

Willoughby Whole School Computing Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5/6
Text and Multimedia	Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.	Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.	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. Begin to show an awareness of the intended audience and seek feed-back.	Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.	Multimedia work shows restrained use of effects that help to convey meaning rather than impress.
Digital Images (photos, paint, animation)	Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.	Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. Create a simple animation to tell a story.	Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.	Make a short film / animation from images (still and / or moving) that they have sourced, captured or created.	Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).
Sound and music (inc sound recorders)	Chose suitable sounds from a bank to express their ideas. Record short speech.	Compose music from icons. Produce a simple presentation. incorporating sounds the children have captured, or created	Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.	Create multiple track compositions that contain a variety of sounds.	Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.
Electronic Communication	Contribute ideas to a class email to another class / school etc.	Work collaboratively by email to share and request information of another class or story character.	Begin to understand the need to abide by school e-safety rules.	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. Where possible seek and respond to feedback.	Abide by school rules for e-safety.
Research and E Safety	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). They show an awareness of different forms of information	Children use a search engine to find specific relevant information to use in a presentation for a topic. They save and retrieve their work	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.)	Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. They show an understanding that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy.	Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.
Control (algorithms)	Control simple everyday devices to make them produce different outcomes.	Control a device, on and off screen, making predictions about the effect their programming will have. Children can plan ahead.	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.	Engage in Logo based 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 in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.