# Computing Progression of Skills KS2

*The KS2 objectives have been split into lower and upper. If there are missing numbers in UKS2 then the objectives in LKS2 need to be looked at and progressed and developed.*

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Generic Skills** | GS1: Can use a range of ICT equipment and software with support.<br>GS2: Can create and name new folders, with support.<br>GS3: Can print work using the drop down menu.<br>GS4: Can make changes to their work.<br>GS5: Can consolidate keyboard skills.<br>GS6: Can highlight/select items.<br>GS7: Can use cut, copy and paste.<br>GS8: Can explain their work and how they have used ICT. | GS9: Can choose an appropriate program, with support. • Can create and name new folders, independently<br>GS10: Can use Print Preview.<br>GS11: Can understand that work can be saved in different places e.g. network, writeable CD ROM, PenDrive<br>GS12: Can plan what they are going to do and evaluate the results.<br>GS13: Can describe their work and explain how and why they have used ICT. | GS14: Can choose an appropriate program to perform a task.<br>GS15: Can combine information from various sources.<br>GS16: Can describe and discuss their work and explain how and why they have used ICT. | GS17: Can choose and combine the use of appropriate ICT tools to complete a task.<br>GS18: Can critically evaluate the fitness for purpose of work as it progresses. |
| **Data Handling** | DH1: Can collect information using a questionnaire.<br>DH2: Can enter data into a prepared database.<br>DH3: Can use the search tools to answer simple questions relevant to an investigation.<br>DH4: Can sort and organise information to use in other ways.<br>DH5: Can produce graphs from the data with support.<br>DH6: Can enter data in a prepared spreadsheet, with support.<br>DH7: Can select data to produce a graph, with support.<br>DH8: Can recognise which information is suitable for their topic.<br>DH9: Can understand that libraries store data about all books and readers on computer and compare this with school's library system | DH10: Can begin to identify data handling opportunities<br>DH11: Can create a database from information I have selected.<br>DH12: Can use the database to carry out an investigation.<br>DH13: Can present data in different ways – e.g. graphs, tables.<br>DH14: Can start to amend errors.<br>DH15: Can enter data in a prepared spreadsheet with support.<br>DH16: Can select data to produce a graph with support. | DH17: Can create data collection forms and enter data from these accurately.<br>DH18: Can create and search a branching database.<br>DH19: Can know how to check for and spot inaccurate data.<br>DH20: Can enter information into a spreadsheet using appropriate headings.<br>DH21: Can use a simple formula e.g. SUM<br>DH22: Can use a spreadsheet to record data and produce graphs independently. | DH23: Can enter and use simple formula in a spreadsheet.<br>DH24: Can understand that changing the numerical data effects a calculation.<br>DH25: Can make graphs from the calculations on my spreadsheet.<br>DH26: Can use editing tools to alter the design of a graph.<br>DH27: Can organise, refine and present information appropriate to the audience |
| **Research** | R1: Can type in a URL to find a website.<br>R2: Can add websites to favourites.<br>R3: Can use a search engine to find a range of media, e.g. images, text.<br>R4: Can understand Internet safety rules | R5: Can think of search terms to use linked to questions they are finding the answers for.<br>R6: Can talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.<br>R7: Can use Internet safety rules. | R8: Can use advanced search functions in Google<br>R9: Can check the accuracy of information<br>R10: Can begin to be aware of privacy and other issues related to using the Internet. | R11: Understand websites such as Wikipedia are made by users (link to E-Safety)<br>R12: Can suggest ways to check the accuracy of information independently.<br>R13: Can be aware of privacy and other issues related to using the Internet |
| **Computer Science** | CS1: Can plan, write, evaluate, and edit a sequence of instructions. Can be aware that Logo is a computer language.<br>CS2: Can write a simple program in Logo to produce a line drawing. Can use more advanced Logo programming, including pen up, pen down etc.<br>CS3: Write a program to reproduce a defined problem, e.g. geometric shape/pattern.<br>CS4: Can begin to experiment with on-screen control software to control outputs.<br>CS5: Can use the 'repeat' (loop) command within a series of instructions. | CS6: Can include an algorithm to include selection (if) and repetition (loops).<br>CS7: Can decomposed algorithms into component parts (procedures).<br>CS8: Can test and correct parts of an algorithm separately.<br>CS9: Can use the 'if... then' (conditional statement) command within a series of instructions | CS10: Can create and edit variables.<br>CS11: Can predict the outcome of a control procedure.<br>CS12: Can use conditional statements.<br>CS13: Can evaluate and edit the set of instructions to make a more efficient system<br>CS14: Can be aware of control applications in everyday life, e.g. automatic doors, robots in car factories, automatic security lights. | CS15: Can use on-screen control software to plan, create and run a more complex set of instructions<br>CS16: Can understand when it would be appropriate to use a control system.<br>CS17: Can plan and create a control system to answer a task<br>CS18: Evaluate the effectiveness of their game and debug if required. |

