Whaley Thorns Primary School and Nursery

Computing Progression Grid

	Foundation **Year One**	Year One Year Two	Year Three Year Four	Year Four **Year Five**	Year Five Year Six
E Safety	-Know to tell an adult if something worries them -Begin to understand that not everything on the internet is true -Begin to understand our SMART rules -Begin to understand that everything on computers has been created by a person -Know that technology is not alive and needs commands to function -Begin to understand why we don't post pictures or personal information online -Describe the SMART rules and adhere to them when online (including when they view inappropriate content) -Evaluate websites by giving opinions about preferred sites	-Describe the SMART rules and adhere to them when online (including when they view inappropriate content) -Evaluate websites by giving opinions about preferred sites	-Show awareness of the school's acceptable use policy, know what to do when content is inappropriate or upsetting and know who to report this to -Show awareness of the importance of positive online conduct and a sensible online footprint -Understand the need for privacy settings when communicating over the internet	-Show awareness of the school's acceptable use policy, know what to do when content is inappropriate or upsetting and know who to report this to -Show awareness of the importance of positive online conduct and a sensible online footprint -Understand the need for privacy settings when communicating over the internet -Understand the impact of the inappropriate use of social media (reporting any incidents of unacceptable or offensive online behaviour when necessary) -Download resources and pictures from the internet, checking the information is reliable -Explain the importance of being safe on the internet, conducting safe searches and how to report when something goes wrong.	-Understand the impact of the inappropriate use of social media (reporting any incidents of unacceptable or offensive online behaviour when necessary) -Download resources and pictures from the internet, checking the information is reliable -Explain the importance of being safe on the internet, conducting safe searches and how to report when something goes wrong.
Communicating	-Know to tell an adult if something worries them -Begin to understand that not everything on the internet is true -Understand our SMART rules -Begin to understand that everything on computers has been created by a person -Know that technology is not alive and needs commands to function	-Switch a computer on and off, log on and save work -Combine text and images to create a simple document -Use a digital camera or tablet camera to take photographs and videos -Create a simple branching database with a small collection of objects -Create simple pictograms and tables to answer simple questions	-Create multi-modal texts combining pictures, effects and animations and comment on their effectiveness -Appropriately use the functions of computer programmes for presentational effect (layout and page orientation) -Make a range of graphs to display information including pie charts, analysing the effectiveness of these	-Create multi-modal texts combining pictures, effects and animations and comment on their effectiveness -Appropriately use the functions of computer programmes for presentational effect (layout and page orientation) -Make a range of graphs to display information including pie charts, analysing the effectiveness of these -Work collaboratively on producing a document (e.g. blog/ vlog)	-Work collaboratively on producing a document (e.g. blog/ vlog) -Create a multimedia or word processed presentation with still and moving images -Use spreadsheets, identifying and entering correct formulae producing graphs, sort and filter features

	-Begin to understand why we don't post pictures or personal information online -Switch a computer on and off, log on and save work -Combine text and images to create a simple document -Use a digital camera or tablet camera to take photographs and videos -Create a simple branching database with a small collection of objects -Create simple pictograms and tables to answer simple questions			-Create a multimedia or word processed presentation with still and moving images -Use spreadsheets, identifying and entering correct formulae producing graphs, sort and filter features	
Researching	-Sort a group of objects by given criteria -Sort a group of objects by their own criteria -Understand how to use a pictogram or graph made with physical objects -Understand a practical branching database made with physical objects -Know that we can use the internet to find out information -Use simple navigation tools to find out information - Identify common uses of information technology outside school e.g. taking photos, blogs, shopping.	-Use simple navigation tools to find out information - Identify common uses of information technology outside school e.g. taking photos, blogs, shopping.	- Access a website by typing in the URL and selecting from favourites - Understand which device(s) is most appropriate for a specific purpose, including a range of internet services e.g. communicating, researching, socialising. - Recognise some disadvantages/ risks associated with online research.	- Access a website by typing in the URL and selecting from favourites - Understand which device(s) is most appropriate for a specific purpose, including a range of internet services e.g. communicating, researching, socialising. - Recognise some disadvantages/ risks associated with online research. - Understand different computer networks for communicating and sharing information, including the internet, intranet, cloud services and social media platforms. -Understand the risks and dangers associated with online research.	- Understand different computer networks for communicating and sharing information, including the internet, intranet, cloud services and social media platforms. -Understand the risks and dangers associated with online research.
Programming	-Understand and follow simple instructions -Find and use a simple app on an ipad -Understand the symbols on a beebot and codeapillar -Programme the beebot and codeapillar to reach a specific point -Can enter a sequence of instructions to make an object on screen move. Can create and debug a simple program to control a screen object.	Can enter a sequence of instructions to make an object on screen move. Can create and debug a simple program to control a screen object. Can control a digital device by giving it instructions and write the algorithm	-Use logical reasoning to detect and correct errors in algorithms and programs -Create a programme which involves sequence, selection and repetition	-Use logical reasoning to detect and correct errors in algorithms and programs -Create a programme which involves sequence, selection and repetition -Explain the meaning of computational language (such as algorithm, html, URL, http, IP address) -Develop a system that controls events in response to conditions	-Explain the meaning of computational language (such as algorithm, html, URL, http, IP address) -Develop a system that controls events in response to conditions

	Can control a digital device by giving it instructions and write the algorithm				