



Whitehouse Primary School – **Computing** skills, knowledge and vocabulary progression



Year Group	Essential skills	Skills			Knowledge	Vocabulary
		Essential skills	Digital Literacy Online Safety	Information Technology		
Foundation Stage	<p>I can begin to use the keyboard understanding the difference between lowercase and uppercase keys.</p> <p>I can use a mouse, right clicking to make my suggestion.</p> <p>I can name the parts of a computer including a mouse, computer screen and keyboard.</p>	<p>See EYFS Computing Progression document and FS1 and FS2 long term planning</p> <p>I can recognise that a range of technology is used in places such as homes and schools. Selecting the appropriate technology to use for a particular purpose.</p>				<p>Instructions, camera, robot, sequence, share, technology, control, Google, information, internet, algorithm, computer, iPad/tablet, app (application), keyboard, button, printer, save, zoom, computer screen, mouse.</p>



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	Essential skills	Digital Literacy Online Safety	Information Technology			Computer Science
Year 1	<p>I can do the basics with technology including skills such as: how to navigate a computer/IPAD, keyboard skills (including more complex such as shift/return keys) and how to save/open files saved within shared areas.</p> <p>I can take a good quality photograph and video on an iPad/digital camera.</p>	<p>I can recognise the ways we use technology in our classroom, my home and community.</p> <p>I can use a search engine.</p> <p>I understand something online may upset and know where to find help if anything does.</p> <p>I can communicate politely via the internet.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I know the rules of using technology at home or in school.</p> <p>I can explain what personal information is and give examples of it.</p> <p>I am aware that content online is owned by the person that created it.</p>	<p>I can use technology to create and present my ideas.</p> <p>I can organise, store and retrieve my digital work.</p> <p>I can collect and sort data.</p>	<p>I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</p> <p>I can create algorithms that can be turned into a program using a robot or digital device.</p> <p>I can independently debug simple sequence errors in a program.</p> <p>I can use logical reasoning to predict the outcome of simple programs.</p>	<ul style="list-style-type: none"> ♣ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ♣ Create and debug simple programs. ♣ Use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ Recognise common uses of information technology beyond school ♣ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>3D, program, debug, design, emoji, search, selection, website, personal information, link, menu, icon, trusted adult, online, sign in, game, wireless (Wifi), online bullying, landscape, portrait, Bluetooth, download, frame, processor, green screen, hard drive, illustration, log in, tool, send, follow, digital, communicate.</p>
Year 1 Greater Depth	<p><u>On a computer:</u> I can understand how to save data and do this independently. I can explain how and when to use the shift, space and return keys. I can plug in headphones and adjust the volume.</p> <p><u>On an iPad:</u> I can complete more complex gestures</p>	<p>I can discuss in more depth how technology is used for a range of purposes beyond school.</p> <p>I can begin to identify some of the benefits and risks of using technology and can discuss this in conversation.</p>	<p>I can apply creativity in my work. I can consider the design and colour as well as evidence that I have edited content to improve the presentation of my work.</p> <p>I can name my work appropriately when saving files and understand why they need to name files.</p> <p>I can independently produce a graph to present my data and can explain what the graph shows.</p>	<p>I can read, follow and create symbol sequence algorithms for complex problems.</p> <p>I know that the instructions for a programmable robot to reach its destination need to be precise.</p> <p>The child can identify where in the program or algorithm the bug/ problem occurs. The child can use the word debug when they correct mistakes in code / programs. The child can create programs containing quite</p>		



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<p>e.g. how to quit an app or slide through open apps. I can access the control centre and make basic changes e.g. adjust volume or brightness.</p> <p>I can make changes to conditions e.g. notice when it is too dark, when taking photos. Taking more than one photo until I get the best one.</p>			<p>lengthy sequence of instructions using a Bee Bot or an app.</p> <p>I can describe what actions they will need to do to create a lengthy sequence of instructions and outcomes while using computational language.</p> <p>I can describe what happens when they press a series of buttons on a robot or Bee bot / use multiple code blocks in an app.</p>		
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Year Group	Skills				Knowledge	Vocabulary
	Essential skills	Digital Literacy Online Safety	Information Technology	Computer Science		
Year 2	<p>I can save, share and retrieve my digital work on a range of programmes.</p> <p>I can use technology to organise and present my ideas.</p>	<p>I can give examples of how technology is used to communicate beyond school. I know the rules of using technology at home or in school. I understand that some things online may upset me and that I cannot trust everyone online. I can use online services to communicate safely. I understand that once something it posted you lose control if it and know how to get help if I need I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support.</p>	<p>I can use design and formatting to enhance my digital work e.g. considering design, adding/changing fonts, images, emoji's etc.</p> <p>I can collect and record data purposefully e.g creating a graph or data base.</p> <p>I can create with technology. E.g. Video, animation, 3D.</p>	<p>I can plan an algorithm with a sequence of commands to carry out specific tasks.</p> <p>I can identify 'bugs' in computer programs and use the term debug in context.</p> <p>I can create a simple repeat loop.</p> <p>I can create a simple game program.</p> <p>I can predict the outcome of a sequence of blocks in Scratch.</p>	<ul style="list-style-type: none"> ♣ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ♣ Create and debug simple programs. ♣ Use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, 	<p>browser, computer networks, data, computational thinking, execute/run, input, output, software, World Wide Web (WWW), password, username, interact, images, facts, scan, chat, post / re-post, copyright, backdrop, repeat / loop, characters, avatars, fictitious/fake, evaluation, publish, trust, stroke, template,</p>



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		<p>I can use a search engine and I am aware that not everything I read online is true.</p> <p>I can explain what personal information is and understand the need for passwords to protect it.</p> <p>I am aware that content online is owned by the person that created it.</p>			<p>manipulate and retrieve digital content</p> <ul style="list-style-type: none"> ♣ Recognise common uses of information technology beyond school ♣ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>reputation, identity, digital book (eBook/ePub).</p>
<p>Year 2 Greater Depth</p>	<p>I can use digital technologies independently save or share my work.</p> <p>I can support other children with saving work.</p> <p>I can retrieve digital work/content and open it in the appropriate app.</p> <p>I can use range of different methods of saving work depending on the digital device used.</p> <p>I can use option keys and basic shortcuts/gestures on an iPad to enhance workflow. E.g. copy and paste. The child can answer questions about why they have used the enhancements.</p>	<p>I can explain/understand what the world wide web is and means.</p> <p>I understand that communication can occur with organisations by leaving feedback or a review of products on their website.</p> <p>I can explain the journey an email makes with reference to servers and connected computers.</p> <p>I can explain the reason behind SMART online safety rules when using online communication. I can list the SMART rules.</p>	<p>I can create digital content by using more than one app, filters or effects or piece of software to enhance it. E.g. the child may attempt to include their own illustrated pictures.</p> <p>I can now use a range of computer keyboard and using keys like “shift” and basic short cuts like copy and paste.</p> <p>I can explain what is meant by a database. Beginning to understand a branching database. They can add information to a database.</p> <p>I can create a range of content using technology e.g. stop frame animation/Electronic gaming/3D modelling, responding to feedback and thinking about the purposeful use of programs.</p>	<p>I can test, edit, correct and improve a set of given instructions until I get the desired outcome.</p> <p>I can find more than one algorithm to do the same thing.</p> <p>I can watch a program execute and spot where it goes wrong so that they can debug it offering improvements.</p> <p>I can create a program using loops to add improvements, explaining the benefits.</p> <p>I can play around with a program/game to make improvements; explaining use the correct vocabulary why I have made these changes.</p> <p>I can spot simple patterns in the program or algorithm e.g. if the program is drawing a square the angles and sides are the same applying it to other areas of the curriculum.</p>		



