will learn to recognise technology in school and how to use technology, with a particular focus on the use of an on-screen mouse, using the keys and trackpad. Children will use these skills and knowledge of primary and secondary colours to digitally create a fire scene resembling the Great Fire of London.	Helping Alex I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. Spring 1 Esafety, Computer science Programming: Children will experiment with a provided Beebot before learning all about direction. Children will be introduced to the concept of algorithms before programming a Beebot to follow a given route.	Healthy and Safe Choices I can explain rules to keep myself safe when using technology both in and beyond the home. Spring 2 Esafety and Digital Literacy Data and information: Children will be introduced to recording data and information using technology. They will use Book Creator to label and sort toys from the present day and the past.	Who and Why? I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Summer 1 Esafety, Digital Literacy Creating media/Digital writing: Children will use a computer to create and format text. Children will be introduced to word and label a given picture of a big cat with the features of a carnivore, changing font size, type and colour.	Personal and Private I can describe what information I should not put online without asking a trusted adult first. Summer 2 Esafety, Computer science Programming animations: Children will consolidate learning into Beebots and direction prior to using Scratch music programme to further explore algorithms.
Yr2	Making Choices I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Autumn 1 Esafety, Computer science Programming: Children will use mapping and Beebots to create and debug programs. Children will use logical reasoning to make predictions on algorithms.	It's okay to say no, you know? I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. Autumn 2 Esafety, Digital Literacy Computing systems and networks: Children will identify different forms of IT and consider carefully how its responsible and safe use benefits the wider society. Children will consider how they can find out more about Rosa Parks and link this to learning on Networks.	Me and My Avatar I can explain how other people may look and act differently online and offline. Spring 1 Esafety, Digital Literacy Computing systems and creating media: Children will use Book Creator to create a presentation about their trip to Abbey House, Leeds. Building upon skills of editing in Y1, children will learn to insert images and information. .	How does it feel? I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. Spring 2 Esafety, Digital Literacy Creating media: Digital photography: Children will learn how to capture and edit images, using changes in lighting and effects. Children to edit images of making a coastal lighthouse and add in effects such as text to explain what is happening	Public or Private? I can describe how anyone's online information could be seen by others. Summer 1 Esafety, Computer Science Programming quizzes: Children will further explore cause and effect, using Scratch Jr to design and create their own interactive quiz. Children will quiz their partner on five enquiry questions linked to their knowledge organiser.	The Nature of Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. Summer 2 Esafety, Digital Literacy Data and information: Children will learn to record and organise data digitally. Children will create a tally chart and pictogram to present data on plants and animals found in a rainforest, linked to a trip to Tropical World.
Yr3	Password Generation I can describe simple strategies for creating and keeping passwords private. Autumn 1 ESafety, Digital Literacy Networks: Connecting computers: Children will witness a special visitor sending an email and return home to discover whether the information has been shared successfully. Children will understand how a computer works, how information is shared and stored and how the internet is linked.	Like me? Trust me? I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. Autumn 2 ESafety, Computer Science Programming: Sequencing sounds: Children will use Scratch to create their own programmes. Children will build upon their knowledge of algorithms to sequence different motions, sound and event blocks to make music.	I know, I think, I believe. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Spring 1 E-Safety, Digital Literacy Creating media: Desktop publishing and presentation: Children will use Book Creator to present information on "All about Ancient Egypt".	Caring About Sharing I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. Spring 2 ESafety, Computer Science Creating Media: Stop-frame animation: Children will learn how to make a stop frame animation film, capturing and editing still images to re-create a Greek Myth.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. Summer 1 E-Safety, Digital Literacy Data and information: Databases: Children will receive an email via DB Primary of an excel spreadsheet and begin to identify its features. Linked to learning into healthy food choices, children will research different supermarkets and the costings of food items. Children will build databases on item prices from their researched supermarkets.	Spikey the Spider I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. Summer 2 ESafety, Computer Science Programming: Events and actions in programs: Children will use laptops to design a sprite and programme it's movement around a maze. They will explore the link between events and actions and consolidate prior learning on sequencing.

