

Computing Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Information Technology – Word Processing	Play on a touch screen game and use computers/keyboards/ mouse in role play Type letters with increasing confidence using a keyboard and tablet Move and resize images with my fingers or mouse	Use a keyboard to enter text Begin to understand storage is where work/learning is saved- retrieving saved work Confidently type words quickly and correctly on a digital device Can use the space bar to make space and delete to delete letters/words Make a new line using enter/return Rename and add colour tags in Apples Pages Manipulate font by changing the size and colour in Apple Pages and other word processing programs Add photos in Apple Pages Use of skills learned in Computer Science to produce a document in Apple Pages	Use a keyboard to enter text Manipulate font by changing the size, colour and font in Apple Pages and other word processing programs Rename and add colour tags in Apples Pages Add photos in Apple Pages Understand keyboard terms and use delete, space, caps, return Save, share and open files correctly Use the space bar only once between words and use touch to navigate to words and edit Use of skills learned in Computer Science to produce a document in Apples Pages or MS Word	Use a keyboard to enter text Manipulate font by changing the size, colour, font, underline, bold in Apple Pages and other word processing programs Combine a mixture of text and graphics to share ideas and learning Create new documents and retrieve previously saved documents in Apple Pages and other word-processing programs Add online pictures in MS Word and use 'Tight' in layout options Save MS Word documents by using the 'Save' shortcut icon within the program Use of skills learned in Computer Science to produce a presentation in Apple Keynote	Use a keyboard to enter text Rename and add colour tags in Apples Pages Create new documents and retrieve previously saved documents in Apple Pages and other word-processing programs Manipulate font by changing the size, colour, font, underline, bold, shadow, alignment in Apple Pages and other word processing programs Add clipart in Apple Pages and other word-processing programs Add photos in Apple Pages and other word-processing programs Share their document in Apple Pages by using Airdrop to teacher's iPad. Highlight and use right-click to cut, copy and paste in MS Word Use of skills learned in Computer Science to produce a presentation in MS PowerPoint	Use a keyboard to enter text Share their document in Apple Pages by using Airdrop to teacher's iPad. Manipulate font to suit the document/purpose in Apple Pages and other word processing programs Create new documents and retrieve previously saved documents in Apple Pages and other word-processing programs Review and improve own work and support others Use select all. cut, copy and paste shortcuts of Ctrl + A/X/C/V to quickly duplicate and organise text Combine a mixture of text and graphics to share ideas and learning Save MS Word documents using the shortcut of Ctrl and S Use of skills learned in Computer Science to produce a presentation in Apple Keynote or MS PowerPoint	Use a keyboard to enter text Share their document in Apple Pages by using Airdrop to teacher's iPad. Rename and add colour tags in Apples Pages Create new documents and retrieve previously saved documents to/from the OneDrive in Apple Pages and other word-processing programs Transfer skills to new technologies and media based on prior knowledge Explain choices for using particular media for particular effects Use shortcuts on the Apple keyboard for manipulating font, size, alignment. Use blue dots to manipulate inserted photos/cliparts in Apple Pages Use drawing tool to add own images in Apple Pages Include audio to enhance a written piece in Apple Pages Use of skills learned in Computer Science to produce an information leaflet in MS Sway
	Vocabulary						
	Touchscreen, computer, keyboard, mouse, type, squeeze fingers, resize	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename, tight layout, underline, bold	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename, tight layout, underline, bold, shadow, alignment, clipart, airdrop, cut, copy, paste	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename, tight layout, underline, bold, shadow, alignment, clipart, airdrop, cut, copy, paste, shortcut	Keyboard, text, storage, save, space bar, delete, enter/return, create, save, tag, find and retrieve, font, text, caps lock, tags, photo, open, rename, tight layout, underline, bold, shadow, alignment, clipart, airdrop, cut, copy, paste, shortcut, drawing tool, OneDrive, audio
	Resources/Apps						
	iPads keyboards	iPads Laptops Apple Pages MS Word/Wordpad	iPads Laptops Apple Pages MS Word/Wordpad	iPads Laptops Apple Pages/Keynote MS Word/Wordpad	iPads Laptops Apple Pages/Keynote MS Word/Wordpad	iPads Laptops Apple Pages/Keynote MS Word/Wordpad/Sway	iPads Laptops Apple Pages/Keynote MS Word/Wordpad/Sway

