COMPUTING: SKILLS PROGRESSION EYFS - Y6

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	Technology is not a statutory aspect of the EYFS educational programme. However it used as developmentally appropriate to stimulate, support or extend children's learning Explores technology for different purposes: • Experiences google meet to link up with elderly residents in the care home. • Begin to be aware that a range of technology is used in places such as homes and school, e.g. fridge, microwave, cooker. With adult support begins to technology for different purposes: • a white board to complete activities, e.g. drawing, phonics, maths. • iPad with support, to find out more about the world around them. • iPad to capture images • iPad to enhance, change or recreate within a learning experience, e.g. video of a dance routine performed by the children. • fridge, microwave cooker (for baking/cooking food).	Technology is not a statutory aspect of the EYFS educational programme. However it used as developmentally appropriate to stimulate, support or extend children's learning Explores technology for different purposes: • Experiences google meet to link up with elderly residents in the care home • Recognises that a range of technology is used in places such as homes and school, e.g. fridge, microwave, cooker. Explores/uses technology for different purposes: • a white board to complete activities, e.g. drawing, phonics, maths. • iPad with support, to find out more about the world around them. • iPad to capture images • iPad to enhance, change or recreate within a learning experience, e.g. video of a dance routine performed by the children. • fridge, microwave cooker (for baking/cooking food).	• Combine images and edit text to create digital content. • Combine images, text and voice recordings to retell a story. • Type words correctly using a keyboard. • Use digital drawing tools to draw characters from a story or for a game. • Make improvements to digital content following feedback. • Create a simple presentation using slides. • Apply edits to digital content to achieve a particular effect. • Create posters by adding images to frames, editing text by changing font style, colour and size.	• Create digital content combining text, images, and sounds. • Type words correctly using a keyboard. • Combine text and images to create a video presentation. • Edit video content to improve it.	• Combine text (fonts, colours, backgrounds, speech bubbles), images, voice recordings and videos to create a digital content. • Design and create digital logos and graphics combining fonts and texts. • Create and edit a video/animation by combining text, images and music. • Create a contents page, a blurb and add page numbers. • Edit digital content to improve it according to feedback. • Create a presentation with slides that include animations and transition effects. • Select options to change the appearance of digital content and explore tools to edit it. • Combine images and text for different effects. • Create galleries that include images and video effects.	• Create a presentation with slides with animations and transition effects. • Edit digital content to improve it according to feedback. • Use photo editing tools to improve the quality of images. • Create and edit a video by combining text, images, effects and music. • Use a keyboard accurately with two hands to type and format documents. • Combine text (fonts, colours, backgrounds), images, voice recordings and videos to create digital content. • Build a website or webpage that includes pages, text, images and videos in a clear and organised way. • Create an app/website with menus for ease of navigation.	• Identify the pros and cons of different games. • Organise digital content by combine text boxes and images. • Make changes to digital content to animate characters in the game. • Use creative tools to create a marketing campaign for a game. • Design and create a series of 8 bit characters. • Plan and create a video by combining images, text, music and different layouts. • Use word processing tools to format a document. • Make a presentation to an audience using digital tools. • Create title and credits screens by combining colours and text. • Edit/refine a movie to add special effects, text, sound effects, graphics and backing track. • Evaluate my own content against success criteria and make improvements accordingly. • Work independently on a topic to build and create a website with pages, titles, images, videos and text.	• Make choices on the best digital software available to present my ideas. • Edit videos, graphics and documents independently to create digital content. • Evaluate my own content against a success criteria and make improvements using editing tools accordingly. • Format a digital document to present ideas. • Design a suitable brand for a business and promote it. • Create a spreadsheet with formulas for profit and loss of a business. • Work independently to create a presentation that includes graphics, images and movies. • Design and build a webpage and share it online. • Combine text and images to create eye catching social media adverts. • Create a video for a marketing campaign and make improvements following feedback.

