FAIRLAWN & HASELTINE FEDERATION

Haseltine PRIMARY SCHOOL

Computing Progression of Knowledge and Skills

Intent (Aims)	At Haseltine, learners become **autonomous and independent users of technology** who can apply their **computing skills** across the curriculum, and who are prepared for life after primary school and beyond.
Pedagogy (How?)	Computing is taught through a spiral curriculum that builds on and develops skills year on year. These skills are progressive within a range of computing domains. Children can see themselves represented in the curriculum and as potential pioneers in the field. We do this through aspirational events such as our yearly careers fair, by ensuring that celebrated significant figures reflect the diversity of our school, and through our Digital Leaders.

Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	To identify trusted adults who can help us online.	To know that you cannot trust everyone online. To begin to understand the concept of passwords and keeping some information private. To identify trusted adults.	To differentiate between personal and private information. To identify trusted adults and consider situations where you would need to consult a trusted adult. To create a list of golden rules for online safety.	To explore manipulation techniques and how to respond to these. To identify which things are appropriate to share online.	To learn how to create secure passwords. To explore and identify strategies to deal with spam. To learn how to differentiate between online and real life friends. To explain what cyberbullying is and identify strategies to deal with it.	To understand the nuances of sharing information online. To learn what a digital footprint is, and why we should curate what to say/post online,	To understand that typed messages can be misinterpreted, and how to mitigate this. To explore how to respond to negativity online. To identify alternatives to online communication and when these might be appropriate.
Word Processing, Creating Digital Media, and Digital Publishing		To be begin to touch type. (Level 1) To create, edit, print and save a word document. To create digital art.	To touch type with increasing fluency (Level 2) To create, edit, print and save a word document. To add a text box.	To touch type with increasing fluency (Level 3). To create, edit, print and save a word document To use the right and left align functions.	To touch type with increasing fluency (Levels 3 and 4). To create, edit, print and save a word document To use the column function.	To touch type with increasing fluency (Level 4) aiming for around 20 words per minute). To create, edit, print and save a word document.	To touch type with increasing fluency (using words per minute typing test to test speed and accuracy – aiming for 30 words per minute).

			To retrieval a saved file.	To retrieve and print a saved file.	To retrieve and print a saved file.	To increase typing stamina. To retrieve and print a saved file.	To use the snipping tool to insert and edit pictures. To create, edit, print and save a word document.
Data		To gather data to answer a question. To create a pictogram.	To gather data to answer a question. To create a pictogram and a bar chart (using a different app).	To arrange data according to attributes. To make a branching database.	To use data loggers to gather data. To identify the data needed to answer questions. To explore how a computer analyses data.	To choose multiple criteria to answer a given question. To use a real-world database to answer questions.	To learn how to use spreadsheets. To construct and apply formulae. To choose suitable ways to present data.
Networks			To identify how networks/IT is used in the real world.	To begin to understand the purpose of networks and what a network switch is.	To understand how networked devices make up the internet, and how these are used to share information via the world wide web.	To further explore how information is transferred across the internet. To collaborate online using a network.	To identify different methods of online communication and choose them to suit different purposes.
Programming	To follow simple instructions (algorithms) To follow simple sequences.	To give clear instructions. To write simple sequences and debug them. To program sprites. To design a program.	To predict the outcome of sequences. To write algorithms, avoiding obstacles. To create and debug algorithms.	To adapt and develop programs. To design and create a maze-based challenge.	To design a program that includes count-controlled loops.	To create a program that uses selection to produce different outcomes. To design, write and debug a quiz.	To explore variables in code. To design, debug and improve a game.