



# COMPUTING

Heavers Farm and Selsdon Primary Schools

## PROGRESSION DOCUMENT

This document outlines progression in computing from Nursery to Year Six.

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NURSERY		
LINKS TO EYFS FRAMEWORK		
NURSERY	PSED	– Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
	Physical Development	– Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	– Explore how things work.

RECEPTION		
LINKS TO EYFS FRAMEWORK		
RECEPTION	Personal, Social and Emotional Development	– Show resilience and perseverance in the face of a challenge. – Know and talk about different factors that support their overall health and wellbeing, including sensible amounts of ‘screen time’.
	Physical Development	– Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design	– Explore, use and refine a variety of artistic effects to express their ideas and feelings.

YEAR 1			
		KNOWLEDGE	SKILLS
YEAR 1	<b>Computational Thinking</b>  <u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>• <i>Algorithm</i></li> <li>• <i>Debug</i></li> <li>• <i>Decomposition</i></li> <li>• <i>Logical</i></li> <li>• <i>Precise</i></li> </ul>	<ul style="list-style-type: none"> <li>– To understand the need for precise instructions.</li> <li>– To identify a sequence of instructions as an <i>algorithm</i>.</li> <li>– To identify whether instructions are carried out successfully.</li> <li>– To know when a problem needs to be broken down into small steps (<i>decomposition</i>).</li> </ul>	<ul style="list-style-type: none"> <li>– To follow a sequence of two or more instructions.</li> <li>– To give a sequence of two or more instructions.</li> <li>– To predict what will happen when a sequence of instructions is carried out.</li> <li>– To attempt to <i>debug</i> when needed.</li> <li>– To approach problems in a logical way.</li> <li>– To create a program, using planning if needed.</li> <li>– To solve a problem by breaking it down into small steps (<i>decomposition</i>).</li> </ul>
	<b>Internet, Networks &amp; the Web</b>	<ul style="list-style-type: none"> <li>– To understand that computers/devices can be networked and linked, so if we save to the school network work can be accessed elsewhere in the school.</li> <li>– To understand that the internet is worldwide and you can access websites in different places and on different devices.</li> </ul>	<ul style="list-style-type: none"> <li>– To demonstrate how computers/devices are linked using simple role play activities.</li> <li>– To be able to access the internet on a range of devices.</li> </ul>
	<b>Online Safety</b>	<ul style="list-style-type: none"> <li>– To know that the internet is a great tool to find information and communicate with people.</li> <li>– To know who to tell and what to do if you see something upsetting on the internet.</li> <li>– To know who to tell and what to do if someone upsets you, or you see people upsetting each other online.</li> <li>– To understand why we might use passwords on computers. And that your password is private information.</li> </ul>	<ul style="list-style-type: none"> <li>– To communicate safely and respectfully online and offline.</li> <li>– To write friendly, positive comments on the school blog.</li> <li>– To ask permission before taking photos of people.</li> <li>– To discuss which personal information is appropriate to share online, including personal details and images.</li> <li>– To discuss what to do and who to tell if you see something upsetting on the</li> </ul>

