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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  |