| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|

# Glen Hills Primary School Progression Map - Computing

| Year | Generic skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|
| Year 1 | I can turn on and log into a computer<br>I can use a mouse to select and move words and pictures<br>I know the position of keys on a keyboard<br>I can write single words or sentences using a keyboard using a basic word programme<br>I can use a basic word programme to edit words e.g. text size, colour, font, create labels etc.<br>I can understand aspects of a keyboard e.g. space bar, caps lock, full stop etc<br>I can insert pictures into a program e.g. 2simple or revelation natural art, and change the size of the picture<br>I can drag and drop pictures<br>I can enter information into a simple graphing package e.g. pictogram. Use the graphs to answer simple questions<br>I can look at information from different ICT sources | I can understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. I know that an algorithm written for a computer is called a program. I can can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. I can know that an unexpected outcome is due to an error in the code. | I can sort, collate, edit and store simple digital content e.g. I can name, save and retrieve my work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count. | I can understand what is meant by technology and can identify a variety of examples both in and out of school. I can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.<br>I know to keep personal information private<br>I know where to go for help and support when I have concerns<br>I am able to navigate age appropriate websites | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|
| | e.g. internet, video, sound recording, pictures etc<br>I know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place<br>I can print my work<br>I can open a program using the start menu or a folder<br>I can close a program using the red cross | | | | |
| Year 1 GDS | | I can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. I can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program. | | I can evaluate critically, information found online | |
| Year 2 | I can use a paint/art programme confidently e.g. revelation natural art<br>I can navigate an internet page to play a simple game<br>I can take photographs or videos using appropriate technology<br>I know the names of technology around me e.g. video camera, camera, photocopier, printer etc | I can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, I can show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.<br>I can create a simple program that achieves a specific | I can demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. I can are able to edit more complex digital data such as music compositions within 2Sequence. I can are confident when creating, naming, saving and retrieving | I can effectively retrieve relevant, purposeful digital content using a search engine. I can apply my learning of effective searching beyond the classroom. I can share this knowledge, e.g. 2Publish example template. I can make links between technology they see around them, coding and multimedia | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|---|---|---|---|---|---|
| | I can log off and shut down a computer<br>I can open a saved piece of work<br>I can type an extended piece of writing using a word processing program<br>I can use a spellcheck<br>I know that the shift key can be used to access other symbols on the keys<br>I can record and play back a sound<br>I can use the double click function<br>I can navigate a touchscreen devise | purpose. I can also identify and correct some errors, e.g. Debug Challenges: Chimp. I can program designs that display a growing awareness of the need for logical, programmable steps. | content. I can use a range of media in their digital content including photos, text and sound. | work they do in school e.g. animations, interactive code and programs.<br>I can understand the need to keep passwords safe<br>I can start to identify concerning behaviour online<br>I can use the internet purposefully to achieve a goal<br>I know that not everything online is true | |
| Year 2 GDS | | I recognise that some algorithms rely upon a strict order to work **(e.g. using sequencing and repetition with a roamer)**<br>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | I can recognise acceptable/unacceptable behaviour online<br>I am critical of information found online | |
| Year 3 | I can minimise, resize and close windows on the desktop.<br>I can get back to the desktop | I can turn a simple real-life situation into an algorithm for a program by deconstructing it into | I can carry out simple searches to retrieve digital content. I understand that to do this, I am connecting to | I can identify a range of ways to report concerns about content and contact<br>I can understand ways in | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|---|---|---|---|---|---|
|  | I can alter font type, size and colour for emphasis and effect<br>I can use bold, underline and italic<br>I can use bullet points and numbers<br>I can highlight text<br>I can use the shift key to insert characters e.g. exclamation marks<br>I can type in capitals and lowercase letters by putting caps lock on or using shift<br>I can delete use delete and backspace<br>I can use undo and redo tools<br>I can insert a picture from a file<br>I can insert and manipulate Word Art<br>I can insert and format shapes<br>I can use a database to answer questions<br>I can send and receive an email<br>I can reply to an email<br>I can use an address book to store and select email addresses<br>I can send an attachment via email | manageable parts. My design shows that I am thinking of the desired task and how this translates into code.<br>I can demonstrate the ability to design and code a program that follows a simple sequence.<br>Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email | the internet and using a search engine.<br>I can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database. | which people communication online and the potential danger **(including devices such as Xbox and other online gaming)**<br>I can use internet to undertake purposeful research<br>I have awareness of copyright issues around images found online |  |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|
| | I understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides | | | | |
| Year 3 GDS | | I can identify an error within their program that prevents it following the desired algorithm and then fix it. | I can consider what software is most appropriate for a given task. | I can use the internet safely for research and to follow lines of enquiry | |
| Year 4 | I can take screen shots I know that the shift key can be used to access other symbols on the keys I can open multiple tabs without leaving the search e.g. by right clicking and opening in a new tab I can copy and paste information from the internet into a word document using ctrl and C or copy and paste through right clicking I can align left, align right and centre text I can combine graphics and text I can create a simple text box I can resize, rotate and format text boxes I can move a text box or any other object around the page I can insert and manipulate multiple text boxes and other | I can turn a real-life situation into an algorithm. My design shows that I am thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. I can make more intuitive attempts to debug my own programs. I can think of the structure of a program in logical, achievable steps. | I can understand the function, features and layout of a search engine. I can appraise selected webpages for credibility and information at a basic level. I am able to make improvements to digital solutions based on feedback | I understand the concept of plagiarism I am beginning to think critically about the information that I put online I understand the dangers inherent in an instant messaging system; i.e. email | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|
| | objects on any page<br>I can insert and format a table e.g. add a border, change the background colour etc<br>I can add slides and change their layout using the options available<br>I can add pictures or clip art onto a slide<br>I can place my slideshow into and out of presentation mode<br>I can reorder slides<br>I can add a sound file to a slide as an object<br>I can record a simple sound clip as an object on a slide<br>I can add a video to a slide<br>I can create slide transitions<br>I can add animations to objects on the page<br>I can change the running order of animations and slide timings<br>I can use transitions and animations for effect<br>I can use spell and grammar check through menu bar and right clicking | | | | |
| Year 4 GDS | | I can recognise the main component parts of | . I can make informed software choices when | | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|---|---|---|---|---|---|
| | | hardware which allow computers to join and form a network. | presenting information and data. | | |
| Year 5 | I can use and save favourites in the web browser<br>I can use 'select all'<br>I can group and ungroup objects<br>I can layer objects for a purpose<br>I understand the terms field, record, file, sort, classify and order<br>I can use a spread sheet to make various types of charts<br>I can use a database to sort and classify information and present their findings<br>I can add text to a slide and how to modify it using simple formatting tools<br>I can add hyperlinks to a slide<br>I can use the find and replace tool<br>I can move a word or a sentence by lassoing the text and dragging it into a new position<br>I can orient the page view and page size<br>I can insert a table and adjust its formatting adding new columns and rows and | I can turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts.<br>I can combine sequence, selection and repetition with other coding structures to achieve my algorithm design.<br>I understand the difference between a computer network and the internet | I can search with greater complexity for digital content when using a search engine. I can explain how credible a webpage is and the information it contains.<br>I am able to collaboratively create content and solutions. | I have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of different technologies and online services. I can relate appropriate online behaviour to rights of personal privacy and mental wellbeing of myself and others | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|------|----------------|------------------|------------------------|------------------|------------|
| | merging cells<br>I can use menus effectively to navigate software | | | | |
| Year 5 GDS | | I can design, write and debug algorithms to solve real life problems and use testing and feedback to improve and adapt them.<br>I can understand the value of computer networks but am also aware of the main dangers. (Scratch) | I can use internet systems other than the world wide web to communicate safely and work collaboratively | I begin to understand the concept of data protection | |
| Year 6 | **Web skills**<br>I can use ~ on google to return synonym results e.g. *~large lakes* will find results for great lakes as well<br>I can use *define* before a word using google to get the dictionary definition<br>I can use a minus (-) to exclude words on a web search e.g. *Manchester – football* would take out results for Manchester that involved football<br>I can google search using *or* to give equal value<br><br>I can enter labels and numbers into a spreadsheet | I can turn a programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using my knowledge of possible coding structures.<br>I can test and debug my program as I go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. | I can select and combine a variety of software to achieve a long term goal **(e.g. select software to plan, design, select, present, analyse, evaluate, improve and report on a long term project)**<br>I can apply filters when searching for digital content. I can explain how credible a webpage is. I can make clear connections to the audience when designing and creating digital content | I can demonstrate the safe and respectful use of a range of different technologies and online services. I can identify more discreet inappropriate behaviours through developing critical thinking. I can recognise the value in preserving my privacy when online for my own and other people's safety. | |

| Year | Generic Skills | Computer Science | Information Technology | Digital Literacy | Vocabulary |
|---|---|---|---|---|---|
| | I can enter formulae into a spreadsheet<br>I can use 'SUM' to calculate the total set of numbers in a range of cells<br>I can change data in a spreadsheet to answer 'what if...?' questions and check predictions | | | | |
| Year 6 GDS | | I can design, write and debug programs and algorithms that respond to and learn from user inputs and offer feedback to the user | I can select and use a variety of software to solve a given problem and extend the initial scope | | |