

Computing Skills – Progression at Hope Brook

BY THE END OF EYFS

Identify, explore and experience how technology is used in the world around them.

Select and use technology for a range of purposes

	BY THE END OF KS1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Multimedia Text and Images	Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.	Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.	Children begin to look at new software, creating 3D models and learning how to develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.
Multimedia Sound and Motion	Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.	Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use.	Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made. In UKS2 children also look at the history of animation and reflect upon the changes over time.
Handling Data		Children begin to explore expressing information in tables, sorting and organising information for others to be able to understand.	Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.
Using technology	Children begin to make links to how they use technology outside of the classroom. They begin to think about the benefits of using technology in their lives, making links to learning about online safety.	Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails. Pupils are aware that some people rely too much on electronic devices	Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites. Pupils understand the importance of using media in a way that feels healthy and in balance with other life activities, including messaging.
Algorithms and Programs	Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them.	Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.	Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to use logical reasoning when solving problems. They are able to explain the outcome of an algorithm with confidence and accuracy.
E- Safety	Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.	Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies.	Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. Children are also introduced to the concept of plagiarism and citation.