



# Computing skills progression ladder – Miss Percy

## Key Skills

Technology being used effectively in the classroom  
Awareness of e-safety  
How technology is used  
Basic programming skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in the real world	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology both within school and beyond.</p>	<p>Use different font sizes, colours and effects.</p> <p>Select appropriate images to add to work.</p> <p>Develop an awareness of appropriate language in an email.</p>	<p>Use different font sizes, colours and images to communicate meaning for a given audience.</p> <p>Use presentation software.</p> <p>Log on to an email or blog.</p> <p>Use appropriate language in a simple email.</p>	<p>Use different font sizes, colours and images purposefully.</p> <p>Choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending.</p> <p>Open received emails and save attachments to appropriate place.</p>	<p>Know how to use digital tools responsibly to communicate</p> <p>Use search technologies effectively and safely.</p>	<p>Use digital devices to combine software and present data and information.</p> <p>Use search technologies and understand how results are ranked.</p> <p>Evaluate validity of a range of digital sources.</p>	<p>Use a range of digital devices to combine different software and present data and information.</p> <p>Collect, analyse and evaluate data.</p> <p>Use technology to accomplish challenging goals.</p>
Coding (can be supported by the espresso coding scheme of work)	<p>Begin to understand what algorithms are</p> <p>Begin to use some logic to predict what will happen next in a program</p>	<p>Know what algorithms are and how they are used.</p> <p>Understand how algorithms impact programming.</p>	<p>Understand that programmes are a sequence of simple instructions.</p> <p>Create and test a simple programme.</p>	<p>To plan simple sequences with algorithms.</p> <p>Use logical reasoning to predict errors.</p>	<p>Design a simple programme with a specific focus using algorithms to write the sequence.</p> <p>Use sequence selection and repetition in programmes.</p> <p>Detect and correct errors in algorithms and programmes.</p>	<p>Design and write programmes that control simulations and physical systems.</p> <p>Work with variables and various forms of input and output to test programmes.</p>	<p>Understand several key algorithms that reflect computational thinking for sorting and searching.</p>



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<p><b>Purposeful application</b></p>	<p>Use technology beyond school</p> <p>Begin to use technology to create simple programs</p>	<p>Recognise how ICT is used beyond school.</p> <p>Use technology to create digital content.</p>	<p>Create and implement simple programmes on digital devices.</p> <p>Use technology to create, organise, store, manipulate and retrieve digital content.</p>	<p>Create and implement programmes to accomplish given goals.</p> <p>Use technology to present data and digital content.</p>	<p>Create and implement a range of programmes to accomplish given goals.</p> <p>Use technology to collect and present data and digital content.</p>	<p>Create and implement a range of programmes and content to accomplish specific goals.</p> <p>Use technology to collect, analyse, evaluate and present data and digital content</p>	<p>Use a range of programmes, systems and content to accomplish challenging goals.</p> <p>Use technology creatively to collect, analyse, evaluate and present data and digital content</p>
<p><b>Online-Safety</b></p>	<p>Use technology respectfully and safely.</p> <p>Know who to talk to if they are worried</p> <p>Begin to know that they need to talk to adults when using the internet</p>	<p>Know what to do if they see something inappropriate online.</p> <p>According to schools Esafety policy and acceptable use policy.</p>	<p>Know what personal information is and why they need to keep it private.</p> <p>Use technology safely and respectfully.</p>	<p>Recognise unacceptable behaviour online.</p> <p>Identify a range of ways to deal with inappropriate content.</p> <p>Continue to use technology safely and respectfully.</p>	<p>Use technology safely, respectfully and responsibly.</p> <p>Know what it means to be a responsible digital citizen.</p>	<p>Use technology securely.</p> <p>Know how to protect your online identity.</p>	<p>Know why you need to use technology securely.</p> <p>Know why it is important to protect your online identity.</p> <p>Recognise correct content and conduct.</p>