

Computing Skills Progression

	KS1	LKS2	UKS2
Digital Literacy	<p>Children can:</p> <ul style="list-style-type: none"> Identify what counts as personal information Identify devices that can be used to search the internet Identify appropriate and inappropriate content on the internet Where to go for help about online content Recognise that different devices can connect people together Consider other people's feelings on the internet <p style="color: red;">Key vocab: information, personal, device, technology, content, technology, safe</p> <p style="color: red;">Suggested resources: National Online Safety, Safer Internet Day</p>	<p>Children can:</p> <ul style="list-style-type: none"> Recognise and explain acceptable and unacceptable online behaviours Identify different ways of communicating online Recognise and discuss impacts of social media and networking devices/programs Identify ways of reporting concerns online Recognise consequences of sending messages/images online <p style="color: blue;">Key vocab: communicate, social media, networking, program, concern</p> <p style="color: blue;">Suggested resources: National Online Safety, Safer Internet Day</p>	<p>Children can:</p> <ul style="list-style-type: none"> Use computer networks to collaborate Judge what sort of privacy settings to use to reduce different risks Use different sources to assess validity of online content Find 'report' and 'flag' buttons and name sources of help Explain and apply knowledge of being a good online citizen Apply understanding to scenarios involving online risk <p style="color: green;">Key vocab: privacy, settings, risk, validity, citizen, collaborate, computer networks, sources,</p> <p style="color: green;">Suggested resources: National Online Safety, Safer Internet Day, CEOP</p>
Information Technology	<p>Children can:</p> <ul style="list-style-type: none"> Use various tools, including brush, pen, eraser, shapes Use keys such as spacebar, backspace, delete, arrow keys and return. Start to use two hands when typing to begin to develop word processing skills. Save, retrieve and print work. Log on and off consistently. <p style="color: red;">Key Vocab: digital content, tools, keys, word processing, save, retrieve, print, store, data</p> <p style="color: red;">Suggested resources: 2Graph, Dazzle, Beebots, Microsoft Word, BBC Dancemats, My Documents, personal log ins,</p>	<p>Children can:</p> <ul style="list-style-type: none"> Use search technologies to collect information Use print screen function to capture images. Copy and paste functions. Edit pictures and shapes using a variety of tools, including resize, rotate and crop. Develop word processing skills, becoming more efficient using both hands. Use a variety of font sizes, styles and colour. Develop understanding of Publisher to present work, using formatting skills to edit layout. <p style="color: blue;">Key vocab: search technologies, internet, print screen, copy and paste, edit, resize, rotate, crop, font, format, software</p> <p style="color: blue;">Suggested resources: Microsoft Word, Internet search engines, Publisher, BBC Dancemats,</p>	<p>Children can:</p> <ul style="list-style-type: none"> Further develop presentation skills (Powerpoint), edit and improve formatting skills. Create spreadsheets using data, understanding their purpose and how they work, analysing and evaluating data Animations (as a standalone project) <p style="color: green;">Key vocab: format, digital devices, software, data, analysing, software,</p> <p style="color: green;">Suggested resources: Microsoft Powerpoint, Excel,</p>

<p>Computer Science</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Understand that algorithms are a set of instructions • Give commands, including forwards, backwards, turns • Explore what happens and make predictions about a sequence of instructions is given • Give a set of simple instructions to complete a task • Begin to improve and debug instructions <p>Key vocab: algorithm, commands, program, sequence, instructions, improve, debug, prediction,</p> <p>Suggested resources: Beebots, command cards,</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Tinker and navigate using Scratch • Begin to use different tools on Scratch, including creating a background, sprite • Give simple commands to control sprite • Use logical reasoning to debug simple errors • Design and create 3D models on Sketch Up • Navigating Sketch Up to use different viewpoint angles • Use tools available to create own model • Use input and output devices <p>Key vocab: tinkering, navigating, sprite, logical reasoning, debug, input, output, devices, repetition</p> <p>Suggested resources: Scratch, Sketch Up, 2Code</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Create and edit variables on Scratch • Use conditional statements, infinite loops and selection • Design own game on Scratch, including scoring and timing • Evaluate the effectiveness and debug issues using logical reasoning • Understand how computer networks work (including server, clients, printer, Wifi point, etc) <p>Key vocab: conditional, infinite, variables, effectiveness, debug, computer networks, server, client, selection, logical reasoning</p> <p>Suggested resources: Scratch, Barefoot Computing</p>
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