We Care, We Pray, We Work, We Play… in Jesus' Way

St Mary's RC Primary School Computing Skills Progression

EYFS	
Topic	**Skills**
Digital Citizenship	DL.EYFS.1 I can talk about my digital footprint DL.EYFS.2 I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset DL.EYFS.3 I can recognise some ways in which the internet can be used to communicate DL.EYFS.4 I can give examples of how I (might) use technology to communicate with people I know DL.EYFS.5 I can identify ways that I can put information on the internet DL.EYFS.6 I can describe ways that some people can be unkind online DL.EYFS.7 I can offer examples of how this can make others feel DL.EYFS.8 I can identify rules that help keep us safe and healthy in and beyond the home when using technology DL.EYFS.9 I can give some simple examples of these rules
Digital Literacy Computer Science	CS.EYFS.1 I can name items we control in the everyday environment CS.EYFS.2 I can use everyday technology CS.EYFS.3 I can explore on screen activities – by clicking (cause and effect) CS.EYFS.4 I know that an algorithm is a set of instruction that can solve a problem CS.EYFS.5 create a simple algorithm for a BeeBot/Blue-Bots or remote-control toy
Information Technology	IT.EYFS.1 I can talk about how to use the internet as a way of finding information online IT.EYFS.2 I can identify devices I could use to access information on the internet IT.EYFS.3 I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) IT.EYFS.4 I can describe who would be trustworthy to share this information with; I can explain why they are trusted IT.EYFS.5 I know that work I create belongs to me IT.EYFS.6 I can name my work so that others know it belongs to me

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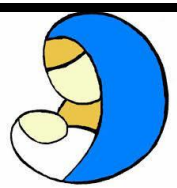

St Mary's RC Primary School Computing Skills Progression

Year 1	
Topic	**Skills**
Digital Citizenship	DC1.1 I can talk about my digital footprint DC1.2 I can recognise that there may be people online who could make me feel sad, embarrassed, or upset DC 1.3 If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling) DC 1.4 I can give examples of when I should ask permission to do something online and explain why this is important. DC 1.5 I can explain why it is important to be considerate and kind to people online and to respect their choices. DC 1.6 recognise that information can stay online and could be copied DC 1.7 I can describe how to behave online in ways that do not upset others and can give examples DC 1.8 explain rules to keep us safe when we are using technology both in and beyond the home
Digital Literacy	DL1.1 how to input text and images using a simple publishing programs DL1.2 how to type a simple sentence on the screen, making use of a word bank DL1.3 how to format my typing in a number of ways (size, colour, font) DL1.4 the main keys for typing e.g. shift, space bar, full stop DL1.5 how to type simple sentences using the correct format (Capital letters, space and full stop) DL1.6 how to make text bold/ italics / text alignment etc. DL1.7 simple keyboard shortcuts Ctrl + B, I, U to edit my text style DL1.8 how to move to different places in the text using the arrow keys or mouse DL1.9 how to use the 'undo' icon to fix a mistake
Computer Science	CS1.1 tell you what an algorithm is CS1.2 plan a simple algorithm CS1.3 give and follow commands, which include straight / turning commands – one at a time CS1.4 debug a simple algorithm that is causing an unexpected outcome. CS1.5 break an algorithm down into smaller parts (decomposing / chunking) CS1.6 predict if a simple algorithm will work

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Information Technology	IT1.1 I can give simple examples of how to find information (e.g. search engine, browsers, voice activated searching) IT1.2 I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. (Butterfly feeling) IT1.3 explain how passwords can be used to protect information and devices IT1.4 recognise more detailed examples of information that is personal to someone (e.g. where I live, my family's names, where I go to school) IT1.5 explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others IT1.6 explain why work I create using technology belongs to me IT1.7 save my work (Purplemash) so that others know it belongs to me (e.g. filename, name on content)

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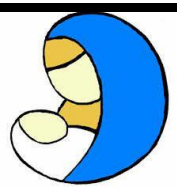