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| **E-Safety** | ES1: Can question the "validity" of what they see on the Internet.<br>ES2: Can use a browser address bar not just search box and shortcuts.<br>ES3: Can think before sending and suggest consequences of sending/posting.<br>ES4: Can recognise online behaviours that would be unfair. | ES5: Can recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles).<br>ES6: Can make judgments in order to stay safe, whilst communicating with others online.<br>ES7: Can tell an adult if anything worries them online.<br>ES8: Can identify dangers when presented with scenarios, social networking profiles, etc. Can articulate examples of 'good' and 'bad' behaviour online. | ES9: Can judge what sort of privacy settings might be relevant to reducing different risks.<br>ES10: Can judge when to answer a question online and when not to.<br>ES11: Can be a good online citizen and friend, not a 'digital bystander'.<br>ES12: Can articulate what constitutes good behaviour online. | ES13: Can find 'report' and 'flag' buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc)<br>ES14: Can discuss scenarios involving online risk. |
| **Text** | T1: Can select text and change the font style, size and colour.<br>T2: Can select text and use Bold and Underline icons.<br>T3: Can confidently use the cursor (arrow) keys for simple on screen editing.<br>T4: Can use the scroll bars to view different parts of the document justify / align text.<br>T5: Can import graphics and add text. | T6: Can import graphics and use the Picture Toolbar to choose the text wrapping.<br>T7: Can use the spell checker.<br>T8: Can use Page Setup to choose Portrait or Landscape page as appropriate.<br>T9: Can learn how to insert and use a simple table.<br>T10: Can use the Zoom menu to view the whole page.<br>T11: Can use word art | T12: Can import graphics and use the Picture Toolbar to choose the text wrapping.<br>T13: Can use the spell checker.<br>T14: Can learn how to insert and use a simple table.<br>T15: Can use the Zoom menu | T16: Children should be given the opportunity to use their word processing skills in a range of contexts.<br>T17: Can create a more complex table using split, merge and insert/delete cells in a table. |
| **Graphics Publisher** | TP1: Can acquire, store and combine images from cameras or the Internet for a purpose.<br>TP2: Can select certain areas of an image and resize, rotate an image.<br>TP3: Can move text to different positions on a page.<br>TP4: Can insert clipart<br>TP5: Can add photographs<br>TP6: Can cut and paste. | TP7: Can use the print screen function to capture an image.<br>TP8: Can use the rotational function in the text box.<br>TP9: Can move/rotate clipart around the page.<br>TP10: Can use undo/redo tool for immediate action only | TP11: Can create multimedia presentations.<br>TP12: Can plan a layout or presentation to suit an audience<br>TP13: Can create and redraft work combining text, graphics and sound.<br>TP14: Can import photographs from a variety of sources.<br>TP15: Can use action buttons to move to and from a slide.<br>TP16: Can insert hyperlinks | TP17: Can create more advanced multimedia presentations.<br>TP18: Can use timings on each effect.<br>TP19: Can use rehearse timings before presenting to an audience. |
| **Sound** | S1: Can record sound on the computer and be able to use the sound files in other applications, with support. | S2: Can record and edit sound on the computer. | S3: Can use music software to plan, create, play, evaluate and modify their own compositions. | |
| **Filming and Animation** | FA1: Can use a storyboard to edit a sequence of digital pictures or video with support. e.g. change sequence, add transitions, effects, and sound<br>FA2: Can take a series of pictures to form a simple animation.<br>FA3: Can move 1 item within their animation to create movement on playback.<br>FA4: Can take a series of pictures to form an animation.<br>FA5: Can edit and improve their animation. | FA6: Can use a storyboard to edit a sequence of digital pictures or video independently. E.g. change sequence, add transitions, effects, and sound<br>FA7: Can plan what they would like to happen in their film or animation.<br>FA8: Can take a series of pictures to form a more complicated animation.<br>FA9: Can move items within their animation to create movement on playback.<br>FA10: Can begin to evaluate the suitability of the presentation for the given audience.<br>FA11: Can make changes to the presentation to make it more suitable for the audience, with support. | FA12: Can capture video for a purpose.<br>FA13: Can discuss the quality of videos and chose which to keep and which to re-shoot.<br>FA14: Can trim and arrange clips to convey meaning.<br>FA15: Can add titles, credits, slide transitions and talk about the effect these have on the audience. | FA16: Can plan a multi-scene animation including characters, scenes, camera angles and special effects.<br>FA17: Can use stop-go animation software to shoot the animation frames.<br>FA18: Can adjust the number of photographs taken and the playback rate to improve the quality of the animation.<br>FA19: Can use a movie editing package to edit/refine and add titles.<br>FA20: Can trim, arrange and edit audio levels of video to improve the quality of their outcome. |