



Esher Church School – Progression of skills in Computing

EYFS	<ul style="list-style-type: none"> * Explores and begins to make sense of objects and how they behave. * Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. * Seeks to acquire basic skills in turning on and operating some ICT equipment. * Show skill in making toys work by pressing parts or lifting flaps to achieve affects such as sounds, movement or images. * Knows how to operate simple equipment. * Shows an interest in technological toys and real objects such as cameras or mobile devices. * Knows that information can be retrieved form computers. * Uses hardware to interact with age appropriate computer software, including completing simple programs. * Finds out, and recognises that a range of technologies is used for particular purposes in places such as homes and schools. * Selects appropriate applications to complete tasks e.g. how best to find out about their favorite animal, tell a story.
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Computers	*To recognise how I, and members of my family, use technology in my home and at school.	*To recognise how I, and other people, use technology outside of school.	*To know what input and output devices e.g. mouse, keyboard, touch-screen, monitor, voice are and can use a range of them efficiently.	*To use a range of input and output devices efficiently.		
Using computer	*To use a program to create a simple document.	*To find, open, edit and save files I am working on. *To use different software programs and discuss the benefits of their usage.	*To make choices on which program is best for a given task.	*To use different software programs and different types of hardware. *To use a range of programs to complete a task.	*To select appropriate software to use for a given task. *To confidently use a range of software tools.	*To use more than one piece of software to complete a task. *To design a program for a given audience. *To use software to help me analyse and present data and information.
Online safety	*To know to tell an adult if I see anything worrying online. *To know I need to keep my personal information private.	*To know I need to keep my password and personal information secure.	*To recognize acceptable and unacceptable behaviour online. *To know what to do if I see anything worrying online.	*To understand that what I say or post on the internet might be copied, shared and stored by others. *To understand how to safely interact with others online e.g. in a game, and can recognise inappropriate interactions.	*To understand how to choose online content for my age group. *To know to tell a trusted adult to report concerns about content and contact in and out of school.	*To understand how to protect my computer or device from harm on the internet. *To understand how to report concerns about content and contact in and out of school.
Coding	*To predict the behaviour of a programmed toy. *To explain that an algorithm is a step by step set of instructions.	*To predict and purposefully alter the behaviour of a program or algorithm. *To create a simple program to perform a task. *To create simple programs. *To fix simple bugs in programs. *To understand that programs run by following clear instructions.	*To produce a simple program that completes a given task. *To explain how simple algorithms solve a given problem.	*To break coding up into smaller parts. *To use logical thinking to identify and solve potential bugs during coding. *To use other programs as I code.	*To write increasingly complex programs, including: <ul style="list-style-type: none"> • using loops to repeat tasks within a program. • using IF statements to alter the way my programs run. *To control external hardware from within my programs. *To explain how increasingly complex algorithms solve a given problem.	*To combine software and hardware to solve real life problems. *To effectively debug code by breaking code up into related instructions. *To store and retrieve variables in a program. *To use loops, variables and IF statements to alter the way my programs run. *To use logical thinking to identify and solve potential bugs during coding.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Networks		*To be aware that computer networks allow data to be transferred and shared.	*To understand that computer networks allow data to be transferred and shared. *To understand that the internet is a large network that enables computers to share information.	*To understand that some computers on a network serve particular functions, such as controlling printers or sharing files.	*To use the internet to allow me to share data with another person.	*To understand how computers are able to communicate and share information. *To use and combine services on the internet to share information.
Net searching		*To retrieve information from given web pages.	*To use a search engine to find web pages containing relevant information. *To understand that not all websites are as reliable as others.	*To understand how search engines order their search results. *To evaluate the reliability of websites and explain why some are not as reliable as others.	*To use more advanced features when searching online. *To use a range of search tools to find exactly what I'm looking for.	*To recognise trustworthy sources of information on the internet, and analyse articles and websites for misleading information (fake news, photo filters). *To use a broad range of resources online and find exactly what I'm looking for.