St Mary's RC Primary School Computing Skills Progression

Year 2	
Topic	**Skills**
Digital Citizenship	DC2.1 I can talk about my digital footprint and explain how other people may look and act differently online and offline DC2.2 I can give examples of issues online that might make me feel sad, worried, uncomfortable, or frightened; I can give examples of how I might get help. (Butterfly feeling) DC2.3 I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country) DC2.4 I can explain who I should ask before sharing things about myself or others online DC2.5 I can explain why I have a right to say 'no' or 'I will have to ask someone'. DC2.6 I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online DC2.7 I can explain how information put online about me can last for a long time DC2.8 I can explain what bullying is, how people may bully others and how bullying can make someone feel DC2.9 I can talk about how anyone experiencing bullying can get help DC2.10 I can explain simple guidance for using technology in different environments and settings, e.g. accessing online technologies in public places and the home environment.
Digital Literacy	**DL2.1** how to use spell checker to check my work. **DL2.2** how to use the return/enter key to insert relevant line breaks **DL2.3** how to save an image from the internet rather than using copy & paste **DL2.4** how to add a page border **DL2.5** to insert a basic table **DL2.6** which page orientation would best suit my work. e.g. portrait to landscape **DL2.7** how to transfer these skills into PowerPoint
Computer Science	**CS2.1** I can tell you what a **program** is **CS2.2** I can tell you what an **event** is **CS2.3** I know programs need an event to begin **CS2.4** I can give and follow instructions, which include direction and turning command – several in order **CS2.5** I know that computers need precise instructions **CS2.6** I can plan use logical reasoning to predict outcomes **CS2.7** I can create a program that contains several commands for a device or software programme **CS2.8** I can debug a program independently that has caused an unexpected outcome **CS2.9** I can use different events to start my programs – timing / on click / on button press

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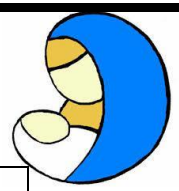

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Information Technology	IT2.1 I can use simple keywords in search engines IT2.2 I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) IT2.3 I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' IT2.4 I can explain how passwords can be used to protect information, accounts and devices IT2.5 I can explain and give examples of what is meant by 'private' and 'keeping things private' IT2.6 I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) IT2.7 I can recognise that content on the internet may belong to other people IT2.8 I can describe why other people's work belongs to them

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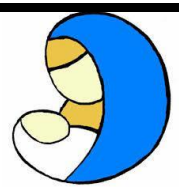

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Year 3	
Topic	**Skills**
Digital Citizenship	DC3.1 I can use technology safely, respectfully, responsibly and be able to talk about my digital footprint &can explain what is meant by the term 'identity' DC3.2 I can explain how people can represent themselves in different ways online DC3.3 I can describe ways people who have similar likes and interests can get together online. DC3.4 I can explain what it means to 'know someone' online and why this might be different from knowing someone offline DC3.5 I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with DC3.6 I can explain how to search for information about others online DC3.7 I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal DC3.8 I can describe appropriate ways to behave towards other people online and why this is important DC3.9 I can examples of how bullying behaviour could appear online and how someone can get support DC3.10 I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged
Digital Literacy	**DL3.1** how to type a number of sentences using the keyboard **DL3.2** how to use tab to indent paragraphs **DL3.3** how to use cut, copy and paste to re-order text **DL3.4** how to use keyboard shortcuts e.g. Ctrl + V, X, C to re-order text. **DL3.5** how to use bullet points, speech bubbles, auto shapes and text boxes **DL3.6** how to format wrapping/layout of text boxes and images in word **DL3.7** how to format images - move, rotate and re-size shapes **DL3.8** how to use the format tab to alter word art to enhance my work. **DL3.9** how to use a variety of table tools (merge cells, fill, columns etc.) **DL3.10** how to explain the difference between save and save as. **DL3.11** how to create a folder to save my work in. **DL3.12** how to give a file a name to identify it **DL3.13** how to transfer these skills into PowerPoint

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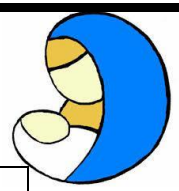

