

COMPUTING PROGRESSION MAP

		EYFS	KS1	LKS2	UKS2
GENERAL COMPUTING SKILLS		<ul style="list-style-type: none"> • Turn the computer on and off correctly • Log in using 'SW' • Open and close programs 	<ul style="list-style-type: none"> • Turn the computer on and off correctly • Log in using their own log ins • Open, save and retrieve documents with an appropriate name 	<ul style="list-style-type: none"> • Turn the computer on and off correctly • Log in using their own log ins • Save and retrieve documents with an appropriate name and in appropriate location – including using My photos) • Organise their work into a file system 	<ul style="list-style-type: none"> • Turn the computer on and off correctly • Log in using their own log ins • Save and retrieve documents with an appropriate name and in appropriate location. • Organise their work into a file system • Be able to send and save attachments
INFORMATION TECHNOLOGY	<u>General</u>	<ul style="list-style-type: none"> • Use technology purposefully to create digital content • Use technology purposefully to store digital content • Use technology purposefully to retrieve digital content 	<ul style="list-style-type: none"> • Use technology purposefully to create digital content • Use technology purposefully to store digital content • Use technology purposefully to retrieve digital content • Use technology purposefully to organise digital content • Use technology purposefully to manipulate digital content 	<ul style="list-style-type: none"> • Use search technologies effectively • Use a variety of software to accomplish given goals • Collect information • Design and create content • Present information • Select a variety of software to accomplish given goals 	<ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals • Select, use and combine software on a range of digital devices • Analyse data • Evaluate data • Design and create systems • Select a variety of software to accomplish given goals • Select, use and combine internet services • Analyse information • Evaluate information • Collect data • Present data

	<u>Word processing</u> Word/Pages	<ul style="list-style-type: none"> Type words 	<ul style="list-style-type: none"> Type several sentences Insert pictures 	<ul style="list-style-type: none"> Type several paragraphs Insert pictures Change font size, style, colour, alignment Save in an appropriate location. 	<ul style="list-style-type: none"> Type whole story/text Insert and modify pictures Use format painter Change the layout, including columns. Create tables
	<u>Data handling</u> Excel/Numbers	<ul style="list-style-type: none"> Typing numbers onto the computer/tablet/electrical device 	<ul style="list-style-type: none"> Input data Create a table of information using the computer or tablet Create pictograms 	<ul style="list-style-type: none"> Find and input data Create a table Change font, style Create a range of different graphs (bar, line and pie) Change colour of graphs 	<ul style="list-style-type: none"> Find and input data Write simple formulas (+, -, x, ÷) Use more complex formula (sum, average) Create a range of different graphs (bar, line and pie)
	<u>Presentations</u> PowerPoint/Keynotes			<ul style="list-style-type: none"> Add, edit and align sentences and pictures Use word art Create animations and transitions 	<ul style="list-style-type: none"> Add, edit and align sentences and pictures Use animations and transitions effectively Insert movies, sound, animations Insert hyperlinks to other places in the document or to a website
	<u>Multimedia</u>	<ul style="list-style-type: none"> Take photos 	<ul style="list-style-type: none"> Capture digital photos. Edit photos. Present ideas and information by combining media, e.g., text and images. Identify which photos are real and which have been changed 	<ul style="list-style-type: none"> Capture digital photos. Animate still photos to create a stop frame animation. Add text to an animation. Add music to an animation. 	<ul style="list-style-type: none"> Capture video using a digital device Select, combine and remix a range of media to create original content. Edit videos to create effective results. Store, retrieve, and export my recording to a computer

<p>DIGITAL LITERACY</p>	<p>Self-Image and Identity</p>	<ul style="list-style-type: none"> • I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. • I can explain how this could be either in real life or online. 	<ul style="list-style-type: none"> • I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. 	<ul style="list-style-type: none"> • I can explain ways in which and why I might change my identity depending on what I am doing online • (e.g. gaming; using an avatar; social media). • I can explain how my online identity can be different to the identity I present in 'real life'. 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. • I can identify, challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need.
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Online Relationships

- I can recognise some ways in which the internet can be used to communicate.
- I can give examples of how I (might) use technology to communicate with people I know.

- I can use the internet with adult support to communicate with people I know.
- I can explain why it is important to be considerate and kind to people online.
- I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
- I can give examples of how I might use technology to communicate with others I don't know well.

