

Walkeringham Primary School Computing Disciplinary Progression



EYFS Foundation 1	EYFS Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia Text and Images							
Recognise images when using a computer with support	Independently recognise text and images when using a computer	Identify text strings and text boxes. Show and hide objects and images with support. Begin to manipulate the features.	Add text strings, text boxes and show and hide objects and images, manipulating the features	Create simple effects with different technological tools, demonstrating an increasing control	Create different effects with different technological tools, demonstrating control	With support, use the skills already developed to create content using unfamiliar technology	Use the skills already developed to create content using unfamiliar technology
Use a camera to collect photos with support	Use a camera to collect photos	Begin to use some tools to manipulate a text, such as brushes, pens, eraser, stamps and shapes.	Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape	Use appropriate keyboard commands with support to make simple amendments to text on a device	Use appropriate keyboard commands to amend text on a device	Select, use and combine the appropriate technology tools to create simple effect	Select, use and combine the appropriate technology tools to create detailed effect
		Use applications and devices in order to communicate simple ideas, work, messages and demonstrate increasing control	Use applications and devices in order to communicate ideas, work, messages and demonstrate control	To begin to use some different applications and devices in order to communicate a range of ideas, work, and messages.	Use a wide range of different applications and devices in order to communicate a range of ideas, work, and messages independently	Review and improve their own work	Review and improve their own work and support others to improve their work

		To begin to save, retrieve and organise work	Save, retrieve and organise work independently	Save and retrieve work. Begin to make simple evaluations.	Save, retrieve and evaluate work, beginning to make simple amendments with support	Save, retrieve and evaluate their work, making amendments with a growing awareness.	Save, retrieve and evaluate their work, making independent amendments
				Begin to insert a picture, text and graph from the internet.	Independently insert a picture, text and graph from the internet or a personal file. With support insert a hyperlink from the internet.	Independently insert a picture, text, graph and hyperlink from the internet or personal file	Independently insert a range of pictures, texts, graphs and hyperlinks from the internet or personal file
		To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: paint, colour, brush, tools, undo, text, image, size, window, move, screen, close, click, drag, log on, log off, keyboards, mouse and click.	Use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double	To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: draw, object, shape, line, fill colour, group, font, size, text box, format, image, wrap text, image, object, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, snipping tool, shift, undo, menu, dictionary,	Use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print,	To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: window, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, zoom, eraser.	Use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide

			click, drag and present	highlight, cursor, toolbar, spellcheck	password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck		
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EYFS Foundation 1	EYFS Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia Sound and Motion							
To begin to show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images independently using visual cues	To begin to use software to record sounds	Use software to record sounds independently	Use software to record, create and edit sounds and capture still images	Use software to record, create and edit sounds and capture still images and explain the process of doing so	To begin to collect audio from a variety of resources including own recordings and internet clips	Collect audio from a variety of resources including own recordings and internet clips
		To begin to change sounds recorded	Change sounds recorded independently	To begin to change recorded sounds, volume, duration and pauses	Change recorded sounds, volume, duration and pauses individually	To begin to use a digital device to record sounds and present audio	Use a digital device to record sounds and present audio individually
		To begin to save and retrieve work	Save, retrieve and organise work independently	To begin to crop and arrange clips to create a short film	Crop and arrange clips to create a short film independently	To begin to trim, arrange and edit audio levels to improve quality	Trim, arrange and edit audio levels to improve quality independently
				To begin to plan a simple animation and move items within each animation for playback	Plan an animation and move items within each animation for playback independently	To begin to publish their animation and use a movie editing package to make simple edits/refinements and add titles	Publish their animation and use a movie editing package to edit/refine and add titles independently
		To begin to use key vocabulary to	Use key vocabulary to	To begin to use key vocabulary	Use key vocabulary to demonstrate knowledge and	To begin to use key vocabulary to	Use key vocabulary to

		demonstrate an increasing knowledge and understanding in this strand: commands, add sound	demonstrate knowledge and understanding in this strand: commands, add sound	to demonstrate an increasing knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame	understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame	demonstrate an increasing knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload	demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload
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EYFS Foundation 1	EYFS Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling Data							
				Talk about the different simple ways data can be organised	Talk with confidence about the different ways data can be organised	To begin to choose the most appropriate application to construct data	Construct data on the most appropriate application
				To begin to sort and organise information to use in other ways	Sort and organise information to use in other ways independently	Know how to interpret simple data, including spotting some inaccurate data and comparing two sets of data	Know how to interpret data, including spotting inaccurate data and comparing data
						To begin to use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets.	Use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets independently
				To begin to search a ready-made database to answer simple questions	Search a ready-made database to answer a range of questions	Add simple data to an existing database	Add a range of different data to an existing database
				To begin to use key vocabulary to demonstrate increasing	To independently use key vocabulary to demonstrate	To begin to use key vocabulary to demonstrate increasing	Use key vocabulary to demonstrate knowledge and understanding in