St Mary's RC Primary School Computing Skills Progression

Computer Science	**CS3.1** I know that a **sequence** is a list of instructions in a particular order **CS3.2** I know that if I change the sequence, I may change the outcome of the program **CS3.3** I can sequence a simple program on Scratch / Logo to produce a line drawing of a 2D shape **CS3.4** I can solve problems by decomposing them into smaller parts **CS3.5** I can detect and debug errors in my sequence **CS3.6** I can use and edit a pre-written program to achieve a specific outcome **CS3.7** I can use logical reasoning to explain what will happen next **CS3.8** I can predict how a change in a sequence may impact on the outcome of a program
Information Technology	IT3.1 demonstrate how to use key phrases in search engines to gather accurate information online IT3.2 explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc IT3.3 describe simple strategies for creating and keeping passwords private IT3.4 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. IT3.5 explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause

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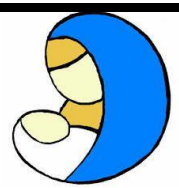

St Mary's RC Primary School Computing Skills Progression

Year 4	
Topic	**Skills**
Digital Citizenship	DC4.1 I can explain how my online identity (digital footprint) can be different to my offline identity and be able to talk about my digital footprint DC4.2 I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this DC4.3 I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours DC4.4 I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs DC4.5 I can describe how to find out information about others by searching online DC4.6 I can explain ways that some of the information about anyone online could have been created, copied or shared by others DC4.7 I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) DC4.8 I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation) DC4.9 I can explain how using technology can be a distraction from other things, in both a positive and negative way
Digital Literacy	DL4.1 how to transfer my word processing skills into other multimedia packages e.g. PowerPoint DL4.2 how to include importing images, hyperlinks and the use of sounds recorded DL4.3 how to enter a basic mathematical formula into Excel DL4.4 how to add basic mathematical formulas DL4.5 how to use SUM to calculate the total of a set of numbers in a range of cells DL4.6 how to change the look of a spreadsheet by using different formats e.g. text styles, colour, number format included: currency and date, row and column heights DL4.7 how to insert and delete columns and rows in a spreadsheet DL4.8 to use spreadsheets to create a graph DL4.9 how to decide on the most appropriate form of graph for a data set and give reasons for my choice DL4.10 how to interpret graphs of data collected from sensors

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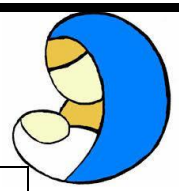

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Computer Science	CS4.1 I know what a repeat or loop is CS4.2 I know that a repeat / loop is used to repeat a set of instructions CS4.3 I can use repeats in programs confidently CS4.4 I can independently select repeat and sequence code to make my own program CS4.5 I can detect and debug errors in algorithms and programs. CS4.6 I can transfer my coding skills between software CS4.7 I can explain why it is important to use the repeat function in a particular place in my sequence
Information Technology	IT4.1 I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others IT4.2 I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites) IT4.3 I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't IT4.4 I can describe strategies for keeping personal information private, depending on context IT4.5 I can explain that internet use is never fully private and is monitored, e.g. adult supervision IT4.6 I know what the digital age of consent is and the impact this has on online services asking for consent IT4.7 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 IT4.8 I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

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St Mary's RC Primary School Computing Skills Progression

Year 5	
Topic	**Skills**
Digital Citizenship	DC5.1 I can talk about my digital footprint and demonstrate responsible choices about my online identity, depending on context DC5.2 I can explain how identity online can be copied, modified or altered DC5.3 I can give examples of technology-specific forms of communication (e.g. Emojis, memes and GIFs). DC5.4 I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault DC5.5 I can explain how someone can get help if they are having problems and identify when to tell a trusted adult DC5.6 I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect DC5.5 I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences DC5.6 I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult DC5.7 I can identify a range of ways to report concerns and access support both in school and at home about online bullying DC5.8 I can explain how to block abusive users DC5.9 I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively DC5.10 I can describe some strategies, tips or advice to promote health and well-being with regards to technology
Digital Literacy	DL5.1 how to select appropriate tools to add emphasis and effect to my work DL5.2 why I have chosen my layout and formatting DL5.3 how to review and edit my work and talk about the changes I made DL5.4 whether my work is suitable for the audience DL5.5 how to create a database structure of my own and enter the data DL5.6 how to prepare a data collection form and collect quality information DL5.7 I can use databases to create a graph DL5.8 the most appropriate form of graph for a data set giving reasons for my choice DL5.9 how to interpret graphs of data collected from a variety of sources

