Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Sidlesham Primary School				
		Skills Progression				
		Subject area: Computing				
Multimedia	I can use paint tools such as brushes, pens, stamps and fill. I can logon to the school network. I can find, save, change and print my work. I can use the spacebar, backspace, enter, shift & arrow keys. I am starting to use two hands to type. I can use Word to write a short text.	I can use sound recorders, sound buttons & talking postcards to record & playback sounds. I can use software to record music and sounds. I can use software to change my music I can find, edit and save my music. I can record simple videos. I can arrange short clips to make a film. I can add titles & credits I can select text and make simple changes such as bold, italic and underlined.	I can use cameras to take images. I can use the internet to find images. I can find and combine images to create my own work. I can use the print screen function to capture an image. I can select certain areas of an image & resize or rotate it. I can edit pictures using different tools in paint or photo manipulation software. I can create a new Ebook & add or remove pages. I can combine text & images on each page. I can embed sound clips in my Ebook. I can add information about the author & title.	I can plan a simple animation. I can take a series of photos to create an animation. I can move photos in my animation to create movement. I can edit & improve my animation. I can capture a video for a purpose. I can discuss which clips are good & which I need to shoot again. I can trim & edit clips and arrange them to tell a story. I can add titles, credits & special effects & discuss how these affect the quality of my video.	I can create a multimedia E-Book that combines, text, graphics, audio & video. I can add author data for publishing & publish my book. I can collect audio from different sources including internet clips & my own recordings. I can create a multi-track recording including special effects. I can edit & improve my recording	I can plan a multi-scene animation including characters, set, camera angles and special effects. I can use stop animation software to shoot my animation frames. I can use features such as onion skin to position my characters. I can adjust the number of frames & playback rate to improve the quality of my animation. I can add sound effects or a soundtrack to my animation. I can use special effects, add text, titles & credits to my animation. I can publish my animation & save it so I can share it. I can storyboard & capture videos for a purpose. I can plan and use transitions & special

			I can use font sizes, colours & effects to convey meaning. I can align text to the left, right or centre. My typing is improving in speed & I use both hands.		effects to enhance my video. I can plan, capture, edit & improve the audio track of my video. I can publish my video in different formats for different purposes.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming	I can give instructions e.g. straight on or turns. I can explore what happens when I give a set of instructions I can give a sequence of instructions I know that algorithms are a set of instructions. I understand that computers are controlled by instructions. I know that computers need more precise instructions than people do.	I can use the timer, repeat & when commands in a series of instructions. I can plan a short story for a character/sprite & write the commands for this. I can edit & improve a series of commands. I can use Logo to create a sequence of instructions including right angle turns. I can write instructions to create simple shapes e.g. a square. I can talk about how to improve my instructions.	I can use a variety of inputs in my code., e.g. key presses, user information, swipe. I can confidently use the repeat command in a series of instructions. I can use the "if … then …" command to introduce variables to my code. I can write a simple Logo program to produce a line drawing. I can use Pen up & Pen down commands. I can write a program to draw geometric patterns. I know algorithms can be shown as symbols, buttons or in a language like logo.	I can create a background & a sprite for a game. I can add inputs to control my sprite. I can use conditional sentences in my game ("if… then…" or "if… else…") I can create a 3D world for a game use 2diy3D I can add treasure & bad guy sprites. I can add obstacles such as water, lava or fire. I can edit scenery, obstacles or characters I can add titles & instructions. I know it can be easier to plan, test and correct parts of an algorithm separately. I understand a program as a sequence of statements written in a programming language	I can use external triggers & infinite loops to control characters & objects in my program. I can create & edit variables I can use conditional statements. I know that Algorithms can be broken down into smaller parts (procedures), each of which is also an algorithm.	I can declare variables. I am confident using a range of different statements e.g. timers, repeat, if .. then.. else I can use buttons & functions. I can use statements that compare different variables e.g. less than/greater than …. I can design my own game including sprites, backgrounds, scoring and/or timers. My game uses conditional statements, loops, variables and broadcast messages. My game finishes if the player wins or loses and the player knows if they have won or lost. I can evaluate the effectiveness of my game and debug if required. I know that computers can be programmed so they appear to respond 'intelligently' to certain inputs.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-Safety/Online	I can talk about websites I use I can explore websites using menus, hyperlinks & arrows. I can use the back button I can search for things with an adult to help me. I can talk about whether or not the information I see on the internet is true. I know what to do if I see something that upsets me online. I understand what might be personal information.	I can recognise an email address. I can find the @ symbol on the keyboard. With my class I can open, reply and send an email. I consider other people's feelings when I use the internet. I can identify information that is obviously false. Identify personal information that should be kept private.	I can type in a URL to find a website. I can add a website to my favourites. I can use a search engine to find different media e.g. text, images, videos. I can think of how to write a search to answer my question. I can talk about how reliable the information I find online is. I think before I send something online. I understand what sort of behaviour online would be unfair or unkind I question if what I read online is right or true.	I can open, read, reply to and send emails. I can attach a file to my email. I can download & save files from an email. I can email more than one person at once or participate in group emails by using "reply to all." I can load Skype & add a contact I can make & receive voice & video calls. I can adjust the settings to improve the quality of the call. I can give examples of good & bad behaviour online. I tell an adult if anything worries me online. I can make judgements to help me stay safe online. I can recognise sites & platforms that have	I can use advanced search functions in Google e.g. quotations. I understand that websites like Wikipedia are made by users. I can discuss how this might affect its reliability. I use strategies to check the reliability of information e.g. cross checking with books, comparing with a trusted site. I can use website names & domain names (e.g. .gov, .org) to help me decide if a website is reliable. I understand that files can be saved to "cloud" servers such as Microsoft OneDrive and Dropbox. I can upload & download files from a cloud server. I can sync my files between different devices & know why this is important. I can judge when to answer a question online & when not to. I understand how to change my privacy settings & how this keeps me safe online.	I can register & set up my own blog. I can change the appearance of my blog using background images, fonts, effects etc. I can create a new post, save it as a draft & publish it. I can embed pictures, hyperlinks & videos into my blog posts. I can edit my blog by removing posts I no longer want. I can interact with other blogs & build my blog throughout the year. I can use the flag & report buttons to report content online that upsets me. I know how CEOP can help me online.

