DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL
Primary Computing Progression of Skills

	1	2	3/4	4/5	5/6
Skills	Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.	Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.	Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back.	Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.	Multimedia work shows restrained use of effects that help to convey meaning rather than impress.
	Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.	Use a range of tools in a paint package / image manipulation software to create / modify a picture.	Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.	Make a short film / animation from images (still and / or moving) that they have sourced, captured or created.	Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).
	Chose suitable sounds from a bank to express their ideas.	Create a simple animation to tell a story.	Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.	Create multiple track compositions that contain a variety of sounds.	Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.
	Record short speech.	Compose music from icons.	Begin to understand the need to abide by school e-safety rules.	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. Yr 5	Abide by school rules for e-safety.
	Contribute ideas to a class email to another class / school etc.	Produce a simple presentation incorporating sounds the children have captured, or created.	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.	Where possible seek and respond to feedback.	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.
	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).	Work collaboratively by email to share and request information of another class or story character.	Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.	Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Yr 5	Use appropriate methods to validate information and check for bias and accuracy.
	They show an awareness of different forms of information	Children use a search engine to find specific relevant information to use in a presentation for a topic.	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.	They show an understanding that not all information on the internet is accurate. Yr 5	Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.
		They save and retrieve their work.	Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject.	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. Yr 5	Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).
	Control simple everyday devices to make them produce different outcomes.	Control a device, on and off screen, making predictions about the effect their programming will have.	They follow straight forward lines of enquiry to search their data for their own purposes.	Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify.	Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.
		Children can plan ahead.	They talk about their experiences of using ICT to process data compared with other methods.	Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming	Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.
	As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.	Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.	Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom.	Show an awareness of the need for accuracy in spelling and syntax to search effectively.Yr 5	· The need for accuracy is demonstrated and strategies for spotting implausible data are evident.
		Enter information into a simple branching database, database or word processor and use it to answer questions.	Make simple use of a spreadsheet to store data and produce graphs.	Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions.	· Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases).
		They save, retrieve and edit their work.	Begin to use a data logger to sense physical data (sound, light, temperature).	Enter information and interrogate it (by searching, sorting, graphing etc). Yr 5	Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if …" questions and change variable in their model.
	Make simple choices to control a simple simulation program.	Children are able to play an adventure game and use a simple simulation, making choices and observing the results.	Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.	Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.	Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.
		Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.		Set up and use a spreadsheet model to explore patterns and relationships. Make predictions.	Relate their use of spreadsheets to model situations to the wider world.
			Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).	Know how to enter simple formulae to assist this process.	Children are able to identify their own opportunities for data logging and carry out their own experiments.
	Show an awareness of the range of devices and tools	Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)	Show an awareness of where passwords are critical in everyday	Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings.	They check and question results and are able to spot trends in data and identify when problems may have occurred.
		Begin to show an awareness that computers can be linked to share resources		Interpret the results and use these in their investigations.	Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.
		Use websites and demonstrate an awareness of		Realise the advantages of using ICT to collect data that might otherwise be problematic.	Demonstrate an awareness of the appropriateness of outcomes
				Make choices about the devices and tools they use for specific purposes and explain them in relation to the context. Yr 5	
				Begin to show an awareness of specific tools used in working life.	
				Show an understanding of the school network and how it links computers to	

they encounter in everyday life Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV	how to manage their journey around them (e.g. using the back/forward button, hyperlinks)	use (e.g. parents accessing bank details) Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs.	resources in school and beyond. Yr 5 Compare this with other networks they may encounter at home or in the wider world (e.g. banks) Perform a search using different search engines and check the results against each other, explaining why they might be different.	depending on choices regarding tools and devices. 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. Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication