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| Y2 | Progression in Computing Skills | | | | Y7 |
| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| Basic Skills: | Basic Skills: | Basic Skills: | Basic Skills: | Basic Skills: | Basic Skills: |
| Begin to choose own name for a document  Understanding what an email is and when to use them  Whole class shared writing of an email – subject box etc | Choose appropriate name for document  Delete document  Writing an email – use of subject and formality of language  Begin touch typing | Changing password when instructed to do so  Appropriately naming documents  Emailing – use of cc, attaching documents, opening and saving documents  Increase speed of touch typing | Creating, changing and recording own passwords  Moving files between folders  Searching emails  Knowing that you can password protect emails  Increase speed of touch typing – to reflect length of work expectation | Using distribution groups for email  Filtering the mail  Protecting emails with a password  Increase speed of touch typing | Year 7 sharing documents instead of emailing and accessing shared groups for documents. |
| Core Skills: | Core Skills: | Core Skills: | Core Skills: | Core Skills: | Core Skills: |
| Awareness of what is appropriate to print- begin to make this decision  Begin to access the shared class group to open documents    CTRL S  CTRL Z | Using print preview to check the look of the document  Beginning to change font/size and layout of the document according to purpose  Use of shift for capital letter and symbols    CTRL P  CTRL Y | Knowing the formatting for the selected audience  Images- resizing, formatting, wrapping text    Windows L  Selecting the correct program. | Printing settings – eg double sided    Windows D  CTRL F  ALT + TAB | Inserting a hyperlink | Year 7 formatting shortcuts.  Windows, SHIFT, S |
| Microsoft Word: | Microsoft Word: | Microsoft Word: | Microsoft Word: | Microsoft Word: | Microsoft Word: |
| Use of return key, backspace, delete  Insert word art  Spell check  Insert online picture using search facility  Change the font  Copy and paste | Use of bullet points  Use of inserting a border  Choosing correct orientation of the page  Insert a text box and format it. | Use of a thesaurus/synonyms  Margins on a page – eg smaller for a poster  Inserting columns for newspaper report  Use of shortcuts for copy and paste | Choosing own page design and layout to suit the purpose  Insert header/footer  Insert a table  Highlighting main points | Applying multiple page layouts and designs within one document.  Applying skills previously taught into a project with a purpose  Hyperlinks    Annotations  Editing | Year 7 using advance formatting to suit the purpose. |
| Excel | Excel | Excel | Excel | Excel | Excel |
| Open a saved file  Create a tally chart with a title | Add additional sheets/rename them  Basic formula – adding  Wrap the text in a cell  Use of editing bar  Clear fields of information – to read and input  Borders around the cells. | Setting print areas  Knowing how to add a chart and graph  Inserting and deleting columns and rows  Orientation of the text  Formatting number, date etc    Highlight column to count | Reading, interpreting and understanding data  Inputting data  Formula – sum of cells, add/subtract, multiply/divide  Inserting bar and pie charts  Sorting cells – a-z  Formatting cells to 2 decimal places    Fill feature  Filtering | Advanced formula across sheets  Making scatter graph  Advanced sorting of columns  Conditional formatting, adding rules for creation of multiplication games    Simple pivot table & advanced filtering.  BIDMAS within formulas | IF statements |
| PowerPoint: | PowerPoint: | PowerPoint: | PowerPoint: | PowerPoint: | PowerPoint: |
| Edit a given template – adding pictures and text  Edit the title  Begin to explore slide transitions | Adding correct format of slides  Changing order of slides  Starting a slide show | Basic transitions  Basic animations  Knowing that you need to click any key for these animations | Creating full presentations with timings  Add notes for presenting  Add audio  Shortcuts, eg enter to add a new slide | Create multi-path presentation  Use timings and buttons with hyperlinks  Inserting multimedia, video and audio | Year 7 using advanced formatting to suit the need of the document.  Year 7 audience formatting differences etc. |
| Research and E-Safety | Research and E-Safety | Research and E-Safety | Research and E-Safety | Research and E-Safety | Research and E-Safety |
| Children use a search engine to find specific relevant information to use in a presentation for a topic.  They save and retrieve their work. | 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 audience, acknowledging material used where appropriate. | understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] |
| Programming: | Programming: | Programming: | Programming: | Programming: | Programming: |
| Control a device, on and off screen, making predictions about the effect their programming will have.  Children can plan ahead. | Children are able to create a short sequence of instructions and to plan ahead when programming devices on screen. | Engage in problem solving activities that require children to write procedures etc. and to predict, test and modify.  Use control software to control devices on (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 | understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions |