

Haydon Abbey School and Pre-School
Progression of Knowledge and Skills in Computing from EYFS to Year 6

E-Safety

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to take action if finding something upsetting online	To ask an adult for help online	To be able to discuss the steps to take if worried about something online	To Know which adults, I can speak to if I find something upsetting online	To be able to identify multiple ways of keeping safe online e.g. trusted adults, reporting, safe searching	To explore key concepts relating to online safety	To have a secure knowledge of online safety rules and can apply them to different technologies	
Keeping personal information safe	To discuss what information we should keep private	To be able to discuss (With support) what personal information is and to keep it private	To be able to explain (with support) why I need to keep passwords private.	To be able to keep my school passwords safe and secure	To be able to explain to others how to stay safe online	To understand that not everything on the internet is reliable	To be able to check multiple sources to verify information.
To use online learning platforms e.g. seesaw, google classroom	To recognise some devices use the internet	To recognise devices used to connect to the internet	With support I can share my work or pictures to our online learning platform (seesaw)	To be able to share my work and pictures to an online learning platform (seesaw)	To be able to share suitable work and pictures onto an online learning platform (seesaw and google classroom)	To upload and download a variety of media to online learning platforms (seesaw and google classroom)	To initiate and take part in collaborative learning on online learning platforms
Making good choices	To follow school rules in using devices.	To be able to follow the school internet safety rules. Making good choices about time spent online	To be able to follow the school internet safety rules. Making good choices about time spent online	To be able to follow the school online safety rules. Making good choices about time spent online	To make good decisions about the online content they access and can limit screen time	To make good decisions about the online content they access and can limit screen time	To make good decisions about the online content they access and can limit screen time

Haydon Abbey School and Pre-School
Progression of Knowledge and Skills in Computing from EYFS to Year 6

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Algorithms	Identify algorithms used in every day life	Describe algorithms as sequences of instructions in everyday contexts	Describe algorithms as sequences of instructions or set of rules for everyday contexts. Understand the importance of order and accuracy	Design and write a programme using block language without user interactions	Design and write a programme using a block language to a given brief, including simple interaction	Design, write and debug a program using a block language from a brief with added ideas of their own including variables and conditional statements	Design, write and debug a program based on their own ideas, using loops, sprites that move in a variety of ways, manipulate variables and use operators that determine an outcome of a conditional statement.
Sequencing instructions	Begin to sequence instructions	Plan a sequence of steps to solve real-life problems	Program on screen using sequences of instructions to implement an algorithm	Use sequence in programs	Use sequence and repetition in programs	Use sequence, selection and repetition in programs	Use sequence, selection, repetition and variables in programs.
Programming	Recognise that a string of instructions or commands placed together can create a simple program.	Create programs for floor robots and sprites on the screen using a number of steps in order before pressing the Go button.	Create programs as sequences of instructions when programming on screen, correcting any errors	Write a program to produce output on screen	Write a program that accepts keyboard input and produces an on screen output	Write a program that accepts keyboard and mouse input and produces output on screen and through speakers.	Design, write and debug their own computer control application. Solve problems using decomposition, tackling each part separately.
Logical Reasoning	Describe what they think a program will do	Explain what they think a program will do	Give logical explanations of what a program will do including some attempts at explaining why.	Use logical reasoning to predict outcomes and	Use logical reasoning to detect and correct errors in programs	Explain a rule-based algorithm in their own words and use logical reasoning to	Give clear and precise logical explanations of a number of algorithms, use logical reasoning to detect

Haydon Abbey School and Pre-School
Progression of Knowledge and Skills in Computing from EYFS to Year 6

				detect errors in programs		detect and correct errors	and correct errors in algorithms
--	--	--	--	------------------------------	--	------------------------------	-------------------------------------

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Productivity/ Creating content	Use digital technology to access content	Create original content using digital technology	Create and edit original content for a given purpose using digital technology	Design and create content on a computer Collect and present information	Design and create content on a computer in response to a given goal Collect, analyse and present data.	Design and create content on a computer in response to a given goal Analyse and evaluate information	Design and create systems in response to a given goal Analyse and evaluate data using their chosen software
Searching	n/a	n/a	Understand that not everything on the internet is real	Search for information within a single site Describe how search engines select pages according to keywords found in the content	Use a standard search engine to find information using a range of strategies to be more successful in finding reliable information	Use filters to make more effective use of a standard search engine. Understand that search engines use a cached copy of the crawled web to select and rank results.	Make use of a range of search engines appropriate to finding information that is required.
Networks and search engines	N/A	N/A	Explain and understand how an email is sent	Understand that email and video conferencing are made through the internet.	Explain how the internet makes the web possible. Understand that search engines rank pages according to relevance	Understand how data routing works on the internet. Explain how search engines are ranked. Explain how web pages are created and	Understand that data is sent in packets Create a website and describe how it is created.

Haydon Abbey School and Pre-School

Progression of Knowledge and Skills in Computing from EYFS to Year 6

						transmitted in their own words.	
--	--	--	--	--	--	---------------------------------	--