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Yr4	E-Safety: Are you a privacy pro? I can describe strategies for keeping personal information private, depending on context. Computing systems and networks: Children will: Recognise the internet as a network of networks including WWW, and why we should evaluate content. Children will use Book Creator to develop a book about aspects of the Stone Age, using search correctly and evaluate the information that they find.	E-Safety: Online Personas I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Creating Media: Children will: Capture and edit audio to produce a podcast, ensuring copyright is considered. Children will use Audacity to create a Podcast regarding an aspect of Roman life, comparing it to their lives today.	E-Safety: Alan the Alien I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Programming: Childre n will: Use text-based programming language to explore count-controlled and infinite loops when drawing shapes.	E-Safety: Right to reuse? When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. Creating Media: Children will: Manipulate digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. Children will create a booklet on Malham's physical features.	E-Safety: Time to Respect I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Data and information: Children will: Recognise how and why data is collected over time, before using data loggers to carry out an investigation – Use Arduino app on iPads to investigate how long ice takes to melt in different environments.	E-Safety: Life Vs Tech I can explain how using technology can be a distraction from other things, in both a positive and negative way. Programming: Children will: Use block-based programming language to explore count-controlled and infinite loops when creating a game involving navigating a Viking Long Boat.
Yr5	Esafety: Banter Business I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. Creating Media: Children will plan, capture and edit their video to produce a short film. Children will create a stop motion animation of seed dispersal using iMotion app.	Esafety: All that glistens I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. Creating Media: Children will create images in a drawing program by using layers and groups of objects. Children will use paint.net to design a bag design for a charity.	Esafety: Sharing Personal Information I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Programming Children will explore conditions and selection using a programmable microcontroller. Children will sequence a series of instructions for programmable toys to negotiate a created 'moon terrain' avoiding obstacles and deep craters using codable Lego.	Esafety: Community Spirit I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). Computing systems and Networks: Children will recognise IT systems in the world and in school and look at how some can enable searching on the internet. Children will go on a network hunt around school to see what things we use to help us connect to devices and the internet.	Esafety: Perfect Purchase? I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. Data and Information: Children will use a database to order data and create charts to answer questions. Children will collect data about different longitude and latitude of different countries	Esafety: Improving Online Profiles I can demonstrate how to make responsible choices about having an online identity, depending on context. Creating Media: Children will plan, develop and evaluate 3D computer models of physical objects using BlockCAD. Children will look at debugging their own coding to ensure that the minibeast is correct.
Yr6	E safety: Is 'It's okay' really okay? I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Autumn 1 Data and Information: Children will create a quiz relating to WW11 using Google Forms. They will explore the different types of question styles and embed media and images into their quiz. They will explore searching effectively for information.	E safety: The evidence speaks for itself. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Autumn 2 Programming: Children will use Scratch to explore variables when designing and coding a game. They will create a scoring game linked to exercise and heart rates.	E safety: Scam Spotters I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). Spring 1 Computing systems and networks: Children will explore how data is transferred by working collaboratively online. They will work online together to create a PowerPoint about a famous Artist and their artwork.	E safety: Toy Advert I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. Spring 2 Programming: Children design and code a project that captures inputs from a physical device. Using Micro:bit, children will code a step counter, nightlight and games.	E safety: Age-related Content I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Summer 1 Creating Media: Children will design and create a webpage, giving consideration to copyright, aesthetics and navigation. They will create a website using Google Sites about Darwin and his discoveries.	E safety: Search, reuse, reference I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. Data and information: Children will answer questions by using spreadsheets to organise and calculate data. They will use excel to organise and calculate data relating to the costs of an event to be held at school to celebrate the culture of Shakespeare School and the surrounding community.