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Computing and Online Safety Progression

	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Areas of study	National Curriculum: - Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.		National Curriculum: - Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.			
Digital Literacy: E-Safety and E-Sense	<ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-safety rules. 	<ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the internet. 	<ul style="list-style-type: none"> I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the internet. I can post positive comments online. 	<ul style="list-style-type: none"> I can choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I can use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the internet. I comment positively and respectfully online. 	<ul style="list-style-type: none"> I protect my password and other personal information. I can explain why - I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I know that anything I post online can be seen, used and may affect others. I can talk about the dangers of spending too long online or playing a game. I can explain the importance of communicating kindly and respectfully. I can discuss the importance of choosing an age- appropriate website or game. I can explain why I need to protect my computer or device from harm. I know which resources on the internet I can download and use 	<ul style="list-style-type: none"> I protect my password and other personal information. I can explain the consequences of sharing too much information about myself online. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of spending too much time online or on a game. I can explain the consequences to myself and others of not communicating kindly and respectfully. I protect my computer or device from harm on the internet.

Information Technology – Handling Data	National Curriculum:		National Curriculum:			
	- Pupils should be taught to use technology purposefully to organise and manipulate digital content.		- Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			
	 I can talk about the different ways in which information can be shown.  I can use technology to collect information, including photos, video and sound.  I can sort different kinds of information and present it to others.  I can add information to a pictograph and talk to you about what I have found out.	 I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.  I can make and save a chart or graph using the data I collect.  I can talk about the data that is shown in my chart or graph.  I am starting to understand a branching database.  I can tell you what kind of information - I could use to help me investigate a question.	 I can talk about the different ways data can be organised.  I can search a ready-made database to answer questions.  I can collect data to help me answer a question. I can add to a database.  I can make a branching database.  I can use a data logger to monitor changes and can talk about the information collected.	 I can organise data in different ways.  I can collect data and identify where it could be inaccurate.  I can plan, create and search a database to answer questions.  I can choose the best way to present data to my friends.  I can use a data logger to record and share my readings with my friends.	 I can use a spreadsheet and database to collect and record data.  I can choose an appropriate tool to help me collect data.  I can present data in an appropriate way.  I can search a database using different operators to refine my search.  I can talk about mistakes in data and suggest how it could be checked	 I can plan the process needed to carry out an investigation.  I can select the most effective tool to collect data for my investigation.  I can check the data I collect for accuracy and plausibility.  I can interpret the data I collect.  I can present the data I collect in an appropriate way.  I use the skills I have developed to interrogate a database.

Information Technology – Multimedia	National Curriculum: - Pupils should be taught to use technology purposefully to create digital content		National Curriculum: - Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.			
	 I can be creative with different technology tools.  I can use technology to create and present my ideas.  I can use the keyboard or a word bank on my device to enter text.  I can save information in a special place and retrieve it again	 I can use technology to organise and present my ideas in different ways.  I can use the keyboard on my device to add, delete and space text for others to read.  I can tell you about an online tool that will help me to share my ideas with other people.  I can save and open files on the device I use.	 I can create different effects with different technology tools.  I can combine a mixture of text, graphics and sound to share my ideas and learning.  I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.  I can evaluate my work and improve its effectiveness.  I can use an appropriate tool to share my work online.	 I can use photos, video and sound to create an atmosphere when presenting to different audiences.  I am confident to explore new media to extend what I can achieve.  I can change the appearance of text to increase its effectiveness.  I can create, modify and present documents for a particular purpose.  I can use a keyboard confidently and make use of a spellchecker to write and review my work.  I can use an appropriate tool to share my work and collaborate online.  I can give constructive feedback to my friends to help them improve their work and refine my own work.	 I can use text, photo, sound and video editing tools to refine my work.  I can use the skills I have already developed to create content using unfamiliar technology.  I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.  I can select an appropriate online or offline tool to create and share ideas.  I can review and improve my work and support others to improve their work.	 I can talk about audience, atmosphere and structure when planning a particular outcome.  I can confidently identify the potential of unfamiliar technology to increase my creativity.  I can combine a range of media, recognising the contribution of each to achieve a particular outcome.  I can tell you why I select a particular online tool for a specific purpose.  I can be digitally discerning when evaluating the effectiveness of my work and the work of others.
Computer Science – Technology in our lives	National Curriculum: - Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.		National Curriculum: - Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			
	 I can recognise the way we use technology in our classroom.  I can recognise ways that technology is used in my home and community.  I can use links to websites to find	 I can tell you why I use technology in the classroom.  I can tell you why I use technology in my home and community.  I am starting to understand that other people have	 I can save and retrieve work on the internet, the school network or my own device.  I can talk about the parts of a computer.  I can tell you ways to communicate with others online.  I can describe the World Wide Web as the part of the	 I can tell you whether a resource I am using is on the internet, the school network or my own device.  I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web.	 I can describe different parts of the internet.  I can use different online communication for different purposes  I can use a search engine to find appropriate information and check its reliability.	 I can tell you the internet services I need to use for different purposes.  I describe how information is transported on the internet.  I can select an appropriate tool to

