



Shine as Lights in the World

St Mary's Computing Progression of Skills

EYFS links to computing in line with development matters and the EYFS statutory framework 2022.

Age range	Area of learning		Statements
Three and Four-Year-Olds	Personal, Social and Emotional development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
	Physical development		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting
	Understanding the world		<ul style="list-style-type: none"> Explore how things work.
Reception	Personal, Social and emotional development		<ul style="list-style-type: none"> Show resilient and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: Sensible amounts of 'screen time'
	Physical development		<ul style="list-style-type: none"> Devel their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG Early learning goal	Personal, social and Emotional development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Computing systems and Networks

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -To discuss online safety through stories. (Chicken clicking and smartie the penguin). -To discuss sensible amounts of screen time. -To explore how things work, including those that are technology based. - To use an interactive whiteboard for activities during lessons. 	<ul style="list-style-type: none"> - To choose a piece of technology to do a job. - To recognise that some technology can be used in different ways. - To identify the main parts of a computer. - To use a mouse in different ways. - To use a keyboard to type. - To use the keyboard to edit text. - To show how to use information technology safely. 	<ul style="list-style-type: none"> - To describe some uses of computers. - To identify information technology in school. - To identify information technology beyond school. - To show how to use information technology safely. 	<ul style="list-style-type: none"> - To identify input and output devices. - To explain that a computer system accepts an input and processes it to produce an output. - To explain how a computer network can be used to share information. - To explain the role of a switch, server, and wireless access point in a network. - To identify network devices around me. - To explain how networks can be connected to other networks. 	<ul style="list-style-type: none"> - To describe how networks connect to other networks. - To explain that the global interconnection of networks is the internet. - To describe how to access the World Wide Web. - To explain the benefits of the World Wide Web. - To evaluate the reliability of content and the consequences of unreliable content. 	<ul style="list-style-type: none"> - To recognise that computers can be part of a system in an electronic device. To recognise how information is transferred across the internet. - To explain that data is transferred in packets. - To recognise the role of computer systems in our lives. - To explain that the internet lets people in different places work together. - To recognise that internet collaborations can be public or private. 	<ul style="list-style-type: none"> - To recall how to use a search engine. - To compare the results from different search engines. - To demonstrate that different search terms produce different results. - To explain that search terms need to be carefully chosen. - To evaluate the results of search terms. - To identify that results from search engines can include adverts, and that adverts can be targeted. - To identify different ways to communicate without technology. - To list methods of communicating using the internet. - To choose an appropriate method of internet communication for a given purpose.

Creating Media

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -To take photos on an iPad. -To create simple drawings using smart notebook or paint software. 	<ul style="list-style-type: none"> - To use a computer to draw a picture. - To digitally make marks on a computer screen. - To use the brush tool(s), including changing brush size and colour. - To use tools to draw shapes, including using the fill tool to change colours. -To use tools to draw lines, including changing the line size and colour. - To use the undo button to correct a mistake. 	<ul style="list-style-type: none"> - To know what to press to take a picture. - To know how to hold a device safely and responsibly. - To capture a digital image. - To focus and to zoom in and out. - To review photographs taken and delete poor-quality images. - To edit a photo, including recolouring and cropping. 	<ul style="list-style-type: none"> - To use a computer to create an animation (tell a story). - To set up a device to capture stop frame photos. - To capture a series of images. - To move a subject between captures. - To use tools (onion skinning) to review subject position. - To play a sequence of images back to review. - To remove images to improve an animation. - To add sound effects and text (scenes, credits, captions). - To play back and review a film. - To export a film. 	<ul style="list-style-type: none"> - To record sound: to know where the microphone is on the device; to press/tap buttons to start recording; to press/tap buttons to stop recording. - To locate recorded audio. - To play back audio. - To edit audio: to select a section of audio; to apply effects to a section of audio; to delete a section of audio. - To save/export an audio file. 	<ul style="list-style-type: none"> - To create graphical objects on a computer screen. - To add or remove objects: to select a shape type to add a drawing; to select a line type to add a drawing; to add text to a drawing; to drag out an object on the page. - To select an object. - To duplicate an object. - To delete an object. - To modify an object: to reposition objects in three dimensions; to rotate objects in three dimensions; to resize an object in three dimensions; to recolour and object; to use an object as a placeholder. - To recognise that blank objects must be used as placeholders to create holes. - To recognise the role of scale in design. - To select multiple objects. - To combine objects: to group objects; to modify multiple objects. 	<ul style="list-style-type: none"> - To create 3D graphical objects on a computer screen. - To alter the view of the 3D space. - To place a 3D object in a 3D space. - To select an object. - To duplicate an object. - To delete an object. - To modify an object: to reposition objects in three dimensions; to rotate objects in three dimensions; to resize an object in three dimensions; to recolour and object; to use an object as a placeholder. - To recognise that blank objects must be used as placeholders to create holes. - To recognise the role of scale in design. - To select multiple objects. - To combine objects: to group objects; to modify multiple objects.