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		<ul style="list-style-type: none"> <li>- To understand it can be difficult to tell if someone is telling the truth about who they really are online.</li> </ul>	internet, or someone you don't know contacts you.
	<b>Using Information</b>	<ul style="list-style-type: none"> <li>- To understand that some things on the internet are not true.</li> <li>- To understand that the internet contains a range of information.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a web page to find information.</li> <li>- To use search engines using keywords.</li> <li>- To collect information in different ways.</li> <li>- To navigate and explore different websites.</li> </ul>
	<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>- To understand the 'comment' function on a blog.</li> <li>- To know that pictures can represent data in a chart.</li> <li>- To know that posts on a blog can be read by anyone who views it.</li> </ul>	<ul style="list-style-type: none"> <li>- To make independent choices about what technology is best to use to communicate and present ideas for a specific audience.</li> <li>- To be able to review and evaluate multimedia work, listen to feedback, and make changes if necessary.</li> <li>- To contribute ideas to the class blog.</li> <li>- To begin to use a blogging platform to add text or images to the class blog with adult support.</li> <li>- To use different software and apps to present work.</li> <li>- To create and give a multimedia presentation on a given topic.</li> <li>- To use a pictogram to represent and interpret simple data.</li> </ul>
	<b>Using Information Technology</b>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To know that a range of different devices contains a computer.</li> <li>- To know that a device may require a username and password or a personal identification number.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to type text and log onto a computer using a username and password.</li> <li>- To close down a program and log off.</li> <li>- To find, open, use and quit an app on a mobile touch screen device.</li> <li>- To create folders and organise saved work.</li> <li>- To retrieve saved work.</li> <li>- To open a program e.g. from the Start Menu or the Favourites bar.</li> </ul>

		YEAR 2	
		KNOWLEDGE	SKILLS
YEAR 2	<b>Computational Thinking</b>  <u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>• <i>Algorithm</i></li> <li>• <i>Debug</i></li> <li>• <i>Decomposition</i></li> <li>• <i>Logical</i></li> <li>• <i>Precise</i></li> <li>• <i>Program</i></li> <li>• <i>Systematic</i></li> </ul>	<ul style="list-style-type: none"> <li>- To understand that computers need precise instructions carry out a specific task and that computers need more precise instructions than humans do.</li> <li>- To understand that an <i>algorithm</i> is a list of instructions.</li> <li>- To understand that a <i>program</i> is a list of instructions in a computer 'language'.</li> </ul>	<ul style="list-style-type: none"> <li>- To follow, plan, and give instructions in a sequence.</li> <li>- To consider a sequence of two or more instructions and correctly predict what will happen.</li> <li>- To approach problems in a systematic and logical way and solve a problem by breaking it down into small steps.</li> <li>- To plan and write a simple program.</li> <li>- To write a program with increasing detail and precision (e.g. not just 'forward' or 'back', but 'forward 3' / 'back 5').</li> <li>- To be able to test and debug programs as many times as is needed.</li> </ul>
	<b>Internet, Networks &amp; the Web</b>	<ul style="list-style-type: none"> <li>- To understand that computers/devices can be networked and linked, so if we save</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate how computers/devices are linked using simple explanations.</li> </ul>

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	<p>to the school network work can be accessed elsewhere in the school.</p> <ul style="list-style-type: none"> <li>- To understand that the internet is worldwide and you can access websites in different places and on different devices.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to access the internet on a wider range of devices.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>- To know that the internet is a great tool to find information and communicate with people.</li> <li>- To know who to tell and what to do if you see something upsetting on the internet.</li> <li>- To know who to tell and what to do if someone upsets you, or you see people upsetting each other online.</li> <li>- To know that some things you say, do, and publish online are public, and understand what that means.</li> <li>- To understand why we might use passwords on computers. And that your password is private information.</li> <li>- To understand it can be difficult to tell if someone is telling the truth about who they really are online.</li> <li>- To know who to tell and what to do if someone who you don't know contacts you.</li> </ul>	<ul style="list-style-type: none"> <li>- To communicate safely and respectfully online and offline.</li> <li>- To write friendly, positive comments on the school blog.</li> <li>- To ask permission before taking photos of people.</li> <li>- To know that an appropriate picture or 'avatar' is safer than a photo to represent yourself online.</li> <li>- To discuss which personal information is appropriate to share online, including personal details and images.</li> </ul>
<b>Using Information</b>	<ul style="list-style-type: none"> <li>- To understand that some things on the internet are not true.</li> <li>- To understand how to navigate a website (e.g. using back buttons, menus etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- To use search engines using keywords.</li> <li>- To decide whether information found is useful.</li> <li>- To record which websites used to collect information from.</li> </ul>
<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>- To understand the 'comment' function on a blog.</li> <li>- To represent data using software or apps and interpret the results.</li> <li>- To know how collect data using a digital device.</li> <li>- To know how to add text or images to a class blog.</li> <li>- To know that comments on a blog post can be read by anyone who views it.</li> </ul>	<ul style="list-style-type: none"> <li>- To make independent choices about what technology is best to use to communicate and present ideas for a specific audience.</li> <li>- To be able to review and evaluate multimedia work, listen to feedback, and make changes if necessary.</li> <li>- To contribute ideas to the class blog.</li> <li>- To begin to use a blogging platform to add text or images to the class blog with adult support.</li> <li>- To take photos by framing shots and thinking about the composition.</li> <li>- To add different effects to photos.</li> </ul>
<b>Using Information Technology</b>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To know that a range of different devices contain a computer.</li> <li>- To know that new technologies are developed and become available and talk about uses inside and outside of school.</li> <li>- To know how to print work.</li> </ul>	<ul style="list-style-type: none"> <li>- To log on using a username and password.</li> <li>- To close or quit a program and log off.</li> <li>- To type on a keyboard with increasing fluency.</li> <li>- To use two or more apps in combination to perform a task.</li> <li>- To save work created on a mobile device to a cloud-based storage system.</li> <li>- To create folders and organise saved work.</li> <li>- To retrieve saved work, edit saved work and resave a new version.</li> </ul>

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	<ul style="list-style-type: none"> <li>- To know that a device may require a username and password or a personal identification number.</li> </ul>	<ul style="list-style-type: none"> <li>- To open a program, e.g. from the Start Menu, Dock or Favourites bar.</li> </ul>
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		YEAR 3	
		KNOWLEDGE	SKILLS
YEAR 3	<p><b>Computational Thinking</b></p> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- <i>Algorithm</i></li> <li>- <i>Debug</i></li> <li>- <i>Decomposition</i></li> <li>- <i>Logical</i></li> <li>- <i>Loop</i></li> <li>- <i>Precise</i></li> <li>- <i>Program</i></li> <li>- <i>Refine</i></li> <li>- <i>Systematic</i></li> </ul>	<ul style="list-style-type: none"> <li>- To understand that an <i>algorithm</i> is a sequence of instructions which we may be able to refine and make more efficient.</li> <li>- To understand that a <i>program</i> is a list of instructions in a computer 'language' and know that there are different kinds of computer languages.</li> <li>- To understand problems can be solved by decomposing them into smaller parts.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able read, explain, and predict the outcome of a program.</li> <li>- To be able to write a program using given code to achieve a specific goal.</li> <li>- To approach problems in a systematic and logical way.</li> <li>- To use a loop statement in a program.</li> <li>- To be able to independently identify and debug errors in a program.</li> </ul>
	<b>Internet, Networks &amp; the Web</b>	<ul style="list-style-type: none"> <li>- To understand that computer networks, including the internet, are made up of computers/devices connected together.</li> <li>- To understand that the internet is used to send data around the world.</li> <li>- To understand the internet and web can be used for communication such as email, video conferencing, blogs, forums and social networks.</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate how computers/devices are linked using a diagram.</li> <li>- To be able to access the internet on a wider range of devices.</li> <li>- To access specific internet communication platforms, such as email or the class blog, using a range of devices.</li> </ul>
	<b>Online Safety</b>	<ul style="list-style-type: none"> <li>- To know that the internet is a great tool to find information and communicate with people.</li> <li>- To know some websites are unsafe and designed to cause damage to your computer.</li> <li>- To know who to tell and what to do if you see or receive something upsetting on the internet.</li> <li>- To understand that being unkind to someone online is bullying.</li> <li>- To know what to do if you are bullied or are aware of someone being bullied online.</li> <li>- To understand how to be constructive and friendly when commenting on a blog or website.</li> <li>- To know that some things you say, do, and publish online are public and permanent.</li> <li>- To know what is appropriate in a personal profile.</li> <li>- To understand it can be difficult to tell if someone is telling the truth about who they are online.</li> </ul>	<ul style="list-style-type: none"> <li>- To communicate safely and respectfully online and offline.</li> <li>- To ask permission before taking a photo of a person or group of people and/or before putting one online.</li> <li>- To choose a safe password.</li> <li>- To choose an appropriate picture or avatar for an online profile.</li> <li>- To discuss what personal information is appropriate to share online</li> <li>- To only make friends online with people you already know and trust outside of the internet and to know to tell and what to do if you are contacted by someone you don't know.</li> </ul>