| | | | | social networking features (where I can talk to other people.) | I can explain what is good online behaviour.

I behave as a good citizen online or friend, not as a "digital bystander" who does nothing when things are wrong.

I use different websites to check the information I have found online.

I can find & give the website address for any resource or information I found online. | |

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computers all around us	I can name devices that can go on the internet and some that can't. I can identify what the computers inside everyday objects might do. I understand that computers use programs of instructions to complete tasks.	I recognise that lots of different devices can connect us to each other e.g. PSP. X-Box, not just phones & computers.	I understand that information can be transferred between computers. I understand that wires connect computers together to make a network. I understand that it can appear a file is saved on one computer when actually it is on another. I understand that sometimes networks do not have wires.	I understand how computers connect to each other to make a network. I understand that the Internet is a large network made up of many different types of computers in different places. I know which devices I use connect to the Internet. I understand the difference between software & the computer's operating system.	I understand the different ways a device can connect to a network e.g. using a cable, a router or through wi-fi. I understand why devices connect to the Internet. I can explain and name the different parts that make up the inside of a computer or device. I know that there are different operating systems but that they do a similar job.	I understand how computers are put together. I understand the function of the different components of a computer. I understand how different operating systems work.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data handling	I know that images give information. I can explain what a pictogram is showing me. I can enter data into a pictogram. I can sort data into simple lists.	I can place objects and pictures in a simple table. I can make a simple Y/N tree diagram to sort information I can create & search a simple branching database.	I can choose information to put into a data table. I recognise which information is suitable for my topic. I can design a questionnaire to collect information. I can sort & organise information to use in other ways.	I can create and search branching databases. (These should be more complex than those in Y2.) I can create a database from information I have selected. I can use information in different ways e.g. forms, databases, spreadsheets, charts & graphs.	I can create forms to collect data. I can enter data accurately. I know how to check for & spot inaccurate data. I know how to use simple formulas & I can use these to change my spreadsheet model. I can create graphs & charts from my spreadsheet.	Create data collection forms and enter the information from them accurately. I can check for and spot inaccurate data. I can use formulae confidently in my spreadsheets. I can choose which type of chart is best to use for my data. I can sort and filter information. I know that changing my calculation will change my data.