Saint Thomas More Catholic Primary School
Progression of Computing Skills 2022-2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing Systems and Networks	• To begin to explore how technology works. • To begin to recognise that technology can be used in different ways.	• To choose a piece of technology to do a job. • To recognise that some technology can be used in different ways. • To identify the main parts of a computer. • To use a mouse in different ways. • To use a keyboard to type. • To use the keyboard to edit text. • To show how to use technology safely.	• To describe some uses of computers. – KS1CAU1L1. • To identify information technology in school. – KS1CAU1L2. • To identify information technology beyond school. – KS1CAU1L3. • To show how to use information technology safely. – KS1CAU1L5&6.	• To identify input and output devices. – U1L2. • To explain that a computer system accepts an input and processes it to produce an output. – U1L2. • To explain how a computer network can be used to share information. – U1L4. • To explain the role of a switch, server and wireless access point in a network. – U1L5. • To identify network devices around me. – U1L4. • To explain how networks can be connected to other networks. – U1L6.	• To recognise that the World Wide Web is part of the Internet. – U1L2. • To explain the global interconnection of networks is the Internet. – U1L3. • To describe the types of content/media that can be added, created and shared on the World Wide Web. – U1L4. • To evaluate the reliability of content and the consequences of unreliable content. – U1L6.	• To describe the input and output of a search engine. • To demonstrate that different search terms produce different results. • To evaluate the results of search terms.	• To outline methods of communicating and collaborating using the Internet. – U1L1. • To choose methods of Internet communication and collaboration for different purposes. – U1L3. • To evaluate different methods of online communication and collaboration. – U1L4. • To decide what you should and should not share online. – U1L6.

Programming						
		• To enact a given word. – KS1CAU3L2. • To predict the outcome of a command on a device. – KS1CAU3L1. • To list which commands can be used on a given device. – KS1CAU3L3. • To run a command on a floor robot. – KS1CAU3L3. • To choose a command for a given purpose. – KS1CAU3L3 – KS1CBU3L1. • To choose a series of words that can be enacted as a program. – KS1CAU3L2 – KS1CBU3L3. • To choose a series of commands that can be run as a	• To choose a series of words that can be enacted as a sequence. • To choose a series of instructions that can be run as a program. • To create a program. • To trace a sequence to make a prediction. • To run a program on a device. • To debug a program that I have written.	• To build a sequence of commands. – U3L2&3. • To combine commands in a program. – U3L4. • To order commands in a program. – U3L4. • To create a sequence of commands to produce a given outcome. – U3L5&6.	• To list an everyday task as a set of instructions including repetition. • To use an indefinite loop to produce a given outcome. • To use a count-controlled loop to produce a given outcome. • To plan a program that includes appropriate loops to produce a given outcome. • To recognise tools that enable more than one process to be run at the same time (concurring). • To create two or more sequences that run at the same time.	• To create a condition-controlled loop. – U3L2&3. • To use a condition in an "if…then…" statement to start an action. – U3L4. • To use selection to switch the program flow in one of two ways. – U3L4&5. • To use a condition in an "if…then…else…" statement to produce given outcomes.	• To identify a variable in an existing program. – U3L2. • To experiment with the value of an existing variable. – U3L3. • To choose a name that identifies the role of a variable to make it easier for humans to understand it. – U3L5. • To decide where in a program to set a variable. – U3L6. • To update a variable with a user input. • To use an event in a program to update a variable.

		program. – KS1CAU3L4 – KS1CBU3L2&4. • To build a sequence of commands in steps. – KS1CAU3L5 – KS1CBU3L5. • To combine commands in a program. – KS1CAU3L6 – KS1CBU3L6. • To run a program on a device. – KS1CAU3L5&6 – KS1CBU3L6.					• To use a variable in a conditioned statement to control the flow of a program. • To use the same variable in more than one location in a program.

Data and Information						
		• To identify some attributes of an object. • To collect simple data. • To show that collected data can be counted. • To describe the properties of an object. • To choose an attribute to group objects by. • To group objects to answer questions. • To explain that objects can be grouped by similarities (attribute). • To describe a group of objects (based on commonality).	• To recognise that people, animals and objects can be described by attributes. – KS1CBU4L1&5. • To show I can enter data onto a computer. – KS1CBU4L2&3&5. • To use a computer to view data in different formats. – KS1CBU4L2. • To use pictograms to answer single-attribute questions. – KS1CBU4L2. • To use a computer to answer comparison questions (graphs, tables). – KS1CBU4L4&5.	• To create questions with yes/no answers. – U4L1. • To choose questions that will divide objects into evenly sized subgroups. – U4L3. • To repeatedly create subgroups of objects. – U4L2. • To identify an object using a branching database. – U4L4. • To retrieve information from different levels of the branching database. – U4L5&6.	• To use a digital device to collect data automatically. • To choose how often to automatically collect data samples. • To use a set of logged data to find information. • To use a computer program to sort data by one attribute. • To export information in different formats.	• To choose different ways to view data. – U4L2. • To ask questions that need more than one attribute to answer. – U4L3. • To choose which attribute and value to search by to answer a given question (operands). – U4L3. • To choose which attribute to sort data by to answer a given question. – U4L4. • To choose multiple criteria to search data to answer a given question (AND and OR). – U4L4. • To select an appropriate graph to visually compare data. – U4L5. • To choose suitable ways to present information to other people. – U4L6.	• To calculate data using a formula for each operation. • To use functions to create new data. • To use existing cells within a formula. • To choose suitable ways to present spreadsheet data.

