



St. Edward's Catholic Primary School Skills Progression



Celebrating
Our
Diversity

Creating
Independent
Thinkers

Producing
Global Citizens
in a Caring
Community

Developing
Opportunities
Through Our
Curriculum

Aspiring
To Be
Technological
Innovators

Skills	Year 1	Year 2
Computer Science	<ul style="list-style-type: none"> Understand algorithms are a set of instructions used to solve problems or achieve an objective Know computer programs turn algorithms into code that the computer can understand Create a simple algorithm Can attempt to fix code, recognising an unexpected outcome Can read simple code and predict the effects of the program 	<ul style="list-style-type: none"> Explain that an algorithm is a set of instructions to complete a task Can create a simple program that achieves a specific purpose Can identify and correct some errors on a program Programs show logical programmable steps Can initiate specific actions in a program
Information Technology	<ul style="list-style-type: none"> Can sort, collate, edit and store simple digital content 	<ul style="list-style-type: none"> Can organise data Can retrieve specific data for a search Can create, name, save and retrieve content. Use a range of media in their digital creations including photos, text and sound
Digital Literacy	<ul style="list-style-type: none"> Can identify technology inside and outside of school Can distinguish between objects that use modern technology and those that do not Understand the importance of keeping information such as passwords and usernames private Save work in their own work space 	<ul style="list-style-type: none"> Can retrieve relevant content using a search engine Understand the implication of inappropriate online searches. Begin to know how things are shared electronically Know how to use email safely Know ways of reporting inappropriate behaviour on technological devices to a trusted adult

'Following Christ we reach our goals'





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Skills	Year 3	Year 4
Computer Science	<ul style="list-style-type: none"> Can turn a real- life situation into an algorithm Can identify errors within their own program and fix it Can introduce timers and repetition in their programs and understand the difference of both Can begin to read programs and more complex code and predict an accurate outcome Can list a range of ways the Internet can be used to provide different methods of communication 	<ul style="list-style-type: none"> The use of timers to achieve repetition effects are more logical and are integrated into their designs They understand 'IF' statements for selection and are beginning to combine these with other coding structures including variables Understand how variables can be used to store information Can make use of user inputs and outputs, such as 'print to screen'. Can recognise the main components of hardware which allow computers to join and form a network.
Information Technology	<ul style="list-style-type: none"> Can carry out simple searches to retrieve digital content from a variety of search engines. Can collect, analyse, evaluate and present data, considering what software might be appropriate Can attach purposeful content to emails 	<ul style="list-style-type: none"> Can understand the function, features and layout of a search engine and appraise selected web pages Can make improvements to digital solutions based on feedback. Can make informed software choices when presenting information and data and create linked content using this software
Digital Literacy	<ul style="list-style-type: none"> Can demonstrate the importance of having a secure password and not sharing this Can understand and explain the implications of not keeping passwords safe and secure Know a number of ways to report unacceptable contact and content 	<ul style="list-style-type: none"> Children can explore key concepts relating to online safety using concept mapping such as 2 Connect. Can help others understand the importance of online safety

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Skills	Year 5	Year 6
Computer Science	<ul style="list-style-type: none"> Can attempt to turn more complex situations into algorithms and test and debug programs, using logical methods to identify the cause of any bug Can identify the specific line of code where a bug may occur, sometimes with support Can translate algorithms that include sequence, selection and repetition into code with increasing ease Can combine sequence selection and repetition with other coding structures to achieve a designed algorithm, considering structure Children can select the most appropriate form of online communications dependant on audience and digital content 	<ul style="list-style-type: none"> Can turn a more complex task into algorithm Children test and debug their program as they go Can utilise structures such as nesting within algorithms Coding displays an improving understanding of coding outputs such as sound and movement and inputs such as button clicks and the value of functions Children can interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together Know the difference between the internet and the WWW. Know what a WAN and LAN are
Information Technology	<ul style="list-style-type: none"> Children can search with greater complexity when using search engines and can explain how credible a webpage is Children can make appropriate improvements to digital solutions based on feedback received and can comment on its success They can objectively review solutions from others They can use several ways of sharing digital content 	<ul style="list-style-type: none"> Can readily apply filters when searching for digital content Can rate digital content in terms of quality and accuracy Can use critical thinking skills in everyday use of online communication Can make clear connections to the audience when designing and creating digital content Can create and design their own blog
Digital Literacy	<ul style="list-style-type: none"> Children have a secure knowledge of online safety rules and can apply this by demonstrating the safe use of a few different technologies and online services 	<ul style="list-style-type: none"> Recognise the value in preserving privacy when online for the safety of all

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