



Computing Progressive Curriculum Nursery to Year 6



Skills	Nursery	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
Mandatory Skills	<p>Switch on and off a device safely.</p> <p>Learn how to take a photograph on a tablet.</p> <p>Identify appliances that are powered by electricity.</p>	<p>Switch on, find simple user and switch off devices.</p> <p>To be able to use a camera.</p> <p>Navigate simple apps to consolidate key concepts.</p> <p>Understand that electric appliances require power to run.</p> <p>Record own voice clearly.</p> <p>Use a camera to frame a picture.</p>	<p>To be able to do the basics with Technology.</p> <p>To go online.</p> <p>To use a camera.</p> <p>To take a good quality photograph with an iPad/Digital Camera.</p> <p>To save, share and retrieve digital work.</p> <p>To use technology to organise and present ideas.</p>	<p>To troubleshoot when something doesn't appear to be working with a device.</p> <p>To discuss different types of digital content and file types.</p> <p>To label the different types of input connections on devices.</p> <p>To be able to explain common file types.</p>	<p>I can make QR codes that link to my own work.</p> <p>I can film and produce a short video.</p> <p>I can collaborate to create digital content.</p> <p>I can create a consistent design for my presentation and present to others.</p>
Digital Literacy	<p>Understand that information can be found on the internet to help answer questions.</p> <p>Take turns when using a screen using a timer.</p>	<p>Know that we can use the internet to find out more information and use in own enquiries.</p> <p>Understand how to stay safe online and how to be a good friend online.</p> <p>Understand sensible screen time and the importance of taking a break from a screen.</p> <p>Use google maps to identify aspects of local area and recognise familiar streets and buildings.</p>	<p>To recognise the use of technology in the world around us.</p> <p>To use a search engine.</p> <p>To understand that something online may upset a person and to know what to do if it does.</p> <p>To understand that once something is posted you lose control of it.</p> <p>To communicate politely online.</p> <p>To describe ways to behave online that will not upset others.</p> <p>To know the rules for using technology in school and at home.</p> <p>To explain what personal information is and give examples of it and understand the need to protect it.</p> <p>To be aware that content is owned by the person that created it.</p>	<p>To know how to use the internet.</p> <p>To analyse information and make accurate searches.</p> <p>To understand the need for copyright and the consequence of ignoring it.</p> <p>To have an awareness of what should be shared online and where to go if help is needed.</p> <p>To understand that you should not trust everyone online and to be a good digital citizen.</p> <p>To be able to explain what online bullying is and where to go for help.</p> <p>To understand the impact technology can have on health, wellbeing and lifestyle.</p> <p>To know who you should share information with and how to keep data secure.</p> <p>To understand the term 'identity' and how to take appropriate measures to protect it.</p>	<p>To be able to access school emails and send emails to classmates and teachers.</p> <p>To create a subject specific vlog and understand the potential risks of sharing content online.</p> <p>To collaborate, develop and improve work.</p> <p>To be able to search for someone online and create a summary report about that person.</p> <p>To understand the need for copyright and the consequence of ignoring it.</p> <p>To be aware that there are people online who may try to upset us. To make a positive contribution to my online community.</p> <p>To understand the impact technology can have on my health, wellbeing and lifestyle.</p>



Computing Progressive Curriculum Nursery to Year 6



Skills	Nursery	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
Digital Literacy (Continued)				<p>To collaborate online to produce digital content.</p> <p>To evaluate information that is presented to us and make informed choices over what is fake news.</p> <p>To know which technologies are used for online bullying and be considerate of others when posting online.</p> <p>To describe strategies for safe and fun experiences in a range of online social environments.</p> <p>To understand that people may have a different online identity to that in real life.</p> <p>To be aware that others can find information about me by searching online.</p>	<p>To create a strong password and understand the real cost of some apps.</p> <p>To be aware that my identity can be copied by other users and take appropriate measures to minimize the risk.</p> <p>To explain how to protect my computer or device from harm on the internet.</p> <p>To be aware of the ways in which the media can share out ideas about gender.</p> <p>To know how to capture evidence of online bullying and how to report it.</p> <p>To know how to keep my data private and secure.</p>
Information Technology Skills	<p>Engage in a range of apps to support own learning.</p> <p>Understand that information can be found on the internet to help answer questions.</p>	<p>Use an online book app to turn pages and listen to e books.</p> <p>Know that we can use the internet to find out more information and use in own enquiries.</p> <p>Record own voice clearly.</p> <p>Use a camera to frame a picture.</p>	<p>To use technology to create and present ideas.</p> <p>To organise and store digital work.</p> <p>To collect and sort data.</p> <p>To use design and formatting to enhance digital work.</p> <p>To create with technology e.g. video, animation, 3D.</p> <p>To collect and record data purposefully.</p>	<p>To improve the quality and presentation of work using editing and formatting techniques.</p> <p>To create with technology e.g. video, animation, 3D.</p> <p>To collect, analyse, evaluate and present data and information.</p> <p>To use a search engine and fact check my findings.</p> <p>To use advanced search tools.</p>	<p>To record and produce a podcast/ audio clips.</p> <p>To create and combine a range of media in order to produce digital content.</p> <p>To use unfamiliar technology to create content.</p> <p>To create a digital storyboard to plan a project or investigation.</p> <p>To improve the quality and presentation of work using editing and formatting techniques.</p> <p>To use a spreadsheet to collect and record data.</p>



Computing Progressive Curriculum Nursery to Year 6



Skills	Nursery	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
<p>Computer Science</p>	<p>Understand 'cause and effect' - click or press to make something happen.</p>	<p>Explore 'cause and effect' when selecting/pressing different buttons.</p> <p>Program simple robots by commanding different directions.</p>	<p>To follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</p> <p>To plan out an algorithm with a sequence of commands to carry out specific tasks.</p> <p>To create algorithms that can be turned into a program using robots and a digital device. E.g. Beebots, Sphero Indi, Lego Wedo.</p> <p>To independently debug simple sequence errors in a program.</p> <p>To identify bugs in computer programs and use the term debug in context.</p> <p>To use logical reasoning to predict the outcome of simple programs.</p> <p>To create a simple game program. (Scratch)</p> <p>To collect and record data purposefully.</p>	<p>To plan, create and debug programs.</p> <p>To use decomposition to solve computer problems.</p> <p>To use sequence, selection, repetition and variables in programs.</p> <p>To design an algorithm to simulate a real life situation.</p> <p>To solve an open ended problem by breaking it up into smaller parts.</p> <p>To design and write a program for a given purpose including specific programming features. Using Lego Wedo/Spike or Raspberry Pi.</p> <p>To test existing programs to see how they could be improved.</p> <p>To understand the different methods of communication using the internet.</p>	<p>To decompose a problem, design an algorithm and use this to write a program.</p> <p>To design and write a program linked to physical systems and sensors using Lego Spike or Raspberry Pi or Microbits.</p> <p>To use variables, conditional statements, procedures and repeat commands to improve programs.</p> <p>To use logical reasoning to detect and debug a program and correct errors in algorithms and programs.</p> <p>To explore networks and internet traffic.</p> <p>To translate binary numbers to decimal.</p> <p>To create a basic web page using HTML.</p> <p>To design, plan and create complex programs.</p> <p>To test, debug and modify a program to improve it.</p> <p>To write a program using a text based programming language.</p>