Computing Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Computer Science - Coding	Play on a touch screen game and use computers/keyboards/ mouse in role play	Open Scratch Jr on iPad using QR code Add and change sprites in Scratch Jr Add and edit backgrounds in Scratch Jr Include a Title in Scratch Jr Use repeat blocks in Scratch Jr Begin to understand what an algorithm is Begin to understand what debugging is	Open Scratch Jr on iPad using QR code Add and change sprites in Scratch Jr Add and edit backgrounds in Scratch Jr Include a Title in Scratch Jr Use repeat blocks in Scratch Jr Understand and explain what an algorithm is Understand what debugging is and begin to give examples	Open Scratch on iPad using QR code Understand and explain what an algorithm is Understand what debugging is and give examples Understand and use the 'when green flag /sprite is clicked' block in Scratch Add and change background scenes in Scratch Understand and use speech blocks in Scratch Understand and use the 'when' blocks in Scratch Understand and use the sound blocks in Scratch	Open Scratch on iPad using QR code Understand and explain what an algorithm is Understand what debugging is and give examples Understand and use the 'when green flag /sprite is clicked' block in Scratch Add and change background scenes in Scratch Understand and use speech blocks in Scratch Understand and use the 'when' blocks in Scratch Understand and use the sound blocks in Scratch Understand and use the wait, hide and show blocks in Scratch Begin to understand and use the x and y axis blocks for moving sprites Begin to use Airserver to show their coding to the class Begin to understand and use the 'if' and repeat forever blocks in Scratch Apply skills to create a game	Open Scratch on iPad using QR code Understand and explain what an algorithm is Understand what debugging is and give examples. Understand and use the 'when green flag /sprite is clicked' block in Scratch Add and change background scenes in Scratch Understand and use speech blocks in Scratch Understand and use the 'when' blocks in Scratch Understand and use the sound blocks in Scratch Understand and use the wait, hide and show blocks in Scratch Apply skills to create a game Begin to decompose problems when debugging Understand and use the x and y axis blocks for moving sprites Use Airserver to show their coding to the class Understand and use the 'if' and repeat forever blocks in Scratch	Open Scratch on iPad using QR code Understand and explain what an algorithm is Understand what debugging is and give examples Understand and use the 'when green flag /sprite is clicked' block in Scratch Add and change background scenes in Scratch Understand and use speech blocks in Scratch Understand and use the 'when' blocks in Scratch Understand and use the sound blocks in Scratch Understand and use the wait, hide and show blocks in Scratch Understand and use the x and y axis blocks for moving sprites Understand and use the 'if' and repeat forever blocks in Scratch Decompose problems when debugging and articulate them Confidently use Airserver to show their coding to the class Apply skills to create a game or manipulate an existing game on Scratch
	Vocabulary						
	Touchscreen, computer, keyboard, mouse, type, squeeze fingers, resize, drag, drop	Touchscreen, iPad, block, Scratch Jr, sprite, background, algorithm, debugging, title, QR code	Touchscreen, iPad, block, Scratch Jr, sprite, background, algorithm, debugging, title, QR code	Touchscreen, iPad, block, Scratch, sprite, background scene, algorithm, debugging, title, QR code, when green flag/sprite clicked, speech block, sound blocks	Touchscreen, iPad, block, Scratch, sprite, background scene, algorithm, debugging, title, QR code, when green flag/sprite clicked, speech block, sound blocks, x and y axis, wait, hide, show, if, repeat forever, airserver	Touchscreen, iPad, block, Scratch, sprite, background scene, algorithm, debugging, title, QR code, when green flag/sprite clicked, speech block, sound blocks, x and y axis, wait, hide, show, if, repeat forever, airserver, decompose	Touchscreen, iPad, block, Scratch, sprite, background scene, algorithm, debugging, title, QR code, when green flag/sprite clicked, speech block, sound blocks, x and y axis, wait, hide, show, if, repeat forever, airserver, decompose
	Resources/Apps						
	iPads	iPads Laptops Scratch Jr	iPads Laptops Scratch Jr	iPads Laptops Scratch	iPads Laptops Scratch	iPads Laptops Scratch	iPads Laptops Scratch

Computing Skills Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Y1	recognise that there may be people online who could make someone feel sad, embarrassed or upset	explain how other people may look and act differently online and offline	I can explain what is meant by the term 'identity'.	I can explain how my online identity can be different to my offline identity.	I can explain how identity online can be copied, modified or altered.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
Y2	Know who to speak to at home or in school	give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened	I can explain how people can represent themselves in different ways online.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
Y3		give examples of how they might get help	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		I can explain the importance of asking until I get the help needed.
Y4						
Y5						
Y6						

Digital Literacy – E Safety using Jigsaw PSHE

Computing Skills Progression

	EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Digital Literacy – E Safety using Jigsaw PSHE	Self-image and Identity Know people may act differently online Give examples of what might make sad/worried/uncomfortable online Begin to think of who to speak to about help	Health, Well-Being and Lifestyle	explain rules to keep myself safe when using technology both in and beyond the home.	explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment say how those rules / guides can help anyone accessing online technologies.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases) and explain the importance of seeking permission from a trusted adult before purchasing.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
		Privacy & Security	explain that passwords are used to protect information, accounts and devices. recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	explain how passwords can be used to protect information, accounts and devices explain and give examples of what is meant by 'private' and 'keeping things private' describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.	I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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 know that online services have terms and conditions that govern their use.
		Copyright & Ownership	explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). understand that work created by others does not belong to me even if I save a copy	recognise that content on the internet may belong to other people. describe why other people's work belongs to them.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	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. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	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.
	Vocabulary							
			Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, password, search engines,	Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, consent, permission, search engines, webpage, voice-activated, passwords	Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, permission, passwords, age-restrictions, internet, memes, gaming, avatar, social media	Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, offline identify, livestreaming, media, in-app purchases, monitored, pop-ups, content, consent,	Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, content, geolocation, in-app purchases, voice-activated, search engines, emojis, memes, GIFs, online identity	Self-image and identify, Online relationships, Online reputation, Online bullying, Managing online information, Privacy and security, Copyright and Ownership, online content, sources, scams, phishing, privacy, passwords, parental warnings, PEGI, BBFC, misinformation, disinformation, ad-targeting, fake news, screen grab/shot, URL,



Computing Skills Progression

	EYFS		Y1	Y2	Y3	Y4	Y5	Y6
	Resources/Apps							
			Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.	Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.	Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.	Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.	Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.	Jigsaw PSHE program All of our e-safety is covered if all Jigsaw lessons are taught.