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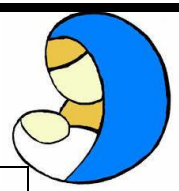

St Mary's RC Primary School Computing Skills Progression

Computer Science	CS5. 1 I can tell you what a conditional / selection is CS5. 2 I can plan algorithm and the write a program using the following: commands, sequence, repetition and selection / condition ('if…then') CS5. 3 I can detect and debug errors in more complex algorithms and programs CS5. 4 I can use selection to create games in which the user must make a choice CS5. 5 I can use my skills and understanding of conditional / selection in more than 2 programs
Information Technology	IT5.1 I know what an operating system is and why it important IT5.2 I can identify the key internal parts of a computer – RAM, memory, processor and motherboard and describe what each part does IT5.3 I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical' IT5.4 I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results IT5.5 I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence IT5.6 I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting stereotypes may influence how people think about others IT5.7 I can explain what a strong password is and demonstrate how to create one IT5.8 I can explain what app permissions are and can give some examples IT5.9 I can assess and justify when it is acceptable to use the work of others IT5.10 I can give examples of content that is permitted to be reused and know how this content can be found online

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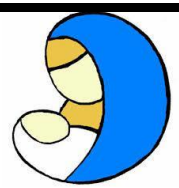

St Mary's RC Primary School Computing Skills Progression

Year 6	
Topic	**Skills**
Digital Citizenship	DC6.1 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 DC6.2 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 DC6.3 I can talk about my digital footprint and the importance of asking until I get the help needed DC6.4 I can explain how sharing something online may have an impact either positively or negatively DC6.5 I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not DC6.6 I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity DC6.7 I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me DC6.8 I can explain how someone would report online bullying in different contexts DC6.9 I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose DC6.10 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)
Digital Literacy	DL6.1 how to choose, select and use a combination of software to present my work DL6.2 how to select appropriate tools to add emphasis and effect to my work DL6.3 why I have chosen my layout and formatting DL6.4 how to review and edit my work and talk about the changes I made DL6.5 how to consider whether my work is suitable for the audience DL6.6 how to draft and redraft my work by deleting, inserting and replacing text DL6.7 how to interpret graphs of data collected from a variety of sources

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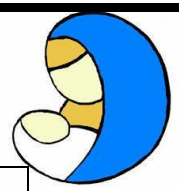

St Mary's RC Primary School Computing Skills Progression

Computer Science	CS6.1 I can explain what a variable is CS6.2 I can confidently use events, repeats, selection and variables CS6.3 I can use a variable in a variety of programming software CS6.4 I can confidently decompose a problem and methodically create a program to solve it, testing and adapting as I go CS6.5 I can evaluate the effectiveness of my programming and suggest improvements CS6.6 I confidently use the Blockly programming language
Information Technology	IT6.1 I can explain how search engines work and how results are selected and ranked and how to use search technologies effectively IT6.2 I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal IT6.3 I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news) IT6.4 I understand the concept of persuasive design and how it can be used to influences peoples' choices IT6.5 I can identify, flag and report inappropriate content IT6.6 I can describe how and why people should keep their software and apps up to date, e.g. auto updates IT6.7 I can describe simple ways to increase privacy on apps and services that provide privacy settings IT6.8 I can describe strategies to help me identify such content (e.g. scams, phishing) IT6.9 I can demonstrate how to make references to and acknowledge sources I have used from the internet IT6.10 I can suggest what technology might look like in twenty years' time

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