	<p>To use letter, number, and Space keys to enter text into a computer.</p> <ul style="list-style-type: none"> - To use punctuation and special characters. - To position the text cursor in a chosen location. - To use the Backspace key to remove text. - To use Undo. - To select text. - To change the appearance of text on a computer. - To choose options to achieve a desired effect. 	<ul style="list-style-type: none"> - To use a computer to create a piece of music. - To listen to music. - To say how music can make us think and feel. - To describe how music can be used in different ways. - To identify that there are patterns in music. - To show how music is made from a series of notes. - To create music for a purpose. - To consider how different musical sequences create different effects. - To review and refine our computer work. 	<ul style="list-style-type: none"> - To show that page orientation can be changed. - To organise text and image placeholders in a page layout. - To add text to a placeholder. - To edit text in a placeholder. - To choose fonts and apply effects to text. - To add and remove images to and from placeholders. - To move, resize and rotate images. - To review a document. 	<ul style="list-style-type: none"> - To use a computer to (further) manipulate images. - To open/retrieve an image. - To change the composition of an image: To arrange (rotate, flip); to crop; to cut out a part. - To apply a change globally: to adjust colours; to apply filters; to add effects. - To apply changes locally: to retouch; to reuse. - To make additions: to draw; to add text; to add an element (e.g. a border). 	<ul style="list-style-type: none"> - To use a recording device and a computer to make a video. - To capture video: to hold the device safely in landscape orientation; to locate the function on the device to record video; to pan left and right or tilt up and down; to focus, zoom, and compose; to use techniques to create specific effects; to press the start/stop button to end recording. - To play back video: to locate video captured on a device. - To edit video: to select a section of video; to apply effects to a section of video; to delete a section of video; to split a section of video; to crop a section of video. - To save and export a video file. 	<ul style="list-style-type: none"> - To review an existing website (navigation bars, header). - To create a new blank web page. - To add text to a web page. - To set the style of text on a web page. - To change the appearance of text. - To embed media in a web page. - To preview a web page (different screen sizes). - To add web pages to a website. - To insert hyperlinks between pages. - To insert hyperlinks to another site.
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Data and Information

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-To be able to talk about information relevant to them, such as observations on tapestry (online learning journey).</p> <p>-To use the internet as a learning tool, modelling how information can be accessed to develop their knowledge and understanding of the world.</p>	<ul style="list-style-type: none"> - To identify some attributes of an object. - To collect simple data. - To show that collected data can be counted. - To describe the properties of an object. - To choose an attribute to group objects by. - To group objects to answer questions. - To explain that objects can be grouped by similarities (attributes). - To describe a group of objects (based on commonality). 	<ul style="list-style-type: none"> - To recognise that people, animals and objects can be described by attributes. - To show that I can enter data onto a computer. - To use a computer to view data in different formats. - To use pictograms to answer single-attribute questions. - To use a computer to answer comparison questions (graphs, tables). 	<p>To retrieve information from different levels of the branching database.</p> <ul style="list-style-type: none"> - To create questions with yes/no answers in order to create a branching database. 	<p>To choose how often to automatically collect data samples.</p> <ul style="list-style-type: none"> - To use a computer program to sort data by one attribute. - To present data in a table. - To present data in a graph. 	<ul style="list-style-type: none"> - To navigate a flat-file database. - To design a structure for a flat-file database. - To choose different ways to view data. - To ask questions that need more than one attribute to answer. - To choose which attribute to sort data by to answer a given question. - To decide which attribute and value to search by to answer a given question (operands). - To choose multiple criteria to search data to answer a given question (AND and OR). - To select an appropriate graph to visually compare data. 	<ul style="list-style-type: none"> - To recognise that data can be calculated using different operations. - To recognise that changing inputs also changes outputs. - To apply formulas to data, including duplication.

					- To choose suitable ways to present information to other people.	
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Programming

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -To use positional language when giving instructions to peers. -To give commands during map work to get from one place to another. -To program a beebot to move to a given place following commands. 	<ul style="list-style-type: none"> - To use block code to make objects move in different ways using start events. - To use block code to make objects move in different ways using click events. - To combine these to create a game. - To debug a simple program. 	<ul style="list-style-type: none"> To choose a series of words that can be enacted as a sequence. - To explain what happens when we change the order of instructions. - To choose a series of commands that can be run by a program. - To trace a sequence to make a prediction. - To test a prediction by running the sequence. - To create and debug a program that I have written. - To run a program on a device. 	<ul style="list-style-type: none"> To build a sequence of commands. - To combine commands in a program. - To order commands in a program. - To create a sequence of commands to produce a given outcome. 	<ul style="list-style-type: none"> To list an everyday task as a set of instructions including repetition. - To use an indefinite loop to produce a given outcome. - To use count-controlled loop to produce a given outcome. - To plan a program that includes appropriate loops to produce a given outcome. - To recognise tools that enable more than one process to be run at the same time (concurring). - To create two or more sequences that run at the same time. 	<ul style="list-style-type: none"> - To create a condition-controlled loop. - To use a condition in an 'if ... then ...' statement to start an action. - To use selection to switch the program flow in one of two ways. - To use a condition in an 'if ... then ... else ...' statement to produce given outcomes. 	<ul style="list-style-type: none"> - To identify a variable in an existing program. - To experiment with the value of an existing variable. - To choose a name that identifies the role of a variable to make it more usable (to humans). - To decide where in a program to set a variable. - To update a variable with a user input. - To use an event in a program to update a variable. - To use a variable in a conditional statement to control the flow of the program. - To use the same variable in more than
					<ul style="list-style-type: none"> - To experiment with a repeat-until loop. - To use a condition in an 'if ... then ...' statement to produce a given outcome. - To show that a condition can switch program flow in one of two ways. - To use a condition in 	

					an 'if ... then ... else ...' statement to produce given outcomes.	one location in a program.
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