**Progression of Computing – Information Technology**

<table>
<tr><th></th><th colspan="2">KNOWLEDGE</th><th>PERFORMANCE OF SKILLS</th></tr>
<tr><td>EYFS</td><td colspan="3">Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively, such as through undertaking projects involving the concepts and approaches which develop skills needed to access the National Curriculum when they transfer into year 1. Here is a sample of the things we do at Chilton to develop Computing skills.<br>- Taking a photo using an iPad<br>- Use of directional and positional language<br>- Following instructions<br>- Access to devices such as laptops, phones, tills, scanners, remote control toys, Purple Mash, online interactive board games.</td></tr>
<tr><td rowspan="3">Year 1</td><td colspan="2">Unit: Information Technology</td><td rowspan="3">All children (WTS)<ul><li>Can sometimes sort sound, pictures and text.</li><li>Can sometimes add sound, pictures and text to a program.</li><li>Can sometimes name a file.</li><li>Can sometimes save a file.</li><li>Can sometimes find a file.</li></ul>Most children (EXS)<ul><li>Can sort sound, pictures and text.</li><li>Can add sound, pictures and text to a program.</li><li>Can name a file.</li><li>Can save a file.</li><li>Can find a file.</li></ul>Some children (GDS)<ul><li>Can always sort sound, pictures and text.</li><li>Can always add sound, pictures and text to a program.</li><li>Can always name a file.</li><li>Can always save a file.</li><li>Can always find a file.</li></ul></td></tr>
<tr><td colspan="2">Prior knowledge</td></tr>
<tr><td colspan="2"><ul><li>To know how to change content on a file.</li></ul></td></tr>
<tr><td rowspan="3">Year 2</td><td colspan="2">Unit: Information Technology</td><td rowspan="3">All children (WTS)<ul><li>Can sometimes organise data using a database.</li><li>Can sometimes find data using specific searches.</li><li>Can sometimes use several programs to organise information.</li><li>Can sometimes edit digital data.</li><li>Can sometimes name, save and find files.</li><li>Can sometimes use media.</li></ul>Most children (EXS)<ul><li>Can organise data using a database.</li></ul></td></tr>
<tr><td colspan="2">Prior knowledge<br><br>To know how to change content on a file</td></tr>
<tr><td colspan="2"><ul><li>To know how to organise data.</li><li>To know what different searches will find.</li></ul></td></tr>
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| | | • Can find data using specific searches.<br>• Can use several programs to organise information.<br>• Can edit digital data.<br>• Can name, save and find files.<br>• Can use media.<br><br>**Some children (GDS)**<br>• Can always organise data using a database.<br>• Can always find data using specific searches.<br>• Can always use several programs to organise information.<br>• Can always edit digital data.<br>• Can always name, save and find files.<br>• Can always use media. |
| Year 3 | **Unit: Information Technology**<br>**Prior knowledge**<br><br>To know how to organise data.<br>To know what different searches will find.<br><br>• To understand how to carry out searches.<br>• To know that searches require the internet and a search engine.<br>• To know how to use different software for different tasks.<br>• To know how to create and attach content to emails. | **All children (WTS)**<br>• Can sometimes carry out searches to find digital content on online systems.<br>• Can sometimes collect data and input into software.<br>• Can sometimes analyse data using software features.<br>• Can sometimes present data and information using different software.<br>• Can sometimes consider what the most appropriate software is for a task.<br>• Can sometimes create appropriate content and attach this to emails.<br><br>**Most children (EXS)**<br>• Can carry out searches to find digital content on online systems.<br>• Can collect data and input into software.<br>• Can analyse data using software features.<br>• Can present data and information using different software.<br>• Can consider what the most appropriate software is for a task.<br>• Can create appropriate content and attach this to emails.<br><br>**Some children (GDS)**<br>• Can always carry out searches to find digital content on online systems.<br>• Can always collect data and input into software.<br>• Can always analyse data using software features.<br>• Can always present data and information using different software. |

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| Year 4 | **Unit: Information Technology**<br><br>**Prior knowledge**<br>• To understand how to carry out searches.<br>• To know that searches require the internet and a search engine.<br>• To understand the purpose of a search engine and the main features of it.<br>• To understand the function, features, and layout of a search engine.<br>• To know what makes a webpage credible. | **All children (WTS)**<br>• Can sometimes look at information on a webpage and make predictions about the accuracy of information within it.<br>• Can sometimes create and improve solutions to a problem.<br>• Can sometimes review solutions using a checklist.<br>• Can sometimes work collaboratively to create content and solutions.<br>• Can sometimes share digital content using a variety of applications<br><br>**Most children (EXS)**<br>• Can look at information on a webpage and make predictions about the accuracy of information within it.<br>• Can create and improve solutions to a problem.<br>• Can review solutions using a checklist.<br>• Can work collaboratively to create content and solutions.<br>• Can share digital content using a variety of applications<br>**Some children (GDS)**<br>• Can always look at information on a webpage and make predictions about the accuracy of information within it.<br>• Can always create and improve solutions to a problem.<br>• Can always review solutions using a checklist.<br>• Can always work collaboratively to create content and solutions.<br>• Can always share digital content using a variety of applications |
| Year 5 | **Unit: Information Technology**<br>**Prior knowledge**<br>• To know what makes a webpage credible. | **All children (WTS)**<br>• Can sometimes search precisely when using a search engine, using key words.<br>• Can sometimes make appropriate improvements to digital work. |

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| | • To explain in detail how accurate, safe and reliable the content of a webpage is.<br>• To know what type of improvements to use on digital work.<br>• To understand what makes a digital salutation successful.<br>• To know what makes a webpage | • Can sometimes comment on how successful a digital solution is.<br>• Can sometimes work collaboratively with others to create solutions to problems using appropriate software.<br>• Can sometimes use collaborative modes to work with others and share it.<br><br>**Most children (EXS)**<br>• Can search precisely when using a search engine, using key words.<br>• Can make appropriate improvements to digital work.<br>• Can comment on how successful a digital solution is.<br>• Can work collaboratively with others to create solutions to problems using appropriate software.<br>• Can use collaborative modes to work with others and share it.<br>**Some children (GDS)**<br>• Can always search precisely when using a search engine, using key words.<br>• Can always make appropriate improvements to digital work.<br>• Can always comment on how successful a digital solution is.<br>• Can always work collaboratively with others to create solutions to problems using appropriate software.<br>• Can always use collaborative modes to work with others and share it. |
| Year 6 | **Unit: Information Technology**<br><br>**Prior knowledge**<br>• To know what type of improvements to use on digital work.<br>• To understand what makes a digital salutation successful.<br>• To know what makes a webpage<br><br>• To know what search filters are and how to use them.<br>• To explain in detail how accurate and reliable a webpage and its content is.<br>• To consider the intended audience when making digital content.<br>• To use critical thinking skills in everyday use of online communication. | **All children (WTS)**<br>• Can sometimes use filters when searching for digital content.<br>• Can sometimes compare a range of digital content sources and rate them in terms of content quality and accuracy.<br>• Can sometimes design and create online blogs.<br>• Can sometimes evaluate the quality of digital solutions and suggest refinements.<br><br>**Most children (EXS)**<br>• Can use filters when searching for digital content.<br>• Can compare a range of digital content sources and rate them in terms of content quality and accuracy.<br>• Can design and create online blogs.<br>• Can evaluate the quality of digital solutions and suggest refinements.<br>**Some children (GDS)** |

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