Stand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	• Create simple programs. • Design and create programs for others to play. • Describe uses of technology beyond school. • Predict the outcomes of a program. • Use simple events (selections) in programs. • Create simple programs using repeats.	• Understand that instructions in an algorithm need to be precise and unambiguous. • Create programs. • Debug an error in a simple algorithm. • Use simple repeats in programs. • Use logical reasoning to predict the behaviour of simple programs. • Use basic selections in programs and explain using the language if … then. • Investigate how computers have changed over the years. • Identify, name and explain the functions of the main components of a computer. • Name and compare common input and output devices of computer systems. • Identify and describe uses of technology beyond school. • Explain how robots can be controlled.	• Identify the uses of technology beyond school and discuss reasons why they are helpful (e.g. robots and simulations). • Understand how a computer stores data. • Understand the main hardware components of a computer system. • Understand various forms of input/output. • Understand how the internet works, including how it is structured and that data travels along.	• Design and create a prototype game that accomplishes specific goals and make improvements following feedback. • Review a game and make improvements by debugging so a game run correctly. • Create a program using a range of events/inputs to control what happens. • Solve problems in algorithms by decomposing them into smaller parts. • Create programs including repeat commands. • Create an interactive quiz and program right and wrong answers. • Embed an interactive quiz into a website.	• Work independently to design and program a game for a specific audience. • Program a game which tells a story over more than one level. • Experiment with different codes to test each element of a game until a desired outcome is reached. • Make predictions on what will happen in a program when inputs are changed. • Test, debug and improve programs. • Describe the impact of technology on society. • Investigate the services offered by the internet. • Understand about different types of robotics and how they can impact our lives. • Understand about the advancements in technology and the impact this has had on society.	• Write programs that accomplish specific goals. • Work independently to design and create 3D models using CAD software. • Create simple variables and understand its their role in a program. • Create programs including repeat commands. • Understand a 3D model could be created from a 2D drawing. • Work independently to design and create 3D models from 2D designs. • Create variables in spreadsheets and understand their role in a program.
Online Safety	• Explain rules and give examples to keep us safe when we are using technology both in and beyond the home. • Describe uses of technology beyond school. • Become aware that information on the internet is not always true. • Explain why work created using technology belongs to you.	• Explain how devices can connected to the internet and can list some of those devices. • Identify different ways we communicate online. • Explain why it is important to be considerate and kind to people online in ways that do not upset others. • Recognise that there may be people online who could make me feel sad, embarrassed or upset. • Give examples of bullying behaviour and how it could look online and how it can make someone feel. • Talk about how someone can/ would get help about being bullied online or offline.	• When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it. • Use search engines effectively and narrow search results down. • Analyse information and have ways to check its credibility. • Be skeptical of things I find online such as fauxtography.	• Explain how my online identity can be different to the identity presented in real life. • Recognise the need to be careful before sharing anything online and only with people you can trust. • Understand and give reasons why strong passwords are important and describe simple strategies for creating and keeping passwords private. • Understand the different types of social media platforms and how they are used for communication. • Explain why you need to think carefully about how content you post might affect others, their feelings and how it may affect how others feel about them (their reputation). • Explain what bullying is and can describe how people may bully others. • Describe ways technology can affect health and know strategies, tips or advice to promote healthy living. • Explain the importance of self-regulating the use of technology.	• Describe ways technology can affect health and know strategies, tips or advice to promote healthy living. • Explain the importance of self-regulating my use of technology and demonstrate the strategies to do this. • Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • Understand that there are many positives and negative to using social media. • Describe some simple ways that help build a positive online reputation. • Evaluate digital content and explain how to make choices from search results. • Explain how search engines work and how results are selected and ranked. • Assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused. • Demonstrate how to make references to and acknowledge sources that have been used from the internet. • Understand about e-commerce - what it is and its impact.	• Describe ways in which media can shape ideas about gender. • Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. • Demonstrate responsible choices about my online identity, depending on context. • Explain why information that is on a large number of sites may still be inaccurate or untrue. • Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • Create and use strong and secure passwords and use different ones for a range of online services. • Describe ways in which some online content targets people to gain money or information illegally and describe strategies to identify such content (e.g. scams, phishing). • Describe how to get help for someone that is being bullied online and assess when to do or say something or tell someone. • Make positive contributions and be part of online communities and describe how to collaborate with others positively.