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	<b>Using Information</b>	<ul style="list-style-type: none"> <li>- To understand that digital content is owned and you may need to get permission before using content.</li> <li>- To know how to navigate a web browser (e.g. using back buttons, tabs, etc.)</li> <li>- To understand the difference between the main results and sponsored results in a search engine.</li> </ul>	<ul style="list-style-type: none"> <li>- To use keywords in search engines.</li> <li>- To evaluate whether information found is useful, true and relevant.</li> <li>- To record which websites you have used to collect information from.</li> </ul>
	<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>- To make independent choices about what technology is best to use to communicate and present ideas for a specific audience.</li> <li>- To know how to contribute to the class blog independently.</li> <li>- To know how to comment on the class blog independently.</li> <li>- To understand how written data can be converted into a chart in order to interpret the results.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to review and evaluate multimedia work, listen to feedback, and make changes if necessary.</li> <li>- To add text and images to blogs.</li> <li>- To contribute to a blog through comments, sharing ideas or participating in a short discussion.</li> <li>- To use a range of tools in paint software or apps.</li> <li>- To use drawing software or apps to create digital designs or images.</li> <li>- To create, improve and give a multimedia presentation on a given topic.</li> <li>- To collect data using a digital device.</li> <li>- To identify different forms of data (e.g. numerical, text).</li> <li>- To enter data into a spreadsheet.</li> <li>- To produce different kinds of charts and graphs and interpret the results.</li> </ul>
	<b>Using Information Technology</b>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To know that a range of different devices contains a computer.</li> <li>- To understand how digital technologies have changed people's lives.</li> <li>- To know how to use the 'Print Screen', screenshot, or other comparable functions.</li> <li>- To know how to print work.</li> </ul>	<ul style="list-style-type: none"> <li>- To log on using a username and password.</li> <li>- To type on a keyboard with increasing fluency.</li> <li>- To use two or more apps in combination to perform a task.</li> <li>- To save work created on a mobile device to a cloud-based storage system.</li> <li>- To create folders and organise saved work.</li> <li>- To retrieve saved work, edit saved work and resave a new version.</li> <li>- To open a program e.g. from the Start Menu, Dock, or Favourites bar.</li> <li>- To close down a program and log off.</li> </ul>

		YEAR 4	
		KNOWLEDGE	SKILLS
YEAR 4	<b>Computational Thinking</b>	<ul style="list-style-type: none"> <li>- To understand that an <i>algorithm</i> is a sequence of instructions which we can refine and make more efficient.</li> <li>- To understand that a <i>program</i> is a list of instructions in a computer 'language' and know that there are different kinds of computer languages.</li> <li>- To understand problems can be solved by decomposing them into smaller parts.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to write a program using given code to achieve a specific goal.</li> <li>- To approach problems in a systematic and logical way.</li> <li>- To add further code to a program, or change parameters, to modify it.</li> <li>- To write programs that use a loop statement.</li> </ul>
	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>- <i>Algorithm</i></li> <li>- <i>Debug</i></li> <li>- <i>Decomposition</i></li> <li>- <i>Logical</i></li> <li>- <i>Loop</i></li> <li>- <i>Parameters</i></li> </ul>		

