



St Barnabas  
C of E Primary School

## Skills Progression

Subject area: Computing

## Subject Intent:

Through our teaching of computing, we can equip our children to participate in a rapidly changing world where work and leisure activities are ever changing by the advancements of technology.

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way.

### EYFS Development Matters

#### Characteristics of effective teaching and learning

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

#### 3 and 4 year olds will be learning to:

Children will be using various toys and devices to compare pattern comparing, spot similarities and differences and work collaboratively on projects.

#### Children in reception will be learning to:

Children will be using various toys and devices to learn the basics of multimedia tools. Children will also be encouraged to use abstraction through working out what is important and ignoring what is not important. Algorithms and instructions are introduced through play and discussion. All learning is done through teacher or child lead investigation.

#### Early Learning Goals:

To foster their understanding of our technological world.

| Skill                      | EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|----------------------------|--|--|---|---|--|--|---|
| <b>Text and Multimedia</b> | Use a range of simple tools in a Dazzle to create their own artwork. | Use a range of simple tools in a Dazzle and Seesaw to create own artwork and be able to modify this. | Use a range of tools in Dazzle and Seesaw to create/modify/manipulate artwork and images. | Use a range of simple tools on Word, PowerPoint and Seesaw to display and edit simple texts and images. Copying and pasting images from a web search. | Use a range of tools on Word, PowerPoint and Seesaw to display, modify and present texts and images. Copying and pasting images from a web search. | Use a range of tools on Word, PowerPoint and Seesaw to display, modify and display a certain text and or images for an appropriate audience. Copying and pasting images from a web search.<br><br>Use their own created images/photos in Word or PowerPoint. | Use a range of tools on Word, PowerPoint and Seesaw to display, modify and display a certain text and or images for an appropriate audience. Copying and pasting images from a web search.<br><br>Use images that they have sourced /captured / manipulated as part of a bigger project (eg presentation or document).<br>Hyperlinking images/videos. |

| Skill                          | EYFS                              | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|--------------------------------|-----------------------------------|---|--|---|--|--|---|
| <b>Control and Simulations</b> | Control a simple device (Beebot). | Control simple everyday devices to make them produce different outcomes (Beebot/ iPad apps).<br><br>Espresso Coding 2.0:- Simple inputs | Control a device, on and off screen, making predictions about the effect their programming will have.<br><br>Espresso Coding 2.0: Different sorts of inputs.<br><br>Linking with cross-curricular with Maths with direction and turns. | Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.<br><br>Espresso Coding 2.0: Sequence and animation | Coding based problem solving activities that require children to write procedures etc. and to predict, test and modify.<br><br>Espresso Coding 2.0: Introducing to variables | Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.<br><br>Espresso Coding 2.0: Random number and Simulations | Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.<br><br>Espresso Coding 2.0: Object properties<br><br>Creating their own 'mini game' with set variables and coding. |

| Skill                           | EYFS   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
|---------------------------------|--|---|---|--|--|--|--|
| <b>Electronic Communication</b> | Communicating through Taperstry through parental guidance. | Communicating and conducting themselves appropriately through Seesaw. | Communicating and conducting themselves appropriately through Seesaw. | Communicating and conducting themselves appropriately through Seesaw and My Book Blog. | Communicating and conducting themselves appropriately through Seesaw and My Book Blog. | Communicating and conducting themselves appropriately through Seesaw and My Book Blog. | Communicating and conducting themselves appropriately through Seesaw and My Book Blog. |

| Skill                             | EYFS   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|-----------------------------------|--|---|---|--|--|--|---|
| <b>Understanding Technologies</b> | Show an awareness of the range of devices and tools they encounter in everyday life.<br><br>Seeing a range of inputs to a computer (IWB, mouse touch screen, | Discuss the range of devices and tools they encounter in everyday life.<br><br>Show an awareness that what they create on a computer or tablet device can be shown to | Begin to show an awareness that computers can be linked to share resources and how.<br><br>Getting comfortable with the different computing | Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.<br><br>Use websites and demonstrate an | Begin to show an awareness of specific tools used in working life<br><br>Show an awareness that not all the resources/tools they use are resident on the device they are | Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.<br><br>Perform a search using different search engines and check the | Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.<br><br>Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration |

|                              | keyboard, etc)  | others via another device (e.g. printer, projector, Apple TV).<br><br>Learning the basics of a computer inputs.                   | inputs.  | awareness of how to manage their journey around them (e.g. using the back/forward button.<br><br>Learning to touch-type.  | using.<br><br>Begin to understand an awareness of URLs.<br><br>Show an awareness of where passwords are critical in everyday use.  | results against each other, explaining why they might be different.  | and communication.<br><br>Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.  |
|------------------------------|---|---|--|---|--|--|---|
| Skill                        | EYFS  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
| <b>Research and E-Safety</b> | Show an awareness for what we can use the internet for and what devices in school or at home can connect to the internet. | Discussing how we can use the internet to help us.<br>They show an awareness of different forms of information from the internet. | Explore the risks on the internet and discuss how to stay safe online.<br><br>Children use a search engine to find specific relevant information to use in a presentation for a topic.<br><br>They can save and retrieve their work. | Using ICT sources to find answers, making use of search engines, an index, and menus.<br><br>Children can use the information or resources they have found. Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. | Having an understanding of copyright.<br><br>Discussing how not all information on the internet is correct.<br><br>Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy. | Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.<br><br>Children will look into 'Fake News' and also social media formats. | Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.<br><br>Use appropriate methods to validate information and check for bias and accuracy. |