Computing at Suffolks

Progression of skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cross curricular ICT	I can begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content I can begin to recognise common uses of information technology beyond school	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content I can recognise common uses of information technology beyond school	I can begin to select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	I can select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information		
Research and Data Handling	I can enter data into a template on a computer to make a graph I can talk about the results shown on my graph	I can fill in a data collection sheet I can enter data, create and print a graph I know that information can be	I can begin to recognise the grid layout of a spreadsheet program I can begin to use the terms cells, rows and columns	I can recognise the grid layout of a spreadsheet program I can use the terms cells, rows and columns	I can begin to search databases for Information using symbols such as = > or < I can begin to create databases, planning the fields,	I can search databases for Information using symbols such as = > or < I can create databases, planning the fields,

	I can look at web sites with the teacher and discuss what I see I can begin to use links on a website I can use the 'Back' button on a website	found using the internet I can use links on a website I can print a web page to use as a resource	I can begin to enter data, highlight it and make bar charts I can begin to copy and paste the graph and use it in a word processing document I can begin to conduct a search on a search engine I can begin to refine my search to get more accurate results	I can enter data, highlight it and make bar charts I can copy and paste the chart and use it in a word processing document I can conduct a search on a search engine I can refine my search to get more accurate results	rows and columns carefully I can begin to create charts, graphs and tables that I copy and paste into other documents I can begin to search for the most suitable web site, refining my search as appropriate I can begin to copy extracts of text to paste into a document for editing	rows and columns carefully I can create charts, graphs and tables that I copy and paste into other documents I can search for the most suitable web site, refining my search as appropriate I can copy extracts of text to paste into a document for editing
Developing Ideas and Editing a Range of Multimedia	I can use art software to: click and drag a brush, change colour, clear the screen and fill a shape I can move images and text on a screen	I can use the shape tools to draw I can use solid, pattern and gradient fills I can change the width of a brush, a spray and lines	I can begin to copy graphics from a range of sources and paste it into a desktop publishing program I can begin to use Ctrl & C to copy and Ctrl & V to paste	I can copy graphics from a range of sources and paste it into a desktop publishing program I can use Ctrl & C to copy and Ctrl & V to paste	I can save an image document as a gif or jpeg file format, using the 'save as' command I can save work into my folder I can make a simple information poster	I can save an image document as a gif or jpeg file format, using the 'save as' command I can save work into my folder I can make an information poster

	On a keyboard, I can type my ideas I can use the spacebar, backspace, enter, shift and arrow keys I can add a picture using clip art I can add words to a picture	I can resize an object I can type a piece of text I can insert/delete a word using the mouse/trackpad and arrow keys I can highlight text to change its format (**B**, U, *I*) I can experiment with text, pictures and animation to make a simple slide show	I can resize graphics and text to suit the document I am making I can highlight text to copy and paste I can create a text box and position it I can change the font, format and size of my text I can begin to use the automatic spell checker to edit my spellings I can begin to align my text using the left, right and centre tools I can begin to use ICT to capture still images I can create a simple	I can resize graphics and text to suit the document I am making I can highlight text to copy and paste I can create a text box and position it I can change the font, format and size of my text I can use the automatic spell checker to edit my spellings I can align my text using the left, right and centre tools I can use ICT to capture still images I can create a presentation of 3-5 slides My presentation moves on with the	using my graphics skills to good effect I can begin to change the page layout (landscape/ portrait) independently My layout is well thought out and appropriate to the user I can begin to format all text to suit the purpose of my document I can use the word count tool to check the length of my document I can use the bullets and numbering tools I can begin to use ICT to record sounds and capture both still and video images	using my graphics skills to good effect I can change the page layout (landscape/ portrait) independently My layout is well thought out and appropriate to the user I can confidently format all text to suit the purpose of my document I can use the word count tool to check the length of my document I can use the bullets and numbering tools confidently I can use ICT to record sounds and capture both still and video images

			presentation of 3-5 slides My presentation moves on with the click of the mouse/ trackpad My presentation has some animation	click of the mouse/track pad My presentation has animation	I can begin to make multimedia presentations that contain: sound, animation, video and buttons to navigate I can begin to make a home page for a web site that contains links to other pages I can begin to capture my own sounds, images and video I can begin to use an ICT program to control an external device that is electrical and/or mechanical I can begin to use ICT to measure sound or light or temperature using sensors	I can make multimedia presentations that contain: sound, animation, video and buttons to navigate I can make a home page for a web site that contains links to other pages I can capture my own sounds, images and video I can use an ICT program to control an external device that is electrical and/or mechanical I can use ICT to measure sound or light or temperature using sensors I can explore 'What if' questions by

					I can begin to explore 'What if' questions by playing adventure or quest games	playing adventure or quest games
Exchanging and Sharing Information	I understand that there are different ways of sending a message I recognise what an e-mail address looks like I have joined in sending a class e-mail message I can find the @ key on a keyboard	I can send and reply to messages sent by a safe e-mail partner (within school)	I can send and reply to e-mail messages sent to other schools or contacts (giving **no** personal details: address, telephone no. etc.)	I can send and reply to e-mail messages sent to other schools or contacts (giving **no** personal details: address, telephone no. etc.)	I can conduct a video chat with someone elsewhere in the school or in another school I can send an e-mail with an attachment	I can conduct a video chat with more than one person at a time I can send an e-mail with an attachment
Reviewing, Modifying and Evaluating Work	I know how and why ICT is used in the home I can explain the task I have completed and how I completed it	I know how we often rely on computers for everyday tasks I can explain how to improve my work using technology	I can begin to use ICT to generate, develop, organise and present my work I can share and exchange my ideas with others	I can use ICT to generate, develop, organise and present my work I can share and exchange my ideas with others I can describe how I use ICT	I can add, amend and combine different forms of information from a variety of sources I can interpret my findings and question whether they seem accurate	I can use ICT to structure, refine and present information in different styles and formats, depending on the purpose and audience I can discuss the positive and