	<p>information.</p> <p> I can begin to identify some of the benefits of using technology</p>	<p>created the information I use.</p> <p> I can identify benefits of using technology including finding information, creating and communicating.</p> <p> I can talk about the differences between the internet and things in the physical world.</p>	<p>internet that contains websites.</p> <p> I can use search tools to find and use an appropriate website.</p> <p> I can think about whether I can use images that I find online in my own work.</p>	<p> I can tell you how to check who owns photos, text and clipart.</p> <p> I can create a hyperlink to a source on the World Wide Web.</p>	<p> I can recognise and evaluate different types of information I find on the World Wide Web.</p> <p> I can describe the different parts of a webpage.</p> <p> I can find out who the information on a webpage belongs to.</p>	<p>communicate and collaborate online.</p> <p> I can talk about the way search results are selected and ranked.</p> <p> I can check the reliability of a website.</p> <p> I can tell you about copyright and acknowledge the sources of information that I find online.</p>
Computer Science - Programming	<p>National Curriculum:</p> <ul style="list-style-type: none"> - Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. 		<p>National Curriculum:</p> <ul style="list-style-type: none"> - Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 			
	<p> I can give instructions to my friend and follow their instructions to move around.</p> <p> I can describe what happens when I press buttons on a robot.</p> <p> I can press the buttons in the correct order to make my robot do what I want. - I can describe what actions I will need to do to make something happen and begin to use the word 'algorithm'.</p>	<p> I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p> I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p> I can program a robot or software to do a particular task.</p>	<p> I can break an open-ended problem up into smaller parts.</p> <p> I can put programming commands into a sequence to achieve a specific outcome.</p> <p> I keep testing my program and can recognise when I need to debug it.</p> <p> I can use repeat commands. I can describe the algorithm I will need for a simple task.</p>	<p> I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p> I can use an efficient procedure to simplify a program.</p> <p> I can use a sensor to detect a change which can select an action within my program.</p> <p> I know that I need to keep testing my program/animation while I am putting it together.</p>	<p> I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p> I can refine a procedure using repeat commands to improve a program.</p> <p> I can use a variable to increase programming possibilities.</p>	<p> I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p> I can explain and program each of the steps in my algorithm.</p> <p> I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</p>

	 I can begin to predict what will happen for a short sequence of instructions.  I can begin to use software/apps to create movement and patterns on a screen.  I can use the word 'debug' when I correct mistakes when I program.	 I can look at my friend's program and tell you what will happen.  I can use programming software to make objects move.  I can watch a program execute and spot where it goes wrong so that I can debug it.	 I can detect a problem in an algorithm and explain how to debug it.	 I can use a variety of tools to create a program/animation.  I can recognise an error in a program and debug it.  I can recognise that an algorithm will help me sequence more complex programs.  I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.	 I can change an input to a program to achieve a different output.  I can use 'if' and 'then' commands to select an action.  I can talk about how a computer model can provide information about a physical system.  I can use logical reasoning to detect and debug mistakes in a program.  I use logical thinking, imagination and creativity to extend a program.	 I can recognise when I need to use a variable to achieve a required output.  I can use a variable and operators to stop a program.  I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.  I can use logical reasoning to detect and correct errors in algorithms and programs.
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