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Year 3	<p>I can troubleshoot when something doesn't appear to be working with my device.</p> <p>I can discuss different types of digital content and file types.</p>	<p>I know how to use the internet. I can analyse information and make accurate searches. I understand the need for copyright and the consequences of ignoring it.</p> <p>I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle I know who I should be sharing information with and how to keep my data secure. I understand the term identity and I can act appropriately to protect my own online identity.</p>	<p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can create with technology. E.g. Video, animation, 3D.</p> <p>I can collect, analyse, evaluate and present data and information.</p> <p>I can use advanced search tools.</p>	<p>I can plan, create and debug programs.</p> <p>I can use decomposition to help me solve computing problems.</p> <p>I can use sequence, selection, repetition and variables in programs.</p> <p>I can work with various forms of input and output.</p> <p>I can use logical reasoning to predict and correct errors in algorithms and programs.</p> <p>I can explain how the internet works.</p> <p>I can explain how a search engine works.</p>	<p>♣ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>♣ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>♣ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>♣ 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.</p> <p>♣ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Block, palette, code/coding, command, decomposition, sprite, stage, condition, control block, costume, digital content, simulation, hyperlink, attachment, URL, blog/blogging, consequences, illustrator, untrusted, cyberbully, cyberbullying, reliable, MegaByte, GigaByte, report, sceptical, verify, fake news, soundtrack, VR (virtual reality), font, shortcut, shots, 360° Video, authenticate, multimedia.</p>
Year 3 Greater Depth	<p>I can do the more routine digital tasks independently and without being instructed.</p> <p>I know that there are more than one way to complete a task</p>	<p>I can explain the process of how to check if information is accurate.</p> <p>I can search for copyright free images online to use in my own work. I understand that by claiming it as my own is wrong (plagiarism).</p>	<p>I can create different effects with different technology tools.</p> <p>I am beginning to recognise that similar icons/features are present within apps/programs E.g. the export/save button, the add</p>	<p>I can independently plan, create a simple game, fix errors, make improvements after testing and explain how they did it to others.</p> <p>I can debug problems and confirm that my problem has been solved.</p>		



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<p>on a digital device and will attempt other solutions. E.g. try a different browser or app.</p> <p>I can save/export a document in various formats as required and explain why I have chosen this file type.</p>	<p>I can discuss the consequences of sharing too much online. Explaining the concept of a digital footprint and the negative impact on the future.</p> <p>I understand that some online accounts are not real people and that these are called bots.</p> <p>I am aware how to screenshot messages on various devices in order to show an adult. Understanding what to do if I see anything online that makes me unhappy.</p> <p>I understand and can explain that I need to protect my personal information online when using different things devices etc. Giving examples of what to do to prevent any issues.</p> <p>I understand that photos can be altered digitally. Discussing that this can sometimes be for creative purposes etc.</p>	<p>image button or record button.</p> <p>I can use advanced search tools in Google to get better results. E.g. latest posted. The child can explain the process and why it can be useful to us.</p>	<p>I can recognise that different solutions exist for the same problem and can discuss alternative solutions.</p> <p>I can create a variable within a program. I can explain why variables are used in programs and give examples. Eg. Timer or life counter. Within a program such as Scratch.</p> <p>I can create/add content to a blog page. I understand that this content is now visible to the whole world via the internet.</p> <p>I can begin to explain why certain websites might appear first in their searches.</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>♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
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Year 4	<p>I can label the different types of input connections on devices e.g. including external peripherals as well as HDMI, VGA, USB, lightning connectors etc.</p> <p>I can explain common file types e.g. JPEG, .mp4.</p>	<p>I can collaborate online to create digital content.</p> <p>I can evaluate information presented to me to make informed choices about what is Fake News.</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online.</p> <p>I understand that people may have a different online identity to that in real life and I'm able to interact with others.</p> <p>I am aware others can find information out about me by searching online.</p> <p>I know which technologies are used for online bullying and I am considerate of others when posting myself.</p> <p>I understand the impact technology can have on my health, well-being and lifestyle.</p> <p>I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen</p> <p>I understand the need for copyright and the consequences of ignoring it.</p>	<p>I can improve the quality and presentation of my work using editing and formatting techniques e.g layouts, borders, columns, tables, text boxes. When using Powerpoint for example they can add transitions.</p> <p>I can create with technology. E.g. Video, animation, 3D.</p> <p>I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)</p>	<p>I can design an algorithm to simulate a real-life situation.</p> <p>I can solve an open-ended problem by breaking it up into smaller parts.</p> <p>I can design and write a program for a given purpose including specific programming features.</p> <p>I can test existing programs to see how they could be improved.</p> <p>I can understand the different methods of communication using the internet.</p>	<ul style="list-style-type: none"> ♣ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ♣ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ♣ 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. ♣ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ♣ Select, use and combine a variety of 	<p>Logical reasoning, audio, selection, page ranking, hacker, repetition (sometimes referred to as 'iteration' in upper KS2), script, scripts area, secure (https), PEGI, netiquette, conditional, scene, filters, grieving, storyboard, cloud computing, positive online communication, online persona, digital footprint, animation, age restrictions, social network, screenshot, screencast.</p>
Year 4 Greater Depth	<p>I can give examples of specific uses of inputs and outputs. E.g. HDMI is for</p>	<p>I can comment positively and respectfully when using online tools. Creating hyperlinks to a resource online to share it with others.</p>	<p>I can constructive feedback to friends to help them improve their work.</p>	<p>When coding, I can use selections options ('if' and 'then') and repetition. I can also include a sensor to detect a change within a program.</p>	<ul style="list-style-type: none"> ♣ Select, use and combine a variety of 	



