Oak Meadow Skills Progression
Key Stage 2
Subject Area: Computing

National Curriculum Objectives	**Pupils should be taught to:** • **I can use technology safely, respectfully and responsibly. (3.3, 3.4,3.5, 4.3,4.4, 4.5, 5.2, 5.4, 5.5)** • **I know a range of ways to report concerns and inappropriate behaviour. (3.4, 3.5, 4.3,4.4, 4.5, 5.2, 5.4, 5.5)** • **I can use search technology effectively appreciating how results are selected and ranked. (4.5, 4.6, 5.4, 5.6)** • **I can evaluate the value of digital content. (4.3, 4.6, 5.4, 5.5)** • **I understand that computer networks can provide multiple surfaces and opportunities for communication and collaboration. (3.4,3.5,3.6,4.3, 4.4, 4.5, 5.2, 5.4, 5.5)** • **I can explain how simple algorithms work and I can detect and correct errors.(3.1, 4.1, 4.2, 4.6, 5.1,5.2,5.3)** • **I can use sequence, selection and repetition in programmes. (3.1,3.2, 4.1,4.2,4.3, 5.1,5.3)** • **I can work with variables and various forms of input and output. (3.1,3.2, 4.1,4.2,4.3, 4.6, 5.1,5.3)** • **I can select, use and combine a variety of software on a range of devices to accomplish given goals. DATA(3.1,3.3,3.6,3.6, 4.3, 4.6, 5.1,5.3,5.4, 5.5, 5.6)** • **I can design, write and debug programs that accomplish specific goals. (3.1,3.2, 4.1, 4.2, 5.1)**

	Year 3	Year 4	Year 5	Year 6
Esafety	• I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can use the safety features of websites as well as reporting concerns to an adult. • I can recognise websites and games appropriate for my age. • I can make good choices about how long I spend online. • I ask an adult before downloading files and games from the Internet. • I can post positive comments online.	• I choose a secure password and screen name when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I share online can be seen by others. • I choose websites, apps and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online and through text messages.	• I can choose a secure password and screen name. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I know that anything I post online can be seen, used and may affect others. • I can talk about the dangers of spending too long online or playing a game. • I can explain the importance of communicating kindly and respectfully. • I can explain why I need to protect my computer or device from harm. • I can discuss the importance of choosing an age-appropriate website, app or game.	• I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet.

Digital Researcher and Presenter	• I understand how to stay safe when using the internet. • I know search engines rank sites according to popularity. • I know digital content may be copyright. • I can work with others to explore software. • I can view and save websites to my favourites list. • I can add a web link to a class site.	• I can review, reflect on and share a presentation beyond the classroom. • I can work with others to a plan a simple presentation. • I can use animations to add emphasis to a presentation. • I can use a range of software to deliver a presentation.	• I understand how to stay safe when using the internet. • I know anyone can create a website. • I can collaborate to research a specific theme. • I can execute a search using key words or phrases. • I understand credibility and validity of websites. • I can organise digital documents using tools.	• I can adapt style and content to capture different audiences. • I can plan a presentation structure with others. • I can develop a checklist for effective presentation delivery. • I can add video, graphs and charts to create a dynamic presentation.
Digital Programme	• I can experience and reflect on games and apps and gives reasons. • I can explain key vocabulary in programming (algorithm/code). • I can work with others to design a programme or game.	• I can test a simple programme and make changes to improve it. • I can programme toys to achieve a task. • I can share with others how I created a programme.	• I can criticise designs and interfaces of programmes. • I can explain key vocabulary in programming (algorithm/code). • I can work with others to design a programme or game.	• I can test a simple programme and make changes to improve it. • I can predict behaviour of programmes and test predictions. • I can detect and correct errors in programmes.
Digital Animator	• I can identify a range of animations. • I know animations are made up of frames. • I know frames are played back to create movement. • I can contribute to a shared animation. • I can create a simple 2D and stop frame animation. • I can share and reflect on animations in school.			• I can plan an animation with a clear structure. • I can work as a team to create an animation. • I can use features such as 'onion skinning' and 'tweening'. • I can prepare a track to accompany an animation. • I can share animations on my class site. • I can share and reflect on my animations to improve them.
Digital Artist		• I can view, reflect on and share a range of digital artwork. • I can use a range of programmes to create digital artwork. • I can understand digital images can be modified. • I can work with others to create and plan artwork. • I can replicate art work using digital tools. • I can use simple camera techniques such as the zoom and flash. • I can apply simple editing techniques such as zoom and crop. • I can add effects such as sepia and monochrome.	• I can compare artwork and images from a range of styles. • I can choose a suitable programme to create a digital image. • I understand digital images are affected by light and movement. • I can combine images using collage or montage. • I can replicate art work using digital tools. • I can use camera angles and framings to create and effect moods. • I can apply simple editing techniques such as zoom and crop. • I can reflect on my work and share on the platform.	

Digital Data Handler		• I can view, reflect on and share a range of graphs and charts. • I can identify graphical data in the wider world. • I can collect and represent data with others in a range of ways. • I can prepare a basic spreadsheet. • I can add titles and headings to graphs. • I can use feedback to refine graphs and charts.		• I can evaluate databases, spreadsheets and charts. • I can identify opportunities to apply data handling skills. • I can design my own methods for collecting data. • I can prepare data for use in a database. • I can use methods to collect, present and interpret data. • I can use formulae and algorithms to manipulate data in spreadsheets.
Digital Publisher	• I can view reflect on and share publications from a variety of genres. • I can contribute to a simple digital class publication. • I can combine text and images. • I can create or contribute to a blog post on the Learning Platform. • I can view publications and make improvements.		• I can articulate advantages and disadvantages of different media. • I can collaborate with others to create plan an engaging publication. • I can select and adapt publishing media for a given task. • I can design and create multimodal publications. • I can participate in an online blog or wiki. And embed media into these.	
Digital Broadcaster		• I can listen to, reflect on and share a range of recordings beyond the classroom. • I can recognise differences between a live and recorded broadcast. • I can work with others to write and record a script. • I can create sounds to represent objects or create moods. • I can carry out simple editing techniques.	• I can listen to and understand what makes a good recording. • I can structure a podcast script. • I can identify key roles to create a podcast. • I can record a script and add a stored audio that is copyright free. • I can carry out editing tasks by splitting clips.	
Digital Designer	• I can use software to create 2D and 3D objects. • I can determine correct orientation when designing a net. • I can work with others to modify a template. • I can use a range of tools to create a design or add to a template. • I can create, share and reflect on designs beyond the classroom.		• I can choose a suitable design programme or application for a given task. • I can plan and modify a design. • I can plan and scale a design. • I can create a test prototype in designs. • I can use sophisticated software to design and make a project.	

Digital Film Maker		• I can review and reflect on a range of genres. • I know film making combines video and audio. • I understand films are not always shot in sequence and are edited. • I can work with others to design a simple script or storyboard. • I can use editing software to order clips. • I can share footage beyond the classroom.		• I have a basic understanding of shot types. • can work with others to create a script or storyboard. • I can identify key roles to create a film. • I can use recording devices to frame shots and use simple panning techniques. • I can use editing software to trim, split and add clips. • I can experiment with green screen technology.
Digital Musician	• I can listen to, and reflect on music from a range of genres. • I can work with others to plan and create a simple composition. • I can create a simple composition in a timeline. • I can share compositions beyond the classroom.			• I can listen to music and recognise layers. • I can develop a checklist of elements for a composition and compose a piece. • I can use complex software to compose music and carry out editing techniques. • I can share compositions beyond the classroom via the platform.