



The Whinless Down Academy Trust - Computing Progression of Skills Document

Computing and technology in EYFS at Whinless Down Academy Trust:

Children experience and use a wide range of technology to support learning across all areas of the EYFS curriculum. This could range from using simple apps and programs to present their ideas, to using and directing simple programmable toys. They also being to talk about how to stay safe online.

	Key Stage 1 Years 1 and 2	Lower Key Stage 1 Years 3 and 4	Upper Key Stage 2 Years 5 and 6	Vocabulary
Digital Literacy	<p>By the end of Key Stage 1, children will:</p> <ul style="list-style-type: none"> Explain how to stay safe online Tell trusted adults when feeling safe online Treat others with respect online Use the internet safely to search for information Ensure personal information is not shared online Use safe passwords for accounts 	<p>By the end of Lower Key Stage 2, children will:</p> <ul style="list-style-type: none"> Report online incidents to trusted adults Explain what to do if they feel unsafe online at school Explain what to do if they feel unsafe online at home Protect their online user accounts with a strong password Identify what impacts upon a digital footprint Behave respectfully towards others online and reports incidents of unkind behaviour online Explain the risks involved with talking to strangers online Evaluate an online message to decide if it is from a reliable source Read and responds to blog posts Send emails safely Use key words to search effectively online 	<p>By the end of Upper Key Stage 2, children will:</p> <ul style="list-style-type: none"> Report online incidents to trusted adults and uses the CEOP button when necessary Protect personal information by using secure passwords that are not shared with others Protect themselves from the risks posed by strangers online Use mobile devices safely and responsibly outside of school Create blog posts and wikis Distinguish between fact and opinion online Acknowledge the sources of information that they find online Promote anti-cyberbullying Demonstrate safe and responsible behaviour when gaming and live-streaming Evaluate their own digital footprint and the impact this may have on them personally 	<p>Internet, online, respect, search engine, password, personal information, trust, technology, connected</p> <p>Online safety, personal information, digital footprint, strong password, reliability, risks, strangers, contact, blog, email, post, report, key word search, search engine</p> <p>Report, CEOP, strangers, blogs, posts, wikis, cyberbullying, gaming, live-streaming, source of information, digital footprint, fact and opinion, bias, mobile device, personal information, secure passwords</p>

	Key Stage 1 Years 1 and 2	Lower Key Stage 1 Years 3 and 4	Upper Key Stage 2 Years 5 and 6	Vocabulary
Information Technology	By the end of Key Stage 1, children will:	By the end of Lower Key Stage 2, children will:	By the end of Upper Key Stage 2, children will:	Information, program, animation, graph, pictogram, text, image, sound, edit, font, keyboard, keys, save, print, open, file
	Present information using different programs	Edit photographs and images using digital programs	Organise digital files effectively for easy retrieval	
	Use art programmes to create digital images	Edit audio files using digital programs	Select the most appropriate software to present information effectively	
	Create an animation using a digital program	Create multimedia presentations which combines edited audio and photos	Create hyperlinks to direct readers to source material	
	Present information in a graph or pictogram	Use a spell checker to correct spelling errors	Filter information within a database or spreadsheet	
	Use technology to create text, images and sounds	Select font type, size and colour to suit the purpose of the file	Create spreadsheets to sort data with formatted cells	
	Change font type, size and colour of text	Use databases to find information	Generate graphs from data in a spreadsheet	Program, app, file, audio, image, text, multimedia, presentation, spell checker, font, database, branching database, sort, information
	Use keyboards effectively	Create and edit databases to present information	Identify and correct implausible or inaccurate data in files	
	Explain the functions of different keys on a keyboard	Create stop motion animations using image software	Create digital 3D models using relevant software	
	Save and print work	Create art work using digital programs	Create stop frame animation using a variety of animation techniques and tools	
	Retrieve and edits work to make changes		Create videos using green screen techniques	
	Create branching databases to sort data and information		Create musical compositions using digital software	Software, hyperlink, source material, 3D model, spreadsheet, filter, sort, data, formatted cells, graphs, stop frame animations, green screen
	Create sound files using software			

	Key Stage 1 Years 1 and 2	Lower Key Stage 1 Years 3 and 4	Upper Key Stage 2 Years 5 and 6	Vocabulary
Computer Science	<p>By the end of Key Stage 1, children will:</p> <p>Use simple block coding to write algorithms</p> <p>Sequence instructions in the correct order</p> <p>Create algorithms to program physical objects to move</p> <p>Create algorithms for digital programs</p> <p>Program an animation with more than one algorithm</p> <p>Work out why an algorithm doesn't work</p>	<p>By the end of Lower Key Stage 2, children will:</p> <p>Write algorithms with confidence using block coding</p> <p>Debug a program that doesn't work</p> <p>Predict the effect an algorithm will have on a program</p> <p>Test algorithms to ensure they work as planned</p> <p>Rewrite algorithms written in the wrong order</p> <p>Write algorithms that include a 'loop' command</p> <p>Write algorithms that include a selection command (if, then, else)</p> <p>Write algorithms that control more than one object at a time in a program</p> <p>Explain how the Internet and networks work</p>	<p>By the end of Upper Key Stage 2, children will:</p> <p>Write algorithms with fluency and confidence using block coding</p> <p>Evaluate algorithms in a program to identify potential bugs</p> <p>Debug algorithms by identifying errors, correcting them and testing the program</p> <p>Create a simulation of a physical system</p> <p>Write a program to control a physical system using simulation software</p> <p>Write algorithms that contain variables</p> <p>Create programs with multiple algorithms that include loops, selection commands, and variables</p> <p>Create a game with multiple algorithms that contain variables</p>	<p>Sequence, instructions, algorithm, digital program, animation, bug, debug</p>
				<p>Algorithm, program, bug, debug, predict, test, loop command, selection command, internet</p>
				<p>Algorithm, block coding, bug, debug, predict, test, physical system, simulation, simulation software, variables, loops, selection commands</p>