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			I can describe how I use ICT I can explore the different types of technology (e.g. tills, engine tuning, handheld stock control etc.) used by people in the community I know when it is not appropriate to use a computer I can begin to describe why I used ICT to complete my work and how it helped me	I can explore the different types of technology (e.g. tills, engine tuning, handheld stock control etc.) used by people in the community I know when it is not appropriate to use a computer I can describe why I used ICT to complete my work and how it helped me	I know that poor quality information leads to unreliable results My work shows I am aware of the intended audience and the need for quality in my presentations I can compare my use of ICT with other methods and I decide which is the most appropriate	negative aspects of the use of computers in my work I can discuss the effects of ICT on society and in a variety of economically developed nations
E-Safety	I can use technology safely I can used technology respectfully I know that I must not share personal information on a computer	I can use technology safely I can use technology respectfully I know that I must not share personal information on a computer	I can use technology safely I can use technology respectfully I know that I must not share personal information on a computer	I can use technology safely I can use technology respectfully I know that I must not share personal information on a computer	I can use technology safely I can use technology respectfully I know that I must not share personal information on a computer	I can use technology safely I can use technology respectfully I know that I must not share personal information on a computer

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	I know what to do if I feel uncomfortable or unsafe on the internet	I know what to do if I feel uncomfortable or unsafe on the internet	I know what to do if I feel uncomfortable or unsafe on the internet I know a number of ways to report inappropriate material. I can use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content I know how to conduct a search on the internet I understand how search results are ordered I am wary of content over the internet and	I know what to do if I feel uncomfortable or unsafe on the internet I know a number of ways to report inappropriate material. I can use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content I know how to conduct a search on the internet I understand how search results are ordered I am wary of content over the internet and	I know what to do if I feel uncomfortable or unsafe on the internet I know a number of ways to report inappropriate material. I can use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content I know how to conduct a search on the internet I understand how search results are ordered I am wary of content over the internet and	I know what to do if I feel uncomfortable or unsafe on the internet I know a number of ways to report inappropriate material. I can use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content I know how to conduct a search on the internet I understand how search results are ordered I am wary of content over the internet and

			evaluate how useful it is	evaluate how useful it is	evaluate how useful it is I understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I understand how a computer network works I understand how the internet works I know that computer network allows us to use lots of different services I know that the world wide web is one of the services	evaluate how useful it is I understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I understand how a computer network works I understand how the internet works I know that computer network allows us to use lots of different services I know that the world wide web is one of the services

					the internet provides I understand the benefits computer networks give us	the internet provides I understand the benefits computer networks give us
Programming	I understand forwards, backwards, up and down commands I can put together 2 instructions to control a programmable toy I can begin to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I can begin to create and debug simple programs	I can control a programmable toy using forwards, backwards, left, right, up, down I can control a character in an adventure or quest game on screen I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I can create and debug simple programs	I can draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat etc.) I can begin to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can begin to use sequence, selection and repetition in programs; work with variables and	I can draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat etc.) I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection and repetition in programs; work with variables and	I can draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat etc.) I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection and repetition in programs; work with variables and	I can draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat etc.) I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection and repetition in programs; work with variables and

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	I can begin to use logical reasoning to predict the behaviour of simple programs I can begin to understand what an algorithm is I can begin to understand that algorithms work as programs to control electronic devices I can begin to understand that a program will only work with detailed instructions I can begin to predict what will happen in a program based on what I've learnt	I can use logical reasoning to predict the behaviour of simple programs I know what an algorithm is I know that algorithms work as programs to control electronic devices I know that program will only work with detailed instructions I can predict what will happen in a program based on what I've learnt	various forms of input and output I can begin to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can begin to write a program for a given task I can begin to correct a program which does not work I can begin to solve a problem by breaking it down into smaller parts I can begin to use sequence in programs I can begin to use selection in programs	various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can write a program for a given task I can correct a program which does not work I can solve a problem by breaking it down into smaller parts I can use sequence in programs I can use selection in programs I can use repetition in programs	various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can write a program for a given task I can correct a program which does not work I can solve a problem by breaking it down into smaller parts I can use sequence in programs I can use selection in programs I can use repetition in programs	various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can write a program for a given task I can correct a program which does not work I can solve a problem by breaking it down into smaller parts I can use sequence in programs I can use selection in programs I can use repetition in programs

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			I can begin to use repetition in programs I can begin to use variables I can begin to use different forms of inputs and outputs I can begin to use what I already know to explain algorithms	I can use variables I can use different forms of inputs and outputs I can use what I already know to explain algorithms	I can use variables I can use different forms of inputs and outputs I can use what I already know to explain algorithms	I can use variables I can use different forms of inputs and outputs I can use what I already know to explain algorithms