Progression of knowledge and skills in Computing – September 2022

Computing – Creating digital Artefacts - Multimedia

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
				Communicate simple ideas through the use of text, images and sounds.	Make simple changes to improve the look and clarity of their work.	Combine text, audio and graphics from the school network, Internet or other sources purposefully.	Identify features of good digital creation design	Understand that a successful presentation combines text, graphics, sound or animations to engage the chosen audience.	Use a CAD application (3D design tool) to create a representation of an object.
				Develop keyboard familiarity and effective typing skills to type a short sentence with spaces and full stops.	Further develop keyboard skills for speed and accuracy of typing	Use design features such as text boxes and columns	Collect, create and insert appropriate graphics and sound files to create a multimedia presentation including animations.	Plan and create, then present short slideshow or presentation adding titles, credits and voice over.	Independently combine various forms of media purposefully as part of a project.
				Save/load their work with support.	Save and retrieve work independently.	Use appropriate proofing tools to ensure their work is clear and error free such as spell checker and thesaurus	Capture appropriate, quality still and moving images showing an understanding of differing film shots.	Locate appropriate copyright free image files independently from a variety of locations and import into projects	Acquire suitable images and sounds from appropriate sources & considering copyright & acknowledgment & import into projects
				Control a mouse/touch screen to enter text in the correct place.	Change basic formatting such as font, text size and colour. Use the Shift key for capitalisation	Cut, copy and paste in order to refine and reorder content within applications.	Plan, create and edit a film using different shot styles.	Source, edit and refine music and sound for a given audience or project.	Use appropriate technical language when filming such as panning, approaching, retreating, close up, medium and long shots
				Use the delete or backspace key to make simple edits	Record, locate and review sounds and add them to their digital creations to create atmosphere.	Understand how audio can enhance multimedia projects or choosing appropriate audio to fit a given context.	Compose, combine and refine music or sounds.	Use a multi-track application to layer sound, adding voice, music and sound effects appropriately.	Edit and manipulate multi-track music and sound and refine for a given audience or project.

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
				Understand sound and music be created using a range of simple technology and create a simple recording.	Understand and create simple animations	Plan and create a simple animation using a story board.		Plan and create, then evaluate a short stop go animation, film, with a titles, credits and audio backing track.	Publish their content online ensuring they have adhered to all copyright rules.
				Create an image in a simple graphics application using the paint tools e.g. shapes, brushes and eraser	To combine a range of basic tools in a graphics application effectively to create a picture	Create a 2D graphic representations		Create simple 3D graphics using a CAD application.	Independently evaluate and adapt individual features to enhance the overall presentation.
					Organise and communicate ideas for a specific purpose using different templates and layouts	Capture and enhance new and existing digital images to communicate ideas		Understand the importance of ongoing evaluation when creating digital artefacts.	
				Capture simple images using a range of technologies and share with others.	Capture images or videos and add these images to a document or project. .	use digital technology to produce and record piece of music by choosing a range of notes or sounds.			
					To make decisions about the quality of an image taken and reshoot if needed.				

Computing - Creating digital Artefacts - Data Handling

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To complete inset puzzles.	To describe a familiar route.	To select, rotate and manipulate shapes in order to develop spatial reasoning skills.		Sort, organise and classify objects based on their properties.	Represent information as a simple block graph or pictogram.	Collect and organise information to find answers to questions.	Use a spreadsheet to enter data and perform simple calculations.	Create charts using appropriate data to interpret and answer a specific question.	Identify and collect appropriate data to answer their questions.
To notice patterns and arrange things in patterns.	To discuss routes and locations, using words like 'in front of' and 'behind'.	To continue, copy and create repeating patterns.		Represent and interpret simple data as pictograms.	Organise and interpret data as a simple graph.	Create different graphs that show data for different purposes across the curriculum.	Convert data in a spreadsheet into different graph types for different purposes.	Use a range of calculations and functions in a spreadsheet.	Use a spreadsheet to create real life models of information to offer a solution to a real life problem.

	To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			Sort and answer questions using yes/no answers in a simple branching database.			Change elements of a spreadsheet and understand the effects on other calculations.	Use a spreadsheet to investigate possible solutions to mathematical / scientific problems / investigations.	Collect and represent data using infographics.

Computing contexts - Recognise and understand the benefits of using technology and the opportunities it has on offer.

				Recognise common uses of technology beyond school.	Explain how to use technology to communicate and send emails.	Explain the way technology has changed our lives and the opportunities it offers.	Understand how technology has improved the way in which we collect and use information.	Explain the benefits and risks of using technology to communicate and send messages and do so safely and responsibly (linked with e safety curriculum) e.g. Text messages, emails, messaging APP's, social media APPs.	Explain the benefits and risks of using technology to communicate and send messages and do so safely and responsibly (linked with e safety curriculum) e.g. Text messages, emails, messaging APP's, social media APPs.
				Use technology to view a range of different content Google Earth Maps, videos, pictures.	Begin to understand the opportunities using technology provides us.	Ask questions and understand how to use technology to begin to answer these questions e.g. Digimaps, images, websites, videos and text.	Begin to analyse the information we find and make judgements abouts its accuracy (Linked with digital Literacy)	Explain the benefits and limitations of using technology to find things out. (linked with Digital Literacy skills)	Understand the legacy of the internet and the www has left us with.
					Use technology to find and collect information about a given theme using Google Earth maps, websites, videos, texts and pictures.			Begin to use technology purposefully to collect, analyse and interpret information across a range of media contexts e.g. digimaps,– Creating and labelling their own maps.	Independently use technology purposefully to collect, analyse and interpret information across a range of media contexts e.g. digimaps, OS online - creating and labelling their own maps.