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<ul style="list-style-type: none"> <li>– <i>Precise</i></li> <li>– <i>Program</i></li> <li>– <i>Refine</i></li> <li>– <i>Systematic</i></li> </ul>	<ul style="list-style-type: none"> <li>– To know how to read, explain, and predict the outcome of a program.</li> <li>– To understand that adjusting the parameters of a code changes its outcome.</li> </ul>	<ul style="list-style-type: none"> <li>– To write programs that use an 'if' statement for selecting an alternative sequence.</li> <li>– To be able to independently identify and debug errors in a program.</li> <li>– To explain or summarise a program.</li> </ul>
<p><b>Internet, Networks &amp; the Web</b></p>	<ul style="list-style-type: none"> <li>– To understand that computer networks, including the internet, are made up of computers/devices connected together.</li> <li>– To understand that the internet is used to send data around the world.</li> <li>– To understand the internet and web can be used for communication such as email, video conferencing, blogs, forums and social networks.</li> </ul>	<ul style="list-style-type: none"> <li>– To demonstrate how computers/devices are linked using diagrams.</li> <li>– To be able to access the internet on a wider range of devices.</li> <li>– To access specific internet communication platforms, such as email or the class blog, using a range of devices.</li> </ul>
<p><b>Online Safety</b></p>	<ul style="list-style-type: none"> <li>– To know that the internet is a great tool to find information and communicate with people.</li> <li>– To know who to tell and where to report hurtful or harmful material on the internet, including extremist ideologies.</li> <li>– To know some websites are unsafe and designed to cause damage to your computer.</li> <li>– To understand that being unkind to someone online is bullying.</li> <li>– To know what to do if you are bullied or are aware of someone being bullied online.</li> <li>– To understand what is appropriate and suitable to say and do on social networking sites.</li> <li>– To understand how to be constructive and friendly when commenting on a blog or website.</li> <li>– To know that some things you say, do, and publish online are public and permanent.</li> <li>– To understand what kinds of personal information are appropriate to share online, including personal details and images.</li> <li>– To know what is appropriate in a personal profile.</li> <li>– To understand the risks of communicating with strangers online (e.g. in an online game) and the possibility that someone may hide their true identity.</li> </ul>	<ul style="list-style-type: none"> <li>– To communicate safely and respectfully online and offline.</li> <li>– To ask permission before taking a photo of a person or a group of people and/or putting it online.</li> <li>– To choose a safe password and understand why a password might need to be changed.</li> <li>– To protect personal information online, being aware of privacy settings on certain websites and the risks revealing location or time.</li> <li>– To choose an appropriate picture or avatar for an online profile.</li> <li>– To only make friends with people whose identity you already know offline, and whom you know and trust.</li> </ul>
<p><b>Using Information</b></p>	<ul style="list-style-type: none"> <li>– To understand that digital content is owned and you may need to get permission or pay before using content (e.g. images, video, games or music).</li> <li>– To understand that search engines rank websites using algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>– To evaluate whether information found is useful, true and relevant.</li> <li>– To use keywords effectively on search engines.</li> <li>– To identify adverts in a search engine or on a website.</li> </ul>

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		<ul style="list-style-type: none"> <li>- To understand the difference between the main results and sponsored results in a search engine.</li> </ul>	<ul style="list-style-type: none"> <li>- To record which websites used to collect information from.</li> </ul>
	<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>- To make independent choices about what technology is best to use to communicate and present ideas for a specific audience.</li> <li>- To know how to contribute to the class blog independently.</li> <li>- To know how to comment on the class blog independently.</li> <li>- To know how to sort and search data.</li> <li>- To know how to convert data into a chart in order to interpret the results.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to review and evaluate multimedia work, listen to feedback, and make changes if necessary.</li> <li>- To record and edit audio.</li> <li>- To be able to save and export, and import audio files into another programme.</li> <li>- To take photos by framing shots and thinking about the composition and lighting.</li> <li>- To resize and crop photos and add different effects to photos.</li> <li>- To collect data using a digital device.</li> <li>- To enter data into a spreadsheet and sort or search data.</li> <li>- To use simple formulae in spreadsheets.</li> <li>- To produce different kinds of charts and graphs and interpret the results.</li> </ul>
	<b>Using Information Technology</b>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To understand how digital technologies have changed people's lives.</li> <li>- To know how to use the 'Print Screen' function, and/or other non-alphanumeric keys, some in combination (e.g. ctrl+X or cmd+X).</li> <li>- To know how to print work.</li> </ul>	<ul style="list-style-type: none"> <li>- To type on a keyboard with increasing fluency for longer.</li> <li>- To save work created on a mobile device to a cloud-based storage system.</li> <li>- To retrieve saved work, edit work and resave a new version.</li> <li>- To open a program e.g. from the Start Menu, Dock, or Favourites bar and to close down a program/app and log off.</li> </ul>

