

**Wedmore Computing Progression in Skills
(eLIM Planning is used)**

Key Stage 1 Computing		
Year 1		Year 2
e-Safety	<ul style="list-style-type: none"> • keep password private. • explain what personal information is. • tell an adult about something unexpected or worrying online. • say why it's important to be kind and polite. • recognise an age appropriate website. • agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> • explain why it is important to keep password and personal information private. • describe the things that happen online that an adult must be told about. talk about why pupil should go online for a short amount of time. • talk about why it is important to be kind and polite online and in real life. know that not everyone is who they say they are on the Internet.
Programming	<ul style="list-style-type: none"> • give instructions to a friend and follow their instructions to move around. • describe what happens when press buttons on a robot. • press the buttons in the correct order to programme a robot • describe what actions are needed to do to make something happen and begin to use the word algorithm. • begin to predict what happens for a short sequence of instructions. • begin to use software/apps to create movement and patterns on a screen. • use the word debug to correct mistakes when programming. 	<ul style="list-style-type: none"> • give instructions (using forward, backward and turn) and physically follow their instructions. • tell the order in which to do things to make something happen and talk about this as an algorithm. • program a robot or software to do a particular task. • look at a friend's program and say what will happen. • use programming software to make objects move. • watch a program execute and spot where it goes wrong so it can be debugged
Handling Data	<ul style="list-style-type: none"> • talk about the different ways in which information can be shown. • use technology to collect information, including photos, video and sound. • sort different kinds of information and present it to others. • add information to a pictograph and talk about what has been found out. 	<ul style="list-style-type: none"> • talk about the different ways to use technology to collect information, including a camera, microscope or sound recorder. • make and save a chart or graph using collected data. • talk about the data that is shown in a chart or graph. • start to understand a branching database. • Say what information could be used to help investigate a question.
Multimedia	<ul style="list-style-type: none"> • be creative with different technology tools. • use technology to create and present ideas. • use the keyboard or a word bank on a device to enter text. • save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> • use technology to organise and present ideas in different ways. • use the keyboard on a device to add, delete and space text for others to read. • Explain about an online tool that will help to share ideas with others. • save and open files on a device.

Technology in our Lives	<ul style="list-style-type: none">• recognise the ways technology is used in the classroom.• recognise ways that technology is used at home and community.• use links to websites to find information.• begin to identify some of the benefits of using technology.	<ul style="list-style-type: none">• explain why technology is used in the classroom.• Say why technology is used in the home and community.• Begin to understand that other people have created the information used.• identify benefits of using technology including finding information, creating and communicating.• talk about the differences between the Internet and things in the physical world.
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Key Stage 2 Computing

Year 3		Year 4	
e-Safety	<ul style="list-style-type: none"> • talk about what makes a secure password and why they are important. • protect personal information when doing different things online. • use the safety features of websites as well as reporting concerns to an adult. • recognise websites and games age appropriate. • make good choices about how long to spend online. • ask an adult before downloading files and games from the Internet. • post positive comments online. 		<ul style="list-style-type: none"> • choose a secure password and an appropriate screen name when explain about the ways to protect self and others from harm online. • use the safety features of websites as well as reporting concerns to an adult. • know that anything shared online can be seen by others. • choose websites, apps and games that are age appropriate. • help friends make good choices about the time they spend online. • talk about why it is important to ask a trusted adult before downloading files and games from the Internet. • Comment positively and respectfully online and through text messages.
Programming	<ul style="list-style-type: none"> • break an open ended problem up into smaller parts. • put programming commands into a sequence to achieve a specific outcome. • keep testing a program and can recognise when it needs debugging. • use repeat commands. • describe the algorithm needed for a simple task. • detect a problem in an algorithm which could result in unsuccessful programming. 		<ul style="list-style-type: none"> • use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • use an efficient procedure to simplify a program. • use a sensor to detect a change and select an action within a program. • know the need to keep testing a program while putting it together. • use a variety of tools to create a program. • recognise an error in a program and debug it. • recognise that an algorithm helps to sequence more complex programs. • recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology
Handling Data	<ul style="list-style-type: none"> • talk about the different ways data can be organised. • search a readymade database to answer questions. • collect data to help answer a question. • add to a database. • make a branching database. • use a data logger to monitor changes and talk about the information collected. 		<ul style="list-style-type: none"> • organise data in different ways. • collect data and identify where it could be inaccurate. • plan, create and search a database to answer questions. • choose the best way to present data. • use a data logger to record and share my readings with a friend

<p style="text-align: center;">Multimedia</p>	<ul style="list-style-type: none"> • create different effects with different technology tools. combine a mixture of text, graphics and sound to share ideas and learning. • use appropriate keyboard commands to amend text on a device, including making use of a spellchecker. • evaluate work and improve its effectiveness. • use an appropriate tool to share work online 	<ul style="list-style-type: none"> • use photos, video and sound to create an atmosphere when presenting to different audiences. • Confidence in exploring new media to extend what can be achieved. • change the appearance of text to increase its effectiveness. • create, modify and present documents for a particular purpose. • use a keyboard confidently and make use of a spellchecker to write and review my work. • use an appropriate tool to share work and collaborate online • give and receive constructive feedback to help improve work.
<p style="text-align: center;">Technology in our Lives</p>	<ul style="list-style-type: none"> • save and retrieve work on the Internet, the school network or a device. • talk about the parts of a computer. • explain how to communicate with others online. • describe the World Wide Web as the part of the Internet that contains websites. • use search tools to find and use an appropriate website. • think about if online images can be used in personal work. 	<ul style="list-style-type: none"> • Talk about a resource being used is on the Internet, the school network or my own device. • identify key words to use when searching safely on the World Wide Web. • think about the reliability of information I read on the World Wide Web. • explain how to check who owns photos, text and clipart. • create a hyperlink to a resource on the World Wide Web. • recognise that websites use different methods to advertise products.