

## Progression in Computing and ICT at Beaufort Primary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>General computer skills</b>	<p><b>Early learning goal - technology</b></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for</p>	<ul style="list-style-type: none"> <li>Log on &amp; off a computer.</li> <li>Type in username and password.</li> <li>Left click to select.</li> <li>Use backspace.</li> <li>Control the mouse to draw lines or drag items.</li> <li>Save work into designated folders.</li> <li>Use forwards and backwards to explore websites.</li> </ul>	<ul style="list-style-type: none"> <li>Know own username and password to log on to the computer.</li> <li>Use cut/copy/paste with text and images in a word document.</li> <li>Retrieve my work from a saved folder.</li> <li>Save work with an appropriate file name.</li> <li>Print work on the correct printer.</li> <li>Understand the difference between left and right click.</li> <li>Resize objects added to work.</li> <li>Use maximise and minimize.</li> </ul>	<ul style="list-style-type: none"> <li>Shut down computers correctly.</li> <li>Log on and off ready for the next person.</li> <li>Save work in the correct file.</li> <li>Know the difference between save and save as.</li> <li>Use backspace and delete.</li> </ul> <p><b>Keyboard Knowledge</b> Introduce touch typing (10-minute starter)</p> <ul style="list-style-type: none"> <li>Function of caps lock.</li> <li>Understand the shift key.</li> <li>Understand arrow keys.</li> <li>Know how to undo and redo.</li> <li>To use different ways to highlight text.</li> </ul>	<ul style="list-style-type: none"> <li>Understand Complex Printing- and know different print option</li> <li>Change Password</li> <li>Take Screen Shots</li> <li>Resize Digital Images</li> <li>Create a folder</li> </ul> <p><b>Keyboard Knowledge</b> Competently touch type (10-minute starter)</p> <ul style="list-style-type: none"> <li>Create a simple text box.</li> <li>Use bullet points.</li> <li>Align text.</li> <li>Understanding what a spread sheet does.</li> <li>Knowing how to graph successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Save Work to appropriate Folders</li> <li>Use Complex Printing options</li> <li>Create and adapt folders</li> <li>Resize Windows</li> </ul> <p><b>Keyboard Knowledge</b></p> <ul style="list-style-type: none"> <li>Move a word or sentence by lassoing the text and dragging it to a new position.</li> <li>Move a word or section of text within the document by cutting and pasting.</li> <li>Check spelling and grammar.</li> <li>Orient the page view and page size and print on different size paper.</li> </ul>	<ul style="list-style-type: none"> <li>Save Work to appropriate Folders</li> <li>Use Complex Printing options</li> <li>Create and adapt folders</li> <li>Change Passwords</li> <li>Take Screen Shots</li> <li>Resize digital images</li> </ul> <p><b>Keyboard Knowledge</b></p> <ul style="list-style-type: none"> <li>Indent manually or within a list and know when to use these skills.</li> <li>Know how to bring full menus up if using MS Word.</li> <li>Copy and paste from the Internet into MS Word removing web formatting.</li> </ul>

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				<ul style="list-style-type: none"> <li>• <b>Apply</b> changes to text e.g. bold, italic or underline it and <b>distinguish</b> when to use these</li> <li>• Can change font type, size of the font &amp; colour of the font and know when to use these.</li> </ul>		<ul style="list-style-type: none"> <li>• Insert a picture, Word Art or clip-art</li> <li>• Insert a table.</li> <li>• Adjust a table format by adding new columns or rows and merging cells.</li> <li>• <b>Apply</b> a new style to a document.</li> <li>• Insert and format shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Save a copy of the document as a pdf file.</li> <li>• Insert and manipulate Word art.</li> <li>• Group and un-group objects.</li> <li>• Select, copy and paste objects or groups of objects.</li> <li>• <b>Recognise</b> how to mail merge.</li> <li>• Understand how to manipulate numbers using formulas and other techniques.</li> </ul>
Teaching ideas/ Resources							

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<b>Digital Citizenship</b>	<p><b>Acceptable Use Agreement</b></p> <p>To use technology safely and respectfully.</p>	<ul style="list-style-type: none"> <li>To sign up to the Student Code of Conduct.</li> <li>To use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>To sign up to the Student Code of Conduct.</li> <li>To use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> ways of protecting their online reputation.</li> <li><b>Identify</b> ways of working out whether online information is reliable.</li> <li>Understand how to be a critical consumer online.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>apply</b> the internet legend sharp alert secure kind brave</li> <li><b>Recognise</b> and demonstrate ways of protecting their online reputation.</li> <li><b>Identify</b> ways of working out whether online information is reliable. Understand how to be a critical consumer online</li> </ul>	<ul style="list-style-type: none"> <li>To know how to seek help if they feel unsafe online.</li> <li><b>Identify</b> ways to secure information online by creating strong passwords.</li> <li><b>Identify</b> what they can do to be kind online.</li> <li>To understand how to identify scams and what 'phishing' means.</li> <li>Develop safe habits online.</li> </ul>	<ul style="list-style-type: none"> <li>To know what having a positive digital footprint means and how to build this.</li> <li>To <b>recognise and evaluate</b> online privacy boundaries for themselves and others.</li> <li>To develop respectful, and healthy empathetic online relationships.</li> <li>To <b>describe</b> and <b>organise</b> how to be respectful in a healthy and safe way online.</li> </ul>
<b>Teaching ideas/ Resources</b>							

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<b>Digital literacy</b>	<p><u>Presenting Skills</u> Not taught in EYFS.</p>	<ul style="list-style-type: none"> <li>Learn and <b>remember</b> how to type my name and very simple sentences. Use a chosen programme such as 2Simple software.</li> <li><b>Create</b> my own image on 2paint (e.g self-portrait) and make changes</li> </ul>	<ul style="list-style-type: none"> <li><b>Create</b> my own music/sound composition based on a story.</li> <li><b>Compose</b> simple sentences and short stories into a text-based software, focusing on the keyboard skills.</li> <li>Choose and copy and paste an appropriate image for a piece of text.</li> <li>Retell a story in my own words, planning and typing the text, creating the moving images and sounds that will go with each page of the story.</li> <li><b>Create</b> pictograms.</li> </ul>	<p><u>Presenting Skills</u> Use a number of functions to <b>create</b> a presentation on PowerPoint.</p> <ul style="list-style-type: none"> <li>Adding /changing slides.</li> <li>Add/organise text and pictures.</li> </ul> <p><u>Internet searches</u></p> <ul style="list-style-type: none"> <li>One-word searches on a child friendly search engine</li> <li>Bookmarking a web page by creating a favourite.</li> <li>Copying text and images from the internet page.</li> </ul>	<p><u>Presenting Skills</u> Use a number of functions to <b>create</b> a presentation on PowerPoint.</p> <ul style="list-style-type: none"> <li>Presentation mode and how to reorder slides.</li> <li>Present slide show with good use of timings and animation.</li> </ul> <p><u>Internet searches</u></p> <ul style="list-style-type: none"> <li>Multiple word searches on a standard search engine.</li> <li><b>Analyse</b> the order of results returned.</li> <li>Opening multiple web pages without leaving the search.</li> </ul>	<p><u>Presenting Skills</u> Use a number of functions to <b>create</b> a presentation on PowerPoint.</p> <ul style="list-style-type: none"> <li>Know how to add a sound file to a slide as an object</li> <li>Know how to <b>compose</b> your own simple sound clip as an object on a slide</li> <li><b>Identify and apply</b> add a video to a slide</li> <li><b>Recognise</b> that sometimes a presentation is run by the viewer without the creator being present and that some effects can enhance the viewer's enjoyment.</li> <li>Understand that if a presentation is run automatically</li> </ul>	<p><u>Presenting Skills</u> To be able to use a number of functions to <b>create</b> a presentation on PowerPoint</p> <ul style="list-style-type: none"> <li><b>Explore</b> which transitions and animations enhance a viewer's enjoyment and which distract from the information presented</li> <li><b>Create and record</b> a commentary to go with a presentation</li> <li><b>Explore and compare</b> different web presentation tools such as Prezi and PowerPoint</li> </ul> <p><u>Internet Searches</u></p> <ul style="list-style-type: none"> <li><b>Apply</b> the advanced search</li> </ul>

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						<p>that all information is needed on the slide</p> <ul style="list-style-type: none"> <li>• <b>Create and apply slide</b> transitions.</li> </ul> <p><b><u>Internet Searches</u></b></p> <ul style="list-style-type: none"> <li>• Google synonym search</li> <li>• Google dictionary definition</li> <li>• <b>Analyse</b> search results for sponsorship</li> <li>• <b>Identify</b> physical places with Google Maps and Google Street view.</li> </ul>	<p>options in google e.g. using a (-) to exclude words and a minus (-) to exclude words.</p> <ul style="list-style-type: none"> <li>• To <b>identify and list</b> sources of information.</li> </ul>
<b>Teaching ideas/ Resources</b>		Purple Mash	Purple Mash				

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<b>Computer Science - General</b>		<ul style="list-style-type: none"> <li>Computers are just following instructions that we give them.</li> <li>We can 'talk' instructions out loud.</li> <li>Debugging is when we look for mistakes.</li> <li>Instructions must be sequenced correctly in order for them to work.</li> </ul>	<ul style="list-style-type: none"> <li>That algorithms are instructions for computers.</li> <li>That we can change the order of instructions to make something react differently.</li> <li>That we can give instructions to technology to make it do something.</li> <li>That debugging is important to make our work better by correcting mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>We can break bigger problems down into smaller chunks to make them easy to work with.</li> <li>We should always test programs to ensure they are working.</li> <li>Repetition is where we send and follow any instruction a number of times.</li> <li>We can create algorithms to solve simple problems.</li> <li>Instructions must be in order if we want something to work.</li> </ul>	<ul style="list-style-type: none"> <li>That we can make programs more efficient by giving less instructions which are more precise.</li> <li>That we can use sensors to gather information around us to make technology act in a certain way.</li> <li>That testing throughout is essential to make debugging easier.</li> <li>That the more complicated the algorithm, the more complex the program.</li> <li>That we can use technology and algorithms in a wide range of areas.</li> </ul>	<ul style="list-style-type: none"> <li>That we can use repeat commands, if statements and then statements to make our programs more efficient.</li> <li>That the use of variables will allow for a more open experience by the user.</li> <li>That as technological experts we need to be creative and think outside the box to create solutions.</li> <li>That we can use a range of inputs to control our programs.</li> </ul>	<ul style="list-style-type: none"> <li>That evaluating our programs is essential in order to improve and them - patching.</li> <li>That variables are needed in order for many real - world uses of technology to work.</li> <li>That it is important to plan and map out algorithms first to ensure the most effective order is created.</li> <li>That it is important to draw on past experiences and ideas, incorporating them into your work.</li> </ul>

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<p><b>Computer Science - Skills and techniques</b></p>		<ul style="list-style-type: none"> <li>• Give instructions to a friend and follow their instructions to move around.</li> <li>• <b>Describe</b> what happens when I press a button on a robot.</li> <li>• Press buttons on the correct order to make a robot do what I want.</li> <li>• <b>Predict</b> what will happen in a short sequence of instructions.</li> <li>• Begin to use software and apps to create movement and patterns on screen.</li> <li>• <b>Identify</b> and use the word debug when correcting mistakes in computing.</li> <li>• <b>Describe</b> what actions I will need to do to make something</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to a friend using forward backward and turn. Physically follow their instructions.</li> <li>• Share the order that things are to be done in to make things happen and discuss this as an algorithm.</li> <li>• Program a robot or software to do a particular task.</li> <li>• <b>Evaluate</b> a friend's program and tell them what will happen.</li> <li>• Program software to make objects move.</li> <li>• <b>Evaluate</b> programs and spot where it goes wrong to debug it.</li> </ul>	<ul style="list-style-type: none"> <li>• Break an open-ended problem into smaller parts.</li> <li>• <b>Sequence</b> programming commands to achieve a specific outcome.</li> <li>• Test and <b>evaluate</b> programs and recognize the need to debug.</li> <li>• <b>Apply</b> and use repeated commands.</li> <li>• <b>Describe</b> the algorithm needed for a simple task.</li> <li>• <b>Find</b> a problem in an algorithm which could result in an unsuccessful program.</li> </ul>	<ul style="list-style-type: none"> <li>• To <b>apply</b> logical thinking to solve an open-ended problem by breaking it into smaller parts.</li> <li>• Use efficient procedures to simplify a program.</li> <li>• Use a sensor to detect a change which can select an action.</li> <li>• Repeated testing of a program whilst building it to ensure it works.</li> <li>• <b>Identify</b> a variety of tools to create a program.</li> <li>• <b>Recognise</b> an error in a program and debug it.</li> <li>• <b>Recognise</b> that an algorithm will help to sequence more complex</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose a problem into smaller parts to design an algorithm for a specific outcome and use it to write a program.</li> <li>• Refine a procedure using repeated commands to improve a program.</li> <li>• Use a variable to increase programming possibilities.</li> <li>• Change an input to a program to achieve a different output.</li> <li>• <b>Apply</b> IF and THEN commands to select an action.</li> <li>• <b>Analyse</b> how a computer model can provide information</li> </ul>	<ul style="list-style-type: none"> <li>• Deconstruct a problem into smaller steps, <b>recognising</b> similarities to solutions used before.</li> <li>• <b>Justify</b> and program each of the steps in my algorithm.</li> <li>• <b>Evaluate</b> the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</li> <li>• <b>Recognise</b> the need to use a variable to achieve a required output.</li> <li>• <b>Apply</b> a variable and operators to stop a program.</li> <li>• Use different inputs including sensors to control a program.</li> <li>• Use logical <b>reasoning</b> to</li> </ul>
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<b>Teaching ideas/ Resources</b>		Purple Mash	Purple Mash	Code-it	Code-it	Code-it	Code-it