Computing – Key Stage 1
Progressive statements

Year Group	To Code	To Connect	To Communicate	To Collect
EYFS	• I can make a floor robot move. • I can use simple software to make something happen. • I can make choices about the buttons and icons I press, touch or click on. • I can move objects on a screen. • I can create shapes and text on a screen.	• I can tell an adult when something worrying or unexpected happens while I am using the Internet. • I can talk about the amount of time I spend using a computer / tablet / game device. • I am careful with technology	• I can tell you about technology that is used at home and in school. • I can operate simple equipment. • I can use a safe part of the Internet to play and learn.	• I can tell you about different kinds of information such as pictures, video, text and sound. • I can record sound clips • I can take photographs/videos on cameras and other digital devices
Year 1	• I can control motion by specifying a number of steps to travel • I can control motion by specifying how to turn (Left and right) • I can control motion by specifying the direction of travel (Forward, Backward) • I can control motion using single commands. • I can add and edit text • I can set the pen, colour, size and shape • I understand what debugging is	• I can understand that some sites are for adults only and unsuitable for children and who to contact if I see something I don't like.	• I can use *a range* of applications to store, retrieve and communicate work (*e.g. Paint and Word Processing*) • I can understand the uses of Information Technology beyond school	• I can use simple databases set up by the teacher to record information linked to data handling (e.g. Graph showing how we get to school or Favourite authors)

Year 2				
	• I can show and hide objects • I can change the features of an object (*e.g. Colour, size, font etc*) • I can select sounds and control when they are heard, their duration and volume • I can control when drawings appear • I can specify user inputs (such as clicks) to predict and control events • I can control motion using multiple commands and loops • I can create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?) • I can debug a simple programme	• I can understand that some sites have age restrictions on them and why • I can understand that personal information should be kept private • I can participate in class social media (*e.g. comment on class blog*)	• I can use *a range* of applications *and* devices to create, organise and manipulate ideas, work (*e.g. Class blog and Presentation software on iPad and laptops*)	• I can use and edit databases set up by the teacher to record information in areas across the curriculum (e.g. History, Geography etc.)

Computing – Lower Key Stage 2
Progressive statements

Year Group	To Code	To Connect	To Communicate	To Collect
Year 3	• I can use specified screen co-ordinates to control movement • I can set the appearance of objects and create sequences of changes • I can create and edit sounds • I can control when sounds are heard, their volume, duration and rests • I can control the shade of pens • I can debug simple programmes	• I can contribute to blogs which are moderated by teachers (*e.g. class blog*) • I can give examples of the risks of online communications • I know who to report unsuitable content to.	• I can use some of the advanced features of applications and devices to communicate messages (*e.g. email*)	• I can plan and construct my own database based on a teachers example linked to our topic
Year 4	• I can use variables to store a value • I can use functions to find, set, change, show and hide to control the variables • I can the reporter operations (+, -, /, x) to perform calculations • I can use IF / THEN conditions to control events and objects • I can specify conditions to trigger events • I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions) • I can debug a programme	• I can understand how online services work • I can understand that comments made online which are hurtful or offensive are the same as bullying • I can understand the term copyright • I can understand that websites can contain biased information. • I know who to report unsuitable content to when away from school	• I can use some of the advanced features of applications and devices to communicate work and ideas via email and social networks.	• I can devise and construct my own database thinking carefully about the structure and fields linked to our own topics

Computing – Upper Key Stage 2
Progressive statements

Year Group	To Code	To Connect	To Communicate	To Collect
Year 5	• I can change the position of objects between screen layers (send to back / bring to front) • I can upload sounds from a file • I can edit my uploaded sound files • I can add effects to control the implementation of the sounds (e.g. fade in / out) • I can combine the use of pens with movement to create interesting effects • I can use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions • I can use lists to create a set of variables • I can specify types of rotation giving a number of degrees • I can debug my programmes	• I can collaborate with others online on sites approved and moderated by teachers • I can understand the effects of online comments and show responsibility and sensibility when online • I can understand how simple networks are setup and used. • I can explain what copyright means and know that it is illegal to download copyrighted materials (e.g. music, games, pictures) with out permission from the copyright holder. • I can identify biased information on websites.	• I can choose suitable applications and devices for the purpose of communication to the class.	• I can select appropriate applications to devise, construct and manipulate data to share with the class.
Year 6	• I can set 'IF' conditions for movement • I can set events to control other events by broadcasting information as a trigger • I can use IF / THEN / ELSE conditions to control events or objects • I can use Boolean operators to define conditions (e.g. <, >, =, AND, OR, NOT) • I can use commands in my programming (e.g. RANDOM, MOD, LENGTH) • I can debug my programmes • I can simulate physical systems (*e.g. Create own traffic lights system*)	• I can understand the risks on online communities • I can explain and show how to minimise risk and report problems • I can investigate bias and compare and contrast opposing views on websites	• I can use advanced features in order to create high quality professional and efficient communications to the Keystage (*e.g. through assembly*)	• I can select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner to the Keystage (*e.g. through assembly*)

	Computing – Challenge Progressive statements				
Year Group	**To Code**	**To Connect**	**To Communicate**	**To Collect**	**Computing Opportunities**
Challenge	• I can design and use computer abstractions that model real world problems and physical systems. • I can understand some key algorithms for sorting and searching. • I can use a number of programming languages to solve a variety of computational problems. • I can use data structures such as tables or arrays • I can use procedures to write modular programs • I can understand Boolean logic and its use in determining which parts of the program are executed • I can explain how instructions are stored and executed within a computer system	• I can understand the devices and applications that make up network computer systems and how they interact • I can explain how networks such as the internet work • I can understand how computers can monitor and control physical systems	• I can undertake creative projects that involve selecting, using and combining multiple applications across a range of devices to achieve goals • I can create, reuse, revise and repurpose digital information and content with attention to design, intellectual property and audience	• I can explain how data of various types can be represented and manipulated in the form the binary digits including numbers, text, sounds and pictures • I can collect and analyse data	• I can use a range of devices and applications across all curriculum subjects. • I can further develop coding skills and applications • I can communicate a wide range of ideas to a variety of audiences. • I can collect, manipulate and analyse data.