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		EYFS	KS1; main vocabulary in bold	LKS2; main vocabulary in bold	UKS2; main vocabulary in bold
Skills Progression for Computing Typing: typing.com		EYFS: I can begin to learn to type all letter keys I can begin to understand how to use a mouse and trackpad I can utilize my middle fingers, index fingers, and thumbs I can apply my typing skills in rhyming, sight word and HFW	Year 1: I can develop typing all letter and number keys I can begin to practice capitalization & punctuation Year 2: I can develop typing all letter and number keys I can begin to build speed & accuracy with contextual practice I can build the foundation for correct typing technique by learning letter and basic punctuation keys, utilizing all ten fingers.	Year 3: I can improve my typing speed (6 wpm-14 wpm) I can begin to build the foundation for correct typing technique by learning letter and basic punctuation keys, utilizing all ten fingers. I have an understanding of capitalization, punctuation, and number keys through contextualized practice and skill-building. Year 4: I can improve my typing speed (11 wpm-23 wpm) I can begin to build the foundation for correct typing technique by learning letter and basic punctuation keys, utilizing all ten fingers. I understand capitalization, punctuation, and number keys through contextualized practice and skill-building. I can boost speed with timed questions	Year 5: I can improve my typing speed (16 wpm-31 wpm) I can begin to build the foundation for correct typing technique by learning letter and basic punctuation keys, utilizing all ten fingers. I have an understanding of capitalization, punctuation, and number keys through contextualized practice and skill-building. Year 6: I can improve my typing speed (22 wpm - 40 wpm) I can begin to build the foundation for correct typing technique by learning letter and basic punctuation keys, utilizing all ten fingers. I have an understanding of capitalization, punctuation, and number keys through contextualized practice and skill-building.
Skills Progression for: Computing Word Processing; KS1 talking tins, SeeSaw; KS2 SeeSaw, Scratch , BLOG/Google BLOG, WORD/POWERPOINT Year A Cycle		EYFS: I can play a touch screen game. I use computers, phones, keyboards in the role play. I begin to type letters on a keyboard/touch screen keyboard by pressing only once. I can record my voice on a digital device.	Year 1: I type words quickly and correctly (to phonological stage) on a digital device I use the **space bar** to make spaces and **delete/backspace** to delete letters/words. I make a new line by pressing **enter/return**.	Year 3: I can edit the style and effect of my text/images to make my document more engaging/eye-catching e.g. **font size/colour, borders, shadows**. I can use **cut, copy and paste** to quickly duplicate and organise text.	Year 5: I apply **hyperlinks** to documents. I import **sounds** to accompany and enhance texts

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Skills Progression for: Computing **Word Processing; KS1 talking tins, SeeSaw; KS2 SeeSaw, Scratch , BLOG/