

LKS2 Progression in Computing

Multimedia Text & Image	Multimedia Sound & motion	Handling Data	Technology & our lives	Coding & Programming	Online Safety
Children understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration. They select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.
a create different effects with different technological tools, demonstrating control; b use appropriate keyboard commands to amend text on a device; c use applications and devices in order to communicate ideas, work, and messages; d save, retrieve and evaluate work, making amendments; e insert a picture/text/graph/hyperlink from the internet or a personal file;	a use software to record, create and edit sounds and capture still images; b change recorded sounds, volume, duration and pauses; c use software to capture video for a purpose; d crop and arrange clips to create a short film; e plan an animation and move items within each animation for playback;	a talk about the different ways data can be organised; b sort and organise information to use in other ways; c search a ready-made database to answer questions; d use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.	a explain ways to communicate with others online; b describe the world wide web as the part of the internet that contains websites; c add websites to a favourites list; d use search tools to find and use an appropriate website and content; e use strategies to improve results when searching online;	a use logical thinking to solve an open-ended problem by breaking it up into smaller parts; b write a program, putting commands into a sequence to achieve a specific outcome; c give a set of instructions to follow and predict what will happen; d keep testing a program and recognise when it needs to be debugged; e use variables to create an effect, e.g. repetition, if, when, loop;	a reflect on their own digital footprint and behaviour online; b identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d seek help from an adult when they see something that is unexpected or worrying;

LKS2 Progression in Computing

f use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.	f use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame		f use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.	f use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.	e demonstrate understanding of age-appropriate websites and adverts; f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password
---	--	--	--	---	---