Chacewater School Computing progression of skills.

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information technology Basic Computer Skills Typing	• Turn on/off digital equipment. • Use the keyboard to enter letter strings	• Use a mouse/mouse pad • Open and close programmes. • Save work in a specific area. • Drag and drop objects on a screen. • To type upper and lower case letters	• Log on and off a computer. • Find and open previously saved work. • Print work. • Save and retrieve and edit their work. • Change font size and colour. • Use copy and paste. • Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. • To begin to touch type with both hands.	• Create folders to store digital documents. • Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. • To touch type 10 words per minute.	• Use advanced tools in Word processing such as appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience. • To touch type 15 words per minute	• Multimedia work shows restrained use of effects that help to convey meaning rather than impress. • To touch type 20 words per minute	• Use and apply basic computer skills leant across the curriculum effectively. • To touch type fluently.
Computer Science Coding	• Explore the commands needed to control a range of electronic toys. • Use a variety of electronic toys in play situations, e.g., dance mats, Bee-bots, and remote control toys, using basic directional language.	• Understand sequence and algorithms.	• Control a device, on and off screen, making predictions about the effect their programming will have. • Sequence code blocks with loops (repetition). • Children can plan ahead.	• Children are able to type a short sequence of instructions and to plan ahead when programming devices. • Find errors in a program (debug).	• Understand how to program inputs with loops. • Write a program. • Find and fix errors in a variety of programs (debug).	• Engage in problem solving activities that require children to write procedures etc. and to predict, test and modify. • Use control software to control devices (using output commands) or to simulate this on screen. • Predict, test and refine their programming.	• Independently create sequences of commands to control devices (i.e. use inputs as well as outputs). • Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.

| Digital Literacy

Using the internet	• Use a shortcut such as an icon on the desktop to navigate to a specific website.	• Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons.	• Begin to understand what the internet is. • Use text to search for a website to navigate to. • Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks).	• Perform a search using different search engines and check the results against each other, explaining why they might be different.	• Begin to show an understanding of URLs.	• Show an awareness of the need for accuracy in spelling and syntax to search effectively.	• Understand how the internet works.