



St Benedict's CofE VA Junior School – Computing Skills progression

Skills	Year 3	Year 4	Year 5	Year 6
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	3.3 Sequencing Sounds 3.6 Events and actions in programs	4.3 Repetition in shapes 4.6 Repetition in games	5.1 Sharing information 5.3 Selection in physical computing 5.6 Selection in quizzes	6.1 Internet communication 6.3 Variables in games 6.6 Sensing
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	3.1 Connecting computers 3.3 Sequencing sounds 3.6 Events and actions in programs	4.3 Repetition in shapes 4.4 Data logging 4.6 Repetition in games	5.1 Sharing information 5.3 Selection in physical computing 5.6 Selection in quizzes	6.3 Variables in games 6.6 Sensing
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	3.3 Sequencing sounds 3.6 Events and actions in programs	4.3 Repetition in shapes 4.6 Repetition in games	5.3 Selection in physical computing 5.6 Selection in quizzes	6.3 Variables in games 6.6 Sensing
Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	3.1 Connecting computers	4.1 The internet	5.1 Sharing information	6.1 Internet communication

<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>3.5 Desktop publishing</p>	<p>4.1 The internet 4.2 Audio editing 4.5 Photo editing</p>	<p>5.2 Video editing 5.4 Flat-file databases</p>	<p>6.1 Internet communication 6.2 Webpage creation</p>
<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>3.1 Connecting computers 3.2 Stop-frame animation 3.3 Sequencing sounds 3.4 Branching databases 3.5 Desktop publishing 3.6 Events and actions in programs</p>	<p>4.1 The Internet 4.2 Audio editing 4.3 Repetition in shapes 4.4 Data logging 4.5 Photo editing 4.6 Repetition in games</p>	<p>5.1 Sharing information 5.2 Video editing 5.3 Selection in physical computing 5.4 Flat-file databases 5.5 Vector drawing 5.6 Selection in quizzes</p>	<p>6.1 Internet communication 6.2 Webpage creation 6.3 Variables in games 6.4 Introduction to spreadsheets 6.5 3D modelling 6.6 Sensing</p>
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p>4.1 The internet 4.2 Audio editing 4.5 Photo editing</p>	<p>5.1 Sharing information 5.2 Video editing</p>	<p>6.2 Webpage creation 6.3 Variables in games 6.5 3D modelling</p>

Online safety ELiM ActiveBYTES scheme Safety and Security - Activebytes		Year 3	Year 4	Year 5	Year 6
Autumn Term: I am kind and responsible:	Agreement	I contribute to shared rules and use them to make good choices when I use technology	I contribute to shared rules and use them to make good choices when I use technology	I contribute to shared rules and use them to support myself and others when we use technology	I contribute to shared rules and use them to support myself and others when we use technology
	Kindness	I describe the ways that people get bullied when they use different technologies and consider what I post I think about whether I can use images that I find online in my own work	I comment positively and respectfully when I use different technologies I explain how to check who owns photos, text and clipart	I always communicate kindly and respectfully and can describe the impact where this does not happen I know which online resources I can download and use	I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology I acknowledge the sources of information that I find online
	Evaluating content	I use search tools to find appropriate information and decide whether I can trust it	I identify key words to use when searching safely online and think about the reliability of information I find	I use a search engine to find and evaluate different types of information	I talk about the way search results are selected and ranked and check the reliability of websites I visit
	Reporting/ Supporting	I use the safety features of apps, games and websites as well as reporting concerns to a trusted adult	I use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult	I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult	I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult
Spring Term: I am safe and secure	Privacy	I use a secure password and explain why they are important I protect my personal information when I do different things online	I know that anything I share online will stay there to be seen and used by others	I use a secure password and safe screen name when I am using an online tool I explain the risks of sharing too much about myself online	I consider terms and conditions and adjust privacy settings to maintain control of my personal information I check the information about me online and know that some of it can be uploaded by others

	Relationships	I participate safely and responsibly in a secure online community	I make safe choices when using technology to communicate responsibly with others	I compare my online and face-to-face relationships	I explain how to communicate safely and responsibly with people I only know online
	Protecting Devices	I ask a trusted adult before downloading files and games from the Internet	I explain why I need to ask a trusted adult before downloading files and games from the internet	I explain why I need to protect my computer or device from harm	I protect my computer or device from harm on the internet
Summer Term: I am healthy	Self-image	I identify images which have been digitally altered I explain how I feel when someone responds to something I have shared online.	I explain how digitally altered images in the media make me feel I use appropriate strategies to deal with comments online	I know the reasons why images are altered I recognise that online friendships affect my feelings	I explain how images in the media affect how we feel about ourselves I explain how online friendships affect our feelings
	Age Appropriate	I use age appropriate apps, games and websites from a list I have agreed with others	I choose apps, games and websites that are appropriate for my age and explain my reasons to friends	I select age-appropriate apps, games and websites and encourage my friends to do the same	I select age-appropriate apps, games and websites and explain the potential risks of making different choices
	Lifestyle Choices	I make good choices about when and why I use devices I identify adverts online, including those within Google searches	I tell my friends about the sensible choices I make about when and why I use device I ignore or close adverts that appear on my device and explain my reasons	I evaluate my own and others' choices when using games and devices I identify the intended audience for an advert	I support my friends in evaluating their use of games and devices and make good choices for myself I explain how my data is used to target adverts towards me