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<p>displays or televisions. VGA is for connecting to the projector. USB is for connecting the keyboard or mouse.</p> <p>I can explain the purpose behind file types and explain when each one may be used.</p>	<p>I can explain that not all websites are accurate and that fake news/information online exists online; they are able to appraise a webpage for credibility.</p> <p>I can explain what it means to be a good digital citizen and how they should be responsible and respectful online.</p> <p>I know that some communication online could be spam or from online bots (not real people) and discuss strategies for dealing with suspicious messages/emails.</p> <p>I can discuss how to manage my online reputation and digital footprint.</p> <p>I can discuss why I should choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online.</p> <p>I understand what makes a secure complex password and give an example – to help keep myself safe from identify theft.</p>	<p>I understand the different types of media content that can be added to a document e.g. using photos/videos etc. - when presenting to different audiences.</p> <p>I am a confident user of technology.</p> <p>I can work between a range of similar icons /features are present within apps and that these are consistent across different types of applications e.g. the export/save button.</p> <p>I can create with a range of software/apps, e.g. create films, animations, manipulate images, create illustrations, green screen etc.</p> <p>The child can use more complex search criteria to narrow down their searches online.</p>	<p>I can recognise that an algorithm will help to sequence more complex problems programs.</p> <p>I can explain coding features that I have used. E.g. when using an 'if' statement the program needs to make a choice.</p> <p>I can discuss how a program might be improved by incorporating features such as inputs, repetition, variables and procedures.</p> <p>I understand and discuss the online safety implications associated with different methods of communication.</p>	<p>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>♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
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Year Group	Skills			Knowledge	Vocabulary	
	Essential skills	Digital Literacy Online Safety	Information Technology			Computer Science
Year 5	<p>I can create a consistent design for my presentation, and present to others using a range of programs including Powerpoint, Word, Excel.</p> <p>I can film and produce a short video with elements such as text, images, narration and music.</p>	<p>I can access school email and can send emails to classmates and teacher.</p> <p>I can search for someone online and create a summary report about that person. I understand that judgements are made about people based on what is online about them.</p> <p>I understand the need for copyright and the consequences of ignoring it.</p> <p>I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.</p> <p>I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</p> <p>I understand the impact technology can have on my health, well-being and lifestyle.</p> <p>I can create a strong password and understand the real cost of some apps.</p> <p>I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</p>	<p>I can record and produce a short audio podcast and understand basic elements of audio editing.</p> <p>I can use unfamiliar technology to create content and share my ideas. E.g. Video recording/Vlogs</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can use a spreadsheet/database to collect and record data.</p> <p>I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying)</p>	<p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p>I can design and write a program linked to physical systems and sensors.</p> <p>I can use variables, conditional statements, procedures and repeat commands to improve my programs/game.</p> <p>I can use logical reasoning to detect and debug mistakes in a program.</p> <p>I can translate binary numbers to decimal.</p> <p>I can create a very basic web page using HTML.</p>	<ul style="list-style-type: none"> ♣ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ♣ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ♣ 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. ♣ Use search technologies effectively, appreciate how results are selected and ranked, 	<p>Abstraction, vlog, YouTuber, IP address, pixels, vector, HTML, CSS, services, ISP, LAN, TCP/IP, variables, hub, peripheral, bandwidth, CEOP, ChildLine, cache, harassment, plagiarism, infringe copyright, illegal downloads, streaming, blocking, victim, cookie, junk mail, RAM / ROM, USB, ZIP, augmented reality, bit & bytes, upload, score, podcast, edit.</p>



