



# Hale CE Primary School

2021-2022

Computing Progression Statements - end of year expectations

Hale Primary School Computing progression 21-22							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mandatory skills</b>	<p>I can do the basics with technology.</p> <p>I can go online.</p> <p>I can use a camera.</p>	<p>I can do the basics with technology.</p> <p>I can take a good quality photograph and video on an iPad/digital camera.</p>	<p>I can save, share and retrieve my digital work.</p> <p>I can use technology to organise and present my ideas.</p>	<p>I can troubleshoot when something doesn't appear to be working with my device.</p> <p>I can discuss different types of digital content and file types.</p>	<p>I can label the different types of input connections on devices.</p> <p>I can explain common file types.</p>	<p>I can make a QR codes that links to my own work.</p> <p>I can film and produce a short video.</p>	<p>I can collaborate to create digital content.</p> <p>I can create a consistent design for my presentation, and present to others.</p>



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<p><b>Computing Science</b></p>	<p>I can explain an algorithm.</p> <p>I can explain sequencing.</p> <p>I can give instructions to a programmable toy.</p>	<p>I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</p> <p>I can create algorithms that can be turned into a program using a robot or digital device.</p> <p>I can independently debug simple sequence errors in a program.</p> <p>I can use logical reasoning to predict the outcome of simple programs.</p>	<p>I can plan out an algorithm with a sequence of commands to carry out a specific task.</p> <p>I can identify 'bugs' in computer programs and use the term debug in context.</p> <p>I can create a simple repeat loop</p> <p>I can create a simple game program</p> <p>I can predict the outcome of a sequence of blocks in Scratch.</p>	<p>I can plan, create and debug programs.</p> <p>I can use decomposition to help me solve computing problems.</p> <p>I can use sequence, selection, repetition and variables in programs.</p> <p>I can work with various forms of input and output.</p> <p>I can use logical reasoning to predict and correct errors in algorithms and programs.</p> <p>I can explain how the internet works.</p> <p>I can explain how a search engine works.</p>	<p>I can design an algorithm to simulate a real-life situation.</p> <p>I can solve an open-ended problem by breaking it up into smaller parts.</p> <p>I can design and write a program for a given purpose including specific programming features.</p> <p>I can test existing programs to see how they could be improved.</p> <p>I can understand the different methods of communication using the internet.</p>	<p>I can decompose a problem, design an algorithm and use this to write a program.</p> <p>I can design and write a program linked to physical systems and sensors.</p> <p>I can use variables, conditional statements, procedures &amp; repeat commands to improve programs.</p> <p>I can use logical reasoning to detect &amp; debug a program.</p> <p>I can explore networks and internet traffic.</p> <p>I can translate binary numbers to decimal.</p> <p>I can create a basic web page using HTML.</p>	<p>I can design, plan &amp; create a complex programs.</p> <p>I can test, debug and modify a program to improve it.</p> <p>I can write a program using a text based programming language.</p> <p>I can use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>I understand how computer networks work, including the internet.</p> <p>I can talk about the way search results are selected and ranked.</p>
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### Computing Progression Statements - end of year expectations

<b>Information Technology</b>	I can select and use technology for particular purposes.	I can use technology to create and present my ideas.  I can organise and store my digital work.  I can collect and sort data.	I can use design and formatting to enhance my digital work.  I can create with technology Eg video and animation  I can collect data purposefully. and sort data.	I can improve the quality and presentation of my work.  I can create with technology. E.g. Video, animation, 3D  I can collect, analyse, evaluate and present data and information.  I can use advanced search tools	I can improve the quality and presentation of my work using editing and formatting techniques.  I can create with technology. E.g. Video, animation, 3D  I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)	I can record and produce a podcast / audio clips  I can use unfamiliar technology to create content.  I can improve the quality and presentation of my work.  I can use a spreadsheet to collect and record data.  I can use a search engine and I am aware that not everything I read online is correct.	I can create and combine a range of media in order to produce digital content  I can improve the quality and presentation of my work using editing and formatting techniques.  I can create a digital storyboard to plan a project or investigation.  I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.
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<b>Digital Literacy</b>	I can discuss the use of technology in the world around me.	I can recognise the ways we use technology in our classroom, my home and community.	I can give examples of how technology is used to communicate beyond school.	I know how to use the internet.	I can collaborate online to create digital content.	I can access school email and can send emails to classmates and teacher.	I can explain how to protect my computer or device from harm on the Internet.
	I understand that people can talk to each other (communication) online.	I can use a search engine.	I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image)	I can analyse information and make accurate searches.	I can evaluate information presented to me to make informed choices about what is Fake News.	I can create a subject specific vlog and understand the potential risks of sharing content online.	I understand the need for copyright and the consequences of ignoring it.
	I can use a search engine.	I understand something online may upset and know where to find help if anything does.	I can use online services to communicate safely. (Online Relationships)	I understand the need for copyright and the consequences of ignoring it.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)	I can collaborate to develop & improve work.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
	I can discuss the rules for staying safe online.	I can communicate politely via the internet. I understand that once something is posted you lose control of it.	I can use online services to communicate safely. (Online Relationships)	I am aware of what I should be sharing online and where to go for help if I need it.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)	I can search for someone online and create a summary report about that person.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
	I know online content is made and belongs to someone.	I can describe how to behave online in ways that do not upset others and can give examples.	I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)	I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)	I can search for someone online and create a summary report about that person.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
		I know the rules of using technology at home or in school.	I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)	I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)	I can search for someone online and create a summary report about that person.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
		I can explain what personal information is	I can give examples of online bullying behaviour, I understand the impact it may have and I know where to	I can explain what bullying is and know where to go for help.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)	I can search for someone online and create a summary report about that person.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.



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	<p>and give examples of it. I am aware that content online is owned by the person that created it.</p>	<p>go for support. (Online Bullying) I can use a search engine and I am aware that not everything I read online is true. (Online Bullying)</p> <p>I know the rules of using technology at home or in school. (Health well being)</p> <p>I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)</p> <p>I am aware that content online is owned by the person that created it. (Copyright)</p>	<p>I understand the impact technology can have on my health, well being and lifestyle. I know who I should be sharing information with and how to keep my data secure.</p> <p>I understand the term identity and I can take appropriate measures to protect my own online identity.</p>	<p>used for online bullying and I am considerate of others when posting myself. (Online Bullying)</p> <p>I understand the impact technology can have on my health, well being and lifestyle. (Health well being)</p> <p>I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)</p> <p>I understand the need for copyright and the consequences of ignoring it. (Copyright)</p>	<p>make a positive contribution to my online community.</p> <p>I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</p> <p>I understand the impact technology can have on my health, well being and lifestyle.</p> <p>I can create a strong password and understand the real cost of some apps.</p>	<p>others feelings at all times</p> <p>I understand I need to create a positive online reputation.</p> <p>I know how to capture evidence of online bullying and how to report it.</p> <p>I know how to keep my data private and secure.</p> <p>I understand the impact technology can have on my health, well-being and lifestyle.</p>
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