St Anne's CE Primary School – Computing Knowledge and Progression of skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Productivity	Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36m) Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36m)	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (30-50m) Knows that information can be retrieved from computers (30-50m)	Choose appropriate tools in a program to create art (eg: paint, pencil, text boxes). Make comparisons with working non-digitally. Explore object labels and use them to sort and group objects by properties. Use a computer to create and format text and begin to compare to writing non-digitally.	Capture and change digital photographs for different purposes. Collect data and organise and present data on a computer. Use a computer as a tool to explore rhythms before creating a musical composition.	Capture and edit digital images to produce an animation. Build databases to group objects. Create documents by modifying text, images and page layouts for a purpose.	Capture and edit audio to produce a podcast. Recognise how and why data is collected over time. Begin to use data loggers to investigate. Begin to manipulate digital images and reflect on the impact of purpose.	Plan, capture and edit a video. Use a database to order data and create charts to answer questions. Create images using layers and a group of objects.	Design and create webpages, considering copyright. Answer questions by using spreadsheets to calculate data. Plan, develop and evaluate 3D computer model of images.

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Digital Programming	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (30-50m) Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50m) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,	Completes a simple program on a computer.(40-60m) Uses ICT hardware to interact with age-appropriate computer software.(40-60m) Knows that information can be retrieved from computers (30-50m) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50m)	Write short algorithms and programs for floor robots (Beebots). Begin to predict program outcomes. Design and program the movement of a character on screen.	Create and debug simple programs. Begin to use logical reasoning to make predictions for outcomes. Design algorithms that use events to trigger a sequence of code.	Identify that digital devices have inputs, processes and outputs. Begin to explore how devices can be connected to make networks. Create sequences in block- based language to create a digital piece of music. Write algorithms and programs that use a range of events.	Recognise the internet as a network and begin to question why we should evaluate online content. Use a text-based programming language to explore count-controlled loops to create shapes and games.	Identify and explore how information is shared between networks and digital systems. Explore conditions and selection using a programmable microcontroller. Explore selection to design and code.	Recognise how the WWW can be used to communicate and search for information. Explore variables when designing and coding a game. Design and code a project that captures inputs.

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	movements or new images. (30-50m) Knows that information can be retrieved from computers (30-50m)	**Early Learning Goal** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.						
E-Safety	Begin to understand technology needs to be respected.	Identify technology needs to be respected.	Recognise technology in school and being to use it responsibly.	Identify technology and how if we use it responsibly, it improves our world in school and beyond.	Identify technology and how if we use it responsibly, it improves our world in school and beyond. Begin to know how to report concerns when using technology.	Know technology needs to be used responsibly and the effect on how if improves world, school and beyond. Explore different behaviours when using technology. Know a way to report concerns.	Use technology safely, respectfully and responsibly; begin to recognise acceptable/unacceptable behaviour when online; know some ways how to report concerns,	Use all technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.