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<p>Year 5 Greater Depth</p>	<p>I can use the setting within the app or website to change the appearance of the QR code they create.</p> <p>I can improve my video with editing tools and effects.</p> <p>I can improve my video with editing tools and effects.</p> <p>I can create a separate audio recording or piece of music in another app and then add it to their video.</p>	<p>I can discuss how I manage the risks associated with the digital world.</p> <p>I can discuss what to do if I experience online bullying.</p> <p>I can discuss how to report or block users within the games, apps and websites I use and make reports to external agencies.</p> <p>I can discuss how I manage their own digital usage.</p> <p>I can explain how to avoid being tricked by scammers online.</p> <p>I can explain why an app may be free but have in-app-purchasing and what that is.</p> <p>I can discuss some simple steps to avoid having my identity copied.</p> <p>I can explain why they need to protect my computer or device from harm.</p>	<p>I understand the internet safety implications of publishing content online. By thinking through the process and predict potential problems that could arise, I prevent further issues.</p> <p>During lessons, I attempt to go beyond the basic requirements and use the more advanced tools in the program or app.</p> <p>I can present my work and I am comfortable discussing the tools within new technology.</p> <p>I can independently select, use and combine the appropriate technology/app tools to create effects that will have an impact on others.</p> <p>I can explore existing spreadsheets to see how they can be changed and used. I can use simple functions, e.g. SUM, AVERAGE, to solve problems.</p> <p>I can create complex spreadsheets to model mathematical problems and to solve real life problems.</p>	<p>I can improve my video with editing tools.</p> <p>I can create a separate audio recording or piece of music in another app and then add it to my video.</p> <p>I can use logical thinking, imagination and creativity to extend or improve an algorithm or program I am planning.</p> <p>I can confidently discuss the use of variables, event handling, procedures and repetition.</p> <p>I can use logical reasoning to identify errors before the code has been run.</p> <p>I can debug an error and suggest how improvements could be made in a program.</p> <p>I can discuss the implications of how networks work on internet safety.</p> <p>I can explain networking terms such as IP address, ping, ipconfig and tracert commands.</p> <p>I can explain why and how computers use binary.</p> <p>I can convert characters into binary numbers.</p>	<p>and be discerning in evaluating digital content.</p> <ul style="list-style-type: none"> ♣ 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. ♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
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			<p>I am aware that anybody can publish information online and identify examples. Identifying the potential risks when putting content online.</p> <p>I can explain what a digital footprint is and be aware of potential consequences of this.</p> <p>I know not to open messages and attachments from strangers.</p> <p>I know what spam is and how to deal with it. I can discuss scam emails/ phishing and what to look for.</p> <p>I can discuss in detail the steps required to fact check information and help ensure it is accurate and reliable.</p> <p>I know what plagiarism / copyright is and I understand people often plagiarise without thinking by cutting and pasting information or images.</p>	<p>I can create a simple website using an app such as WordPress.</p> <p>I can understand the internet safety implications of publishing a website.</p>		
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Year Group	Skills			Knowledge	Vocabulary	
	Essential skills	Digital Literacy Online Safety	Information Technology			Computer Science
Year 6	<p>I can create a consistent design for my presentation, and present to others using a range of programs including Powerpoint, Word, Excel.</p>	<p>I can explain how to protect my computer or device from harm on the Internet.</p> <p>I understand the need for copyright and the consequences of ignoring it.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>I am aware of the ways in which the media can shape our ideas about gender.</p> <p>I am aware that if I need help I keep asking for it until I get help.</p> <p>I am aware of the need for positive online relationships and I am mindful of others feelings at all times.</p> <p>I understand I need to create a positive online reputation.</p> <p>I know how to capture evidence of online bullying and how to report it.</p> <p>I know how to keep my data private and secure.</p> <p>I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being)</p>	<p>I can create and combine a range of media in order to produce digital content.</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. (Online Bullying)</p>	<p>I can design, plan & create complex programs.</p> <p>I can test, debug and modify a program to improve it.</p> <p>I can write a program using a text based programming language.</p> <p>I can use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>I understand how computer networks work, including the internet.</p> <p>I can talk about the way search results are selected and ranked.</p> <p>I can talk about the way search results are selected and ranked.</p>	<p>♣ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>♣ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>♣ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>♣ 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.</p> <p>♣ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>♣ Select, use and combine a variety of</p>	<p>Antivirus, new media, collaboration, visual coding, text based coding, adware, trojan, feedback, bot, boolean, checksum, server, firewall, generalisation, security updates, plug in, pop up blocker, scams, phishing, location based settings, in app purchasing, trolling, sexting, exclusion, doxxing, catfishing, flaming, fobotage, creeping, dissing, filtering, malware, screen time, balanced lifestyle, configuring.</p>
Year 6 Greater Depth	<p>I can discuss strategies for working well within a group.</p>	<p>I can discuss the rules to protect myself and my devices from harm.</p> <p>I understand what plagiarism and copyright is and understand</p>	<p>I am aware of a range of apps and software and their uses.</p> <p>I can independently select and use the appropriate</p>	<p>When designing an algorithm I can look for the best and most efficient solution.</p>		