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Creating Media – Text and Images	• To explore, use and refine a variety of artistic effects to express their ideas and feelings. • To develop their small motor skills so that they can use a range of tools competently, safely and confidently. • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Text:** • To use letter, number and space keys to enter text into a computer. • To use punctuation and special characters. • To use the backspace key to remove text. • To position the text cursor in a chosen location. • To use undo. • To select text. • To choose options to achieve a desired effect. • To change the appearance of text on a computer. **Images:** • To create a picture using freehand tools. – KS1CBU2L1. • To use shape and line tools when precision is needed. – KS1CBU2L2.	• To capture a digital image. • To take photographs in both landscape and portrait format. • To view photographs on a digital device. • To device which photographs to keep. • To hold the camera still to create a clear photograph. • To use zoom to change the composition of a photograph. • To consider lighting before taking a photograph. • To use filters to edit the appearance of a photograph. • To improve a photograph by retaking it.	• To show that page orientation can be changed. • To add text to a placeholder. • To organise text and image placeholders in a page layout. • To edit text in a placeholder. • To choose fonts and apply effects to text. • To add and remove images to and from placeholders. • To move, resize and rotate images. • To review a document.	• To recognise that digital images can be manipulated. – U5L1. • To recognise that digital images can be changed for different purposes. – U5L1. • To choose the most appropriate tool for a particular purpose. – U5L5. • To consider the impact of changes made on the quality of the images. – U5L6.	• To add an object to a vector drawing. • To select one object or multiple objects. • To delete objects. • To move objects between the layers of a drawing. • To group of ungroup selected objects. • To duplicate objects using copy and paste. • To modify objects. • To reposition objects. • To combine options to achieve a desired effect. • To create a vector drawing for a given purpose.	**Text:** • To review an existing website (navigation bars, header). • To create a new blank webpage. • To add text to a webpage. • To set the style of text on a web page. • To embed media in a webpage. • To insert hyperlinks between pages. • To add webpages to a website. • To insert hyperlinks to another site. **Images:** • To position 3D shapes relative to one

		• To use a range of paint colours. – KS1CBU2L2. • To use the fill tool to colour an enclosed area. – KS1CBU2L2. • To use the undo button to correct a mistake. – KS1CBU2L2. • To combine a range of tools to create a piece of artwork. – KS1CBU2L3&4&5.					another. – U5L1. • To use digital tools to modify 3D objects. – U5L2. • To combine objects to create a 3D digital artefact. – U5L3. • To use digital tools to accurately size 3D objects. – U5L4. • To construct a 3D model which reflects a real world object. – U5L5&6.

Creating Media – Sound and Motion			• To experiment with musical patterns on a computer. – KS1CAU5L2. • To experiment with different sounds on a computer. – KS1CAU5L3. • To use a computer to create a musical pattern. – KS1CAU5L4. • To use a computer to compose a rhythm and a melody on a given theme. – KS1CAU5L5. • To use a computer to play the same music in different ways (e.g. tempo). – KS1CAU5L5. • To evaluate a musical composition created on a	• To plan an animation using a storyboard. • To set up the work area with an awareness of what will be captured. • To capture an image. • To use the onion skinning tool to review subject position. • To move a subject between captures. • To review a captured sequence of frames as an animation. • To remove frames to improve an animation. • To add media to enhance an animation.	• To record sound using a computer. – U2L1. • To play recorded audio. – U2L2. • To import audio into a project. – U2L4. • To delete a section of audio. – U2L5. • To change the volume of tracks in a project. – U2L5.	• To use different camera angles. – U2L2. • To use pan, tilt and zoom. – U2L3. • To identify features of a video recording device or application. – U2L2. • To combine filming techniques for a given purpose. – U2L3. • To determine what scenes will convey your idea. – U2L4. • To choose to reshoot a scene or improve later through editing. – U2L5. • To decide what changes I will make when editing. – U2L5. • To use split, trim and crop	

			computer. – KS1CAU5L6. • To improve a musical composition created on a computer. – KS1CAU5L6.	• To review a completed project.		to edit a video. – U2L6.	

Unit Key:

KS1CAU5L6 = Key Stage 1 – Cycle A – Unit 5 – Lesson 6.

U2L6 = Unit 2 Lesson 6 (of that year group).