

Meare Village Primary - Progression of Skills in Computing

	Y1	Y2	Y3	Y4	Y5	Y6
Computing Systems and Networks	Technology Around Us 1. To identify technology 2. To identify a computer and its main parts 3. To use a mouse in different ways 4. To use a keyboard to type 5. To use the keyboard to edit text 6. To create rules for using technology responsibly	IT Around Us 1. To recognise the uses and features of information technology 2. To identify information technology in the home 3. To identify information technology beyond school 4. To explain how information technology benefits us 5. To show how to use information technology safely 6. To recognise that choices are made when using information technology	Connecting Computers 1. To explain how digital devices function 2. To identify input and output devices 3. To recognise how digital devices can change the way we work 4. To explain how a computer network can be used to share information 5. To explore how digital devices can be connected 6. To recognise the physical components of a network	The Internet 1. To describe how networks physically connect to other networks 2. To recognise how networked devices make up the internet 3. To outline how websites can be shared via the World Wide Web 4. To describe how content can be added and accessed on the World Wide Web 5. To recognise how the content of the WWW is created by people 6. To evaluate the consequences of unreliable content	Sharing Information 1. To explain that computers can be connected together to form systems 2. To recognise the role of computer systems in our lives 3. To recognise how information is transferred over the internet 4. To explain how sharing information online lets people in different places work together 5. To contribute to a shared project online 6. To evaluate different ways of working together online	Communication 1. To identify how to use a search engine 2. To describe how search engines select results 3. To explain how search results are ranked 4. To recognise why the order of results is important, and to whom 5. To recognise how we communicate using technology 6. To evaluate different methods of online communication
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Creating Media	Digital Painting 1. To describe what different freehand tools do 2. To use the shape tool and the line tools 3. To make careful choices when painting a digital picture 4. To explain why I chose the tools I used 5. To use a computer on my own to paint a picture 6. To compare painting a picture on a computer and on paper Digital Writing	Digital Photography 1. To know what devices can be used to take photographs 2. To use a digital device to take a photograph 3. To describe what makes a good photograph 4. To decide how photographs can be improved 5. To use tools to change an image 6. To recognise that images can be changed Making Music 1b. To say how music can make us feel	Animation 1. To explain that animation is a sequence of drawings or photographs 2. To relate animated movement with a sequence of images 3. To plan an animation 4. To identify the need to work consistently and carefully 5. To review and improve an animation 6. To evaluate the impact of adding other media to an animation	Audio Editing 1. To identify that sound can be digitally recorded 2. To use a digital device to record sound 3. To explain that a digital recording is stored as a file 4. To explain that audio can be changed through editing 5. To show that different types of audio can be combined and played together 6. To evaluate editing choices made Photo Editing	Vector Drawing 1. To identify that drawing tools can be used to produce different outcomes 2. To create a vector drawing by combining shapes 3. To use tools to achieve a desired effect 4. To recognise that vector drawings consist of layers 5. To group objects to make them easier to work with 6. To evaluate my vector drawing Video Editing	3D Modelling 1. To use a computer to create and manipulate three-dimensional (3D) digital objects 2. To compare working digitally with 2D and 3D graphics 3. To construct a digital 3D model of a physical object 4. To identify that physical objects can be broken down into a collection of 3D shapes 5. To design a digital model by combining 3D objects 6. To develop and improve a digital 3D model

	<p>1b. To use a computer to write.</p> <p>2b. To add and remove text on a computer.</p> <p>3b. To identify that the look of text can be changed on a computer</p> <p>4b. To make careful choices when changing text</p> <p>5b. To explain why I used the tools that I chose</p> <p>6b. To compare writing on a computer with writing on paper</p>	<p>2b. To identify that there are patterns in music</p> <p>3b. To describe how music can be used in different ways</p> <p>4b. To show how music is made from a series of notes</p> <p>5b. To create music for a purpose</p> <p>6b. To review and refine our computer work</p>	<p>Desktop Publishing</p> <p>1b. To recognise how text and images convey information</p> <p>2b. To recognise that text and layout can be edited</p> <p>3b. To choose appropriate page settings</p> <p>4b. To add content to a desktop publishing publication</p> <p>5b. To consider how different layouts can suit different purposes</p> <p>6b. To consider the benefits of desktop publishing</p>	<p>1b. To explain that digital images can be changed</p> <p>2b. To change the composition of an image</p> <p>3b. To describe how images can be changed for different uses</p> <p>4b. To make good choices when selecting different tools</p> <p>5b. To recognise that not all images are real</p> <p>6b. To evaluate how changes can improve an image</p>	<p>1b. To recognise video as moving pictures, which can include audio</p> <p>2b. To identify digital devices that can record video</p> <p>3b. To capture video using a digital device</p> <p>4b. To recognise the features of an effective video</p> <p>5b. To identify that video can be improved through reshooting and editing</p> <p>6b. To consider the impact of the choices made when making and sharing a video</p>	<p>Web Page Creation</p> <p>1b. To review an existing website and consider its structure</p> <p>2b. To plan the features of a web page</p> <p>3b. To consider the ownership and use of images (copyright)</p> <p>4b. To recognise the need to preview pages</p> <p>5b. To outline the need for a navigation path</p> <p>6b. To recognise the implications of linking to content owned by other people</p>
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Data and Information	<p>Grouping Data</p> <p>1. To label objects</p> <p>2. To identify that objects can be counted</p> <p>3. To describe objects in different ways</p> <p>4. To count objects with the same properties</p> <p>5. To compare groups of objects</p> <p>6. To answer questions about groups of objects</p>	<p>Pictograms</p> <p>1. To recognise that we can count and compare objects using tally charts</p> <p>2. To recognise that objects can be represented as pictures</p> <p>3. To create a pictogram</p> <p>4. To select objects by attribute and make comparisons</p> <p>5. To recognise that people can be described by attributes</p> <p>6. To explain that we can present information using a computer</p>	<p>Branching Databases</p> <p>1. To create questions with yes/no answers</p> <p>2. To identify the object attributes needed to collect relevant data</p> <p>3. To create a branching database</p> <p>4. To explain why it is helpful for a database to be well structured</p> <p>5. To identify objects using a branching database</p> <p>6. To compare the information shown in a pictogram with a branching database</p>	<p>Data Logging</p> <p>1. To explain that data gathered over time can be used to answer questions</p> <p>2. To use a digital device to collect data automatically</p> <p>3. To explain that a data logger collects 'data points' from sensors over time</p> <p>4. To use data collected over a long duration to find information</p> <p>5. To identify the data needed to answer questions</p> <p>6. To use collected data to answer questions</p>	<p>Flat-file Databases</p> <p>1. To use a form to record information</p> <p>2. To compare paper and computer-based databases</p> <p>3. To apply my knowledge of a database to ask and answer real-world questions</p> <p>4. To explain that tools can be used to select data to answer questions</p> <p>5. To apply my knowledge of a database to ask and answer real-world questions</p> <p>6. To apply my knowledge of a database to ask and answer real-world questions</p>	

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Programming	<p>Programming A – Moving a Robot</p> <p>1. To explain what a given command will do</p> <p>2. To act out a given word</p>	<p>Programming A – Robot Algorithms.</p> <p>1. To explain that a sequence of commands has a start</p>	<p>Programming A-Sequence in Music</p> <p>1. To explore a new programming environment</p>	<p>Programming A-Repetition in Shapes</p> <p>1. To identify that accuracy in programming is important</p>		<p>Variables in Games</p> <p>1. To define a 'variable' as something that is changeable</p> <p>2. To explain why a variable is used in a program</p>