Whitehouse Primary School – Computing skills, knowledge and vocabulary progression



<p>I can add notes to a shared document.</p> <p>I can encourage others to share their ideas and lead a group and include everyone in tasks.</p> <p>I can create documents, spreadsheets and presentations for a variety of audiences that have a consistent design and purpose while considering the appropriateness of text and formatting choices.</p> <p>I can present my work to others and consider improvements based on feedback.</p>	<p>people often plagiarise without thinking by cutting and pasting information or images.</p> <p>I can discuss the consequences of making poor online choices.</p> <p>I can list the websites and agencies I can contact in case I need help.</p> <p>I can discuss the importance of empathy and how this relates to online communication with others.</p> <p>I can describe what steps I can take to create a 'positive online image'.</p> <p>I can discuss behaviours and strategies to prevent and stop online bullying.</p> <p>I can discuss privacy and security settings on accounts and devices.</p> <p>I can explain what steps I can take to ensure devices and connections are secure.</p> <p>I can outline what a balanced lifestyle may look like.</p> <p>I can explain why social media apps and some websites have age restrictions and why these might be in place.</p>	<p>multimedia tools/apps and combine these for a given purpose with confidence to produce an end product.</p> <p>I can produce digital content that has a consistent theme and shows I have thought about design and the impact on the audience.</p> <p>I can use more than one app to create content.</p> <p>I can independently review and improve my own work and support others to improve their work too.</p> <p>I can use advanced features within apps.</p> <p>I can make predictions about problems I may encounter and how I will solve them.</p> <p>I can include details about sound recording and placing it over an animation.</p> <p>I can include details about adding titles and photos into my animation.</p> <p>I am aware that anybody can publish information online and I can identify examples.</p> <p>I can discuss simple steps I can take to help ensure</p>	<p>I can recognise when I need to use a variable to achieve a required output.</p> <p>I can use a variable and operators to stop a program.</p> <p>I can explain how decomposition / abstraction can be used to solve complex problems.</p> <p>I can develop, debug and test more than once until a product works as desired.</p> <p>I am able to learn from setbacks and explain how a setback was overcome.</p> <p>I am happy attempting to solve difficult problems.</p> <p>I am able to adapt a solution from one problem to solve something else.</p> <p>I can understand the difference between the internet and an internet service.</p>	<p>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>♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
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Whitehouse Primary School – **Computing** skills, knowledge and vocabulary progression



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