				knowledge and understanding in this strand: Google Docs, insert, table	knowledge and understanding in this strand: Google Docs, insert, table	knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending	this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending
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EYFS Foundation 1	EYFS Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in Our Lives							
Recognise that some technology is used in places such as homes and schools	Recognise that a range of technology is used in places such as homes and schools	Recognise some ways that technology is used in the home and community, e.g. taking photos, blogs, shopping	Recognise a range of ways that technology is used in the home and community, e.g. taking photos, blogs, shopping	Explain ways to simply communicate with others online	Explain a range of ways to communicate with others online	Search for simple information using appropriate websites and begin to use advanced search functions within Google	Search for a range of information using appropriate websites and advanced search functions within Google
				To know that the world wide web contains websites	To know and describe the world wide web as the part of the internet that contains websites	To know that search results are selected and ranked	To know and talk about the way search results are selected and ranked
		To begin to use links to websites to find information	Use links to websites to find information independently	To begin to add websites to a favourites list	Add websites to a favourites list independently	To begin to use strategies to check the reliability of information (cross-check with another source such as books)	Independently use strategies to check the reliability of information (cross-check with another source such as books)
Know that information can be retrieved from computers	Know and say how information can be retrieved from computers	To use age appropriate websites	To recognise and use age-appropriate websites	To begin to use simple search tools to find and use an appropriate website and content	Independently use search tools to find and use an appropriate website and content	To begin to check the reliability of a website, including the photos on a website	Independently check the reliability of a website, including the photos on a website
		Use safe search filters	Talk about and use safe search filters	Use strategies to improve results when searching online	To explain the strategies used to improve results	Talk in simple terms about the way search results	Talk in greater detail about the way search results

					when searching online	are selected and ranked	are selected and ranked
		To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure	Use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure	To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media	Use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media	To begin to use key vocabulary to demonstrate increasing knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar	Use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar

EYFS Foundation 1	EYFS Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coding and Programming							
To begin to interact with simple age-appropriate computer software	Interact with age-appropriate computer software independently	Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn	Give 2-step commands to control direction and movement, including straight, forwards, backwards, turn	To begin to use logical thinking to solve an open-ended problem by breaking it up into smaller parts	Use logical thinking to solve an open-ended problem by breaking it up into smaller parts	To begin to use external triggers and infinite loops to demonstrate an increasing control	Use external triggers and infinite loops to demonstrate control
To begin to show an interest in technological toys with knobs or pulleys, or real objects	Show an increasing interest in technological toys with knobs or pulleys, or real objects	To begin to control the nature of events: repeat, loops, single events and add and delete features	Control the nature of events: repeat, loops, single events and add and delete features	To begin to write a simple program, putting commands into a simple sequence to achieve a specific outcome	Write a program, putting commands into a sequence to achieve a specific outcome	Follow a sequence of instructions, e.g. in a flowchart and begin to modify a flowchart using symbols	Follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols
To begin to know how to operate simple equipment	Know how to operate simple equipment independently	To begin to give a set of simple instructions to follow and predict what will happen.	Give a set of simple instructions to follow and predict what will happen independently	To begin to give a series of multi-step instructions to follow and predict what will happen	Give a series of multi-step instructions to follow and predict what will happen independently	To begin to decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program	Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program
		To begin to improve/change their sequence of commands by debugging	Improve/change their sequence of commands by debugging independently	To begin to re-test a program	To begin to re-test a program when informed it needs to be debugged	Keep testing a program and begin to recognise when it needs to be debugged	Keep testing a program and recognise when it needs to be debugged
				To begin to use variables to create an effect, e.g.	Use variables to create an effect, e.g. repetition, if, when, loop	To begin to use conditional statements and edit variables	Use conditional statements and edit variables

				repetition, if, when, loop			
		To begin to use key vocabulary to demonstrate an increasing knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink	Use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink	To begin to use key vocabulary to demonstrate an increasing knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable	Use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable	To begin to use key vocabulary to demonstrate an increasing knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise	Use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise

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Online Safety							
Indicate what is a good and bad choice in real life e.g. being kind, helping others, taking turns	Talk about good and bad choices in real life e.g. being kind, helping others, taking turns	To begin to identify what things count as personal information	Independently identify what things count as personal information	To understand what a digital footprint is	Reflect on their own digital footprint and behaviour online	Protect their password and other personal information	Protect their password and other personal information and explain the consequences of this
To begin to indicate good and bad choices when using websites	Talk about good and bad choices when using websites e.g. keeping some information private, telling an adult if something upsets you	To begin to identify what is appropriate and inappropriate behaviour on the internet	Identify what is appropriate and inappropriate behaviour on the internet	To begin to identify and explain in simple terms what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying	Identify and explain what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying	Be a good online citizen and friend	To explain the importance of being a good online citizen and friend
		To follow some simple online safety rules, e.g. sharing pictures, sharing information, storing passwords	To remember and follow sensible online safety rules, e.g. sharing pictures, sharing information, storing passwords.	Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. To begin to explain in simple terms why this is important.	Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. To explain why this is important.	To begin to judge what sort of privacy settings might be relevant to reducing different risks	Judge what sort of privacy settings might be relevant to reducing different risks
		To begin to demonstrate how to safely open and close applications and log on and log off from websites	Demonstrate how to safely open and close applications and log on and log off from websites	To begin to demonstrate an understanding of age-appropriate websites and adverts	Demonstrate understanding of age-appropriate websites and adverts	To begin to simply discuss scenarios involving online risk	To discuss scenarios involving online risk

		To be supported to use key vocabulary to demonstrate an increasing knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet	Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet	Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public	Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public	Use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal
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