		YEAR 5	
		KNOWLEDGE	SKILLS
YEAR 5	<b>Computational Thinking</b>  <u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>- Decomposition</li> <li>- Diagram</li> <li>- Efficient</li> <li>- Flowchart</li> <li>- Logical</li> <li>- Loop</li> <li>- Refine</li> <li>- Revise</li> <li>- Systematic</li> <li>- Variables</li> </ul>	<ul style="list-style-type: none"> <li>- To understand problems can be solved by decomposing them into smaller parts.</li> <li>- To be able read, explain and predict the outcome of a complex program.</li> </ul>	<ul style="list-style-type: none"> <li>- To approach problems in a systematic and logical way.</li> <li>- To use diagrams/flowcharts to help design and explain algorithms and programs.</li> <li>- To create programs that accomplish a specific goal.</li> <li>- To be able to independently identify and debug errors in a complex program.</li> </ul>
	<b>Internet, Networks &amp; the Web</b>	<ul style="list-style-type: none"> <li>- To understand that computers pass data around networks using radio or satellite signals, copper wires or fibre-optic cables.</li> <li>- To understand that data is broken down and sent in small 'packets', then stitched</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate how computers/devices are linked using diagrams and written explanations.</li> <li>- To access specific internet communication platforms, such as email or the class blog, using a range of devices independently.</li> </ul>

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	<ul style="list-style-type: none"> <li>back together when it reaches its destination, travelling at near light speed.</li> <li>– To understand the internet can be used for communication such as email, video conferencing, blogs, forums, social networks, etc.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– To purposefully reply to comments written on the class blog.</li> </ul>
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>– To know that the internet is a great way to find information and communicate with people.</li> <li>– To know who to tell and where to report hurtful or harmful material on the internet, including extremist ideologies.</li> <li>– To understand that responsible use includes choosing age-appropriate materials.</li> <li>– To understand what is appropriate and suitable to say and do on social networking sites.</li> <li>– To understand which kinds of behaviours constitute bullying online.</li> <li>– To understand how to prevent and respond to bullying online.</li> <li>– To understand the impact of online behaviour on your own and others' self-image, relationships, and reputation.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– To evaluate whether a website is safe to use.</li> <li>– To communicate safely and respectfully online and offline.</li> <li>– To know that some things you say, do, and publish online are public and permanent.</li> <li>– To protect personal information online, being aware of privacy settings on certain websites.</li> </ul>
<b>Using Information</b>	<ul style="list-style-type: none"> <li>– To understand that digital content is owned and you may need to get permission or pay before using content (e.g. images, video, games or music).</li> <li>– To understand what <i>copyright</i> is.</li> <li>– To evaluate whether information found is useful, true and relevant.</li> <li>– To understand that search engines rank websites using algorithms.</li> <li>– To use keywords effectively on search engines.</li> <li>– To understand the difference between the main results and sponsored results in a search engine.</li> <li>– To build up a knowledge of trustworthy online sources.</li> <li>– To understand that search engines collect data and this informs pop ups and advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>– To record which websites used to collect information from.</li> <li>– To build up a knowledge of trustworthy online sources in order to create a bank to refer to.</li> <li>– To refine search criteria.</li> <li>– To use a search term in relation to the search engine's index.</li> <li>– To compare results from different search engines.</li> <li>– To recognise why the order of search results is important and to whom.</li> </ul>
<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>– To understand email etiquette and how it may be viewed differently from an informal text or message.</li> <li>– To know what to do with spam, junk and phishing emails.</li> <li>– To understand the needs of a specific purpose and audience for an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>– To make independent choices about what technology is best to use to communicate and present ideas for a specific audience.</li> <li>– To be able to review and evaluate multimedia work, listen to feedback, and make changes if necessary.</li> </ul>

