Sir John Offley C.E. (CV) Primary School
'With God, all things are possible'

Progression in Computing skills 2025-2026

	Computing systems and networks	Creating media	Data and information	Programming
Year 1	• I can recognise and name a range of digital devices, e.g. laptop, phone, games console. • I can log on to the school computer / unlock the school tablet with support. • I can identify the basic parts of a computer, e.g. mouse, keyboard, screen. • I can use a suitable access device (mouse, keyboard, touchscreen, switch). • I can explain why we use passwords and recognise examples of personal information • I know who to tell if concerned about content	• I can select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush. • I can combine media with support to present information, e.g. text and images. • I can type text using a keyboard	• I can describe objects using labels • I can find objects with similar properties • I can answer questions about groups of objects • I can decide how to group objects to answer a question • I can record and share what I have found	• I can create a simple program e.g. to control a floor robot. • I can predict the outcome of a simple algorithm or program. • I can explain what an algorithm is and create one • I can debug an error in a simple algorithm or program e.g. for a floor robot.

Year 2	• I can explain how IT is used at home • I can explain how IT is used in different places • I can use a simple password to log onto the computer or a website. • I can identify rules for acceptable use of technology in school. • I know what personal information is and the need to keep it private. • I can recognise that some information found online may not be true.	• I can create simple digital content for a purpose, e.g. digital art. • I can capture, edit and improve my photos • Present ideas and information by combining media, e.g. text and images. • I can identify which photos are real and which have been changed	• I can recognise charts and pictograms and explain why we use them. • I can explain information shown in a simple chart or pictogram. • I can modify simple charts/pictograms, e.g. add title, item or labels. • I can identify the key features of a chart or pictogram. • I can collect and present data on a topic	• I can predict the outcome of an algorithm or program with multiple steps. • I can identify and correct errors in a given algorithm or program, and recognise the term debugging. • I can explain what an algorithm and program are • I can plan out a program by creating an algorithm, and evaluate its success.
Year 3	• I can describe what a computer is (input > process > output). • I can recognise that school computers are connected. • Keeping password safe • When not to share personal info • Games/films have age ratings	• I can present ideas and information by combining media independently, e.g. text and images. • I can design and create simple digital content for a purpose/audience, e.g. poster. • I can edit digital content to improve it, e.g. resize text.	• I can use a branching database • I can create a branching database • I can identify the features of a good question in a branching database. • I can evaluate a given branching database and suggest improvements	• Modify an existing program, • Create examples of algorithms containing count-controlled loops. • Use a forever loop in a program to keep something happening. • Identify errors in a block or text-based program and correct them. • Recognise that different inputs can be used to control a program

Year 4			
• Remember and use an individual password. • Recognise what kinds of websites are trustworthy sources of information. • Recognise the benefits and risks of different apps and websites. • Recognise that the media can portray groups of people differently. • Can rate a game or film they have made and explain their rating	• Collect, organise and present information using a range of media. • Design, create and edit digital content for a specific purpose • Identify the features of a good piece of digital content and apply these in own design. • Know where to find copyrightfree content, e.g. creative images. • Collaborate with peers using online tools	• Draw conclusions from information stored in a database, chart or table. • Design a questionnaire and collect a range of data on a theme. • Choose appropriate formats to present data to convey information	• Create a program using a range of events/inputs to control what happens. • Explain when to use forever loops and count-controlled loops, and use them in programs. • Recognise selection in a program or algorithm. • Use selection in algorithms in programs e.g. if…then… • Design a program for a purpose. • Recognise common mistakes in programs and how to correct them.

Year 5	• I can explain the difference between the internet and the World Wide Web; and between a search engine and a web browser • I can perform a complex search for information • Know where to find copyright free images and audio, and why this is important. – • Critically evaluate websites for reliability of information and authenticity.	• Use different drawing tools to create images • Create images by layering and duplicating images to create more complex pieces of work • Evaluate and improve their own designs	• I know the difference between data and information • I can perform a search to answer questions about data • I can create graphs and charts from data	• Name a range of sensors in physical systems • Predict what will happen in a program or algorithm when the input changes • Use two-way selection i.e. if... then...else... • Recognise variables in a program • Create programs including 'repeat until' loops. • Create and use simple variables, e.g. to keep score. • Create an algorithm for a physical system (with sensor)

Year 6				
	• Explain what makes a strong password and why this is important at school and in the wider world. • Explain how algorithms are used to track online activities with a view to targeting advertising and information. • Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling	• Select, combine and remix a range of media to create original content. • Consider all steps of the design process when creating content (e.g. identify problem, plan, create, evaluate, share.) • Identify the most effective tools to present information for a specific purpose.	• Recognise what a spreadsheet is and what it is used for. • Use simple formulae in a spreadsheet to find out information from a set of data. • Collect data for a purpose and plan out a spreadsheet to present it effectively, using relevant formulae. • Produce graphs from data in a spreadsheet to answer a question. • Analyse and evaluate data and information in a spreadsheet, chart or database.	• Design and program a system that uses sensors. • Recognise and use procedures (sub-routines) in programs. • Plan out a program in detail, including task, algorithm, code and execution level. • Use nested selection statements in a program • Combine a variable with relational operators (< = >) to determine when a program changes • Recognise key concepts (sequence, selection, repetition and variables)

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