- I can describe ways people who have similar likes and interests can get together online.
- I can give examples of technology - specific forms of communication (e.g. emojis, acronyms, text speak).
- I can explain why I should be careful who I trust online and what information I can trust them with.
- I can explain how my and other people's feelings can be hurt by what is said or written online.
- I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.
- I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.
- I can explain what is meant by 'trusting someone

- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.
- I can make positive contributions and be part of online communities.
- I can describe some of the communities in which I am involved and describe how I collaborate with others positively.
- I can show I understand my responsibilities for the well-being of others in my online social group.
- I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).
- I can demonstrate how I would support others (including those who are having difficulties) online.
- I can demonstrate ways of reporting problems online for both myself and my friends.

				online'. I can explain why this is different from 'liking someone online'.	
	Online Reputations	•	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet. <ul style="list-style-type: none"> I can recognise that information can stay online for a long time and could be copied. I can describe what information I should not put online without asking a trusted adult first. I know who to talk to if I think someone has made a mistake about putting something online. 	<ul style="list-style-type: none"> I can recognise I need to be careful before I share anything about myself or others online. <ul style="list-style-type: none"> I know who I should ask if I am not sure if I should put something online. I can describe how others can find out information about people by looking online. I can explain ways that some of the information about people online could have been created, copied or shared by others. 	<ul style="list-style-type: none"> I can search for information about an individual online and create a summary report of the information I find <ul style="list-style-type: none"> I can describe ways that information about people online can be used by others to make judgments about an individual. I can explain how I am developing an online reputation which will allow other people to form a positive opinion (reputation) of me.

Privacy and security

- I can describe the people I can trust and can share this with; I can explain why I can trust them.
- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).

- I can give reasons why I should only share information with people I choose to and can trust.
- I can explain that if I am not sure or I feel pressured, I should ask a trusted adult before I share any information about myself online.
- I can explain how passwords can be used to protect information and devices.
- I can explain how many devices in my

- I can describe strategies for creating and keeping passwords private.
- I can describe how connected devices can collect and share my information with others.
- I can describe strategies for keeping my personal information private, depending on context and explain that others online, can pretend to be me or other people, including my friends.
- I can explain how internet use can be monitored.

- I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
- I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
- 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).
- I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is stolen.

			<p>home can be connected to the internet and can list some of those devices.</p>		
	<p>Online bullying</p>	<ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel. 	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. 	<ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them. • I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need tell someone. • I can explain how to block abusive users • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). • I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying.

Managing Online Information

- I can talk about how (including naming devices) I can use the internet to find things out and access information.
- I can give simple examples of how to find information (e.g. search engine, voice activated searching).

- I can use the internet and search engines to find things out using keywords.
- I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.
 - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
- I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
- I can explain the difference

- I can use key phrases in search engines and explain what autocomplete is.
- I can explain how the internet can be used to sell and buy things.
- I can describe and recognise some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups)
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.
- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).

- I can use different search technologies, evaluating digital content and how results are selected and ranked.
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- I can explain why some information I find online may not be honest, accurate or legal and difference between online mis-information and dis-information 'Fake News'.
- I can explain what is meant by 'being sceptical' and a 'hoax'. I can explain why I need to think carefully before I trust anything online.
- I can explain why information that is on a large number of sites may still be inaccurate or untrue and I understand how this can happen.
- I can describe how some online information can be opinion and can offer examples.
 - I can define the terms influence, manipulation, persuasion data, information, fact, opinion belief, true, false, valid, reliable and evidence and explain how I might encounter these online (e.g. advertising and 'ad targeting').
- I can identify, flag and report inappropriate content.

			<p>between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' and explain why it may not be true.</p>	<ul style="list-style-type: none"> I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. 	
	<p>Health, Well-Being and Lifestyle</p>	<ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology, and I can give simple examples. 	<ul style="list-style-type: none"> I can explain rules to keep us safe when we are using technology both in and beyond the home (different environments), and I can give examples of some of these rules I can say how those rules/guides can help me. 	<ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. 	<ul style="list-style-type: none"> I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote health and healthy sleep with regards to technology. (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

	<p>Copyright and Ownership</p>	<ul style="list-style-type: none">• I know that work I create belongs to me.• I can name my work so that others know it belongs to me.	<ul style="list-style-type: none">• I can explain why work I create using technology belongs to me and why other people's work belongs to them.• I can save my work so that others know it belongs to me (e.g. filename, name on content).<ul style="list-style-type: none">• I can recognise that content on the internet may belong to other people.	<ul style="list-style-type: none">• I can explain why copying someone else's work from the internet without permission can cause problems and what they might be.• 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, and I can give some simple examples	<ul style="list-style-type: none">• I can assess and justify when it is acceptable to use the work of others.<ul style="list-style-type: none">• I can give examples of content that is permitted to be reused.• 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.
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<p>COMPUTER SCIENCE</p>		<ul style="list-style-type: none"> To control programmable toys 	<ul style="list-style-type: none"> Understand what algorithms are Create simple programs Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs Plan out a program by creating an algorithm, and evaluate its success. 	<ul style="list-style-type: none"> Write programs that accomplish specific goals Use sequence in programs Design programs that accomplish specific goals Design and create programs Debug programs that accomplish specific goals Use repetition in programs Use selection in algorithms in programs e.g. if...then... Recognise common mistakes in programs and how to correct them. Create a program using a range of events/inputs to control what happens. 	<ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts Use selection in programs Predict what will happen in a program or algorithm when the input changes Use two-way selection i.e. if...then...else... Create programs including 'repeat until' loops. Create and use simple variables, e.g. to keep score. Recognise key concepts (sequence, selection, repetition and variables) Use logical reasoning to detect and correct errors in algorithms