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		<ul style="list-style-type: none"> <li>- To know how to input data into a spreadsheet.</li> <li>- To know how to convert data from a spreadsheet into a table, presenting it for a specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>- To evaluate, respond to and take inspiration from a range of relevant examples.</li> <li>- To plan, record and edit a video, thinking about purpose, audience and intended message.</li> <li>- To plan and use different kinds of shots when videoing.</li> <li>- To add titles, text, transitions and effects to videos.</li> <li>- To plan, record and edit animation with several scenes.</li> <li>- To collect data using a digital device.</li> <li>- To input accurately and organise data in a spreadsheet or database.</li> <li>- To present data in the most appropriate way for purpose and audience.</li> </ul>
	<b>Using Information Technology</b>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To be familiar with saving more than one version if appropriate, or renaming an existing file for clarity.</li> <li>- To be familiar with and manage some relevant settings on a computer or device.</li> <li>- To know how to fix some simple technical problems independently.</li> <li>- To consider the consequences of the spread of digital technology on society and people's lives.</li> <li>- To consider possible future developments of digital technologies, and their potential impact on society.</li> </ul>	<ul style="list-style-type: none"> <li>- To type on a keyboard with increasing fluency for a sustained period of time.</li> <li>- To increase speed and efficiency by using a wider range of keyboard shortcuts and techniques.</li> <li>- To use long press, swipe or other gestures on a device as applicable.</li> <li>- To create and manage an organised folder structure when saving project work.</li> <li>-</li> </ul>

		YEAR 6	
		KNOWLEDGE	SKILLS
<b>YEAR 6</b>	<b>Computational Thinking</b>  <u>Key Vocabulary:</u> <ul style="list-style-type: none"> <li>- Decomposition</li> <li>- Diagram</li> <li>- Efficient</li> <li>- Flowchart</li> <li>- Logical</li> <li>- Loop</li> <li>- Refine</li> <li>- Revise</li> <li>- Systematic</li> <li>- Variables</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to describe how a loop statement improves the efficiency of their program.</li> <li>- To explain the process of creating a program in order to accomplish a specific goal, including how it was revised to increase efficiency.</li> <li>- To understand that an 'if' statement is a conditional clause.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able read, explain and predict the outcome of a complex program.</li> <li>- To write programs which use a loop statement.</li> <li>- To write programs that use an 'if' statement (selection).</li> <li>- To write programs that use one or more variables.</li> <li>- To revise and improve programs to increase efficiency.</li> </ul>

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	<b>Internet, Networks &amp; the Web</b>	<ul style="list-style-type: none"> <li>- To understand and experience opportunities for collaboration and real-time collaboration.</li> <li>- To have an understanding of how search engines rank results.</li> </ul>	<ul style="list-style-type: none"> <li>- To collaborate with a peer for a blog post or media project to be shared online.</li> </ul>
	<b>Online Safety</b>	<ul style="list-style-type: none"> <li>- To know that when online, we are digital citizens with responsibilities and that our actions have consequences.</li> <li>- To understand the impact of online behaviour on your own and others' self-image, relationships, and reputation.</li> <li>- To understand how to be constructive and positive when communicating and collaborating with others online.</li> <li>- To know that some things you say, do, and publish online are public and permanent.</li> <li>- To know what makes an appropriate personal profile in different contexts.</li> <li>- To understand the risks of communicating with strangers online and the possibility that someone may hide their true identity.</li> <li>- To understand what kinds of personal information are appropriate to share online, including personal details and images.</li> <li>- To protect personal information online, being aware of privacy settings on certain websites.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask permission before taking someone's photo and/or putting it online.</li> <li>- To choose a safe/strong password.</li> <li>- To only make friends online with people you already know and trust outside the internet.</li> <li>- To check terms and conditions before signing up for internet-based services.</li> <li>- To become active digital citizens.</li> </ul>
	<b>Using Information</b>	<ul style="list-style-type: none"> <li>- To understand that digital content is owned and you may need to get permission before using content (e.g. images or music).</li> <li>- To understand copyright and that some kinds of online file sharing may be illegal.</li> <li>- To understand that search engines rank websites using algorithms.</li> <li>- To understand the difference between the main results and sponsored results.</li> <li>- To understand that search engines collect data and this informs pop ups and advertisements, and content suggested.</li> </ul>	<ul style="list-style-type: none"> <li>- To evaluate whether information found is useful, true and relevant.</li> <li>- To use keywords effectively on search engines.</li> <li>- To use advanced search functions and filters.</li> <li>- To extend a knowledge of trustworthy online sources.</li> <li>- To record which websites you have used to collect information from, and be able to cite in a project.</li> </ul>
	<b>Multimedia &amp; Communication</b>	<ul style="list-style-type: none"> <li>- To understand that digital content is owned and you may need to get permission before using content (e.g. images or music).</li> <li>- To understand copyright and that some kinds of online file sharing may be illegal.</li> <li>- To know how to share files digitally.</li> <li>- To know how to create blog posts independently.</li> <li>- To understand the needs of a specific purpose and audience for an outcome.</li> <li>- To know how to search and sort data from a spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>- To use layers and effects with increasing complexity to create digital designs or images.</li> <li>- To plan and take photos in different settings, understanding the effects of composition and lighting.</li> <li>- To edit photos to improve their quality, thinking about audience and purpose.</li> <li>- To use blogs to share, discuss and develop ideas with others through more extended writing.</li> <li>- To add images and embed video audio and other content to blogs.</li> </ul>

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		<ul style="list-style-type: none"> <li>- To know how to convert data from a spreadsheet into a table, presenting it for a specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>- To collect data using a digital device.</li> <li>- To input accurately and organise data in a spreadsheet or databases.</li> <li>- To use simple formulae in spreadsheets including sum and average.</li> <li>- To perform searches and sorting or filtering in databases or spreadsheets.</li> <li>- To produce different kinds of charts and graphs and analyse data and graphs and draw conclusions.</li> <li>- To present data in the most appropriate way for purpose and audience.</li> <li>- To use paint or drawing software to create digital designs or images.</li> </ul>
	<p><b>Using Information Technology</b></p>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which technology works and is used at home, school and the world of work.</li> <li>- To know and use a wide range of keyboard shortcuts such as ctrl+X or cmd+X, ctrl+C or cmd+C, ctrl+V or cmd+V, how to access accents and special characters, and the functions of a range of non-alphanumeric keys.</li> <li>- To be familiar with saving more than one version if appropriate, or renaming an existing file for clarity.</li> <li>- To be familiar with and manage some relevant settings on a computer or device.</li> <li>- To know how to fix some simple technical problems independently.</li> </ul>	<ul style="list-style-type: none"> <li>- To consider the consequences of the spread of digital technology on society and people's lives.</li> <li>- To consider possible future developments of digital technologies, and their potential impact on society.</li> <li>- To save work created on a mobile device to a cloud-based storage system.</li> <li>- To clearly explain the path to find and retrieve saved work.</li> <li>- To be able to teach yourself to use new or unfamiliar functions using help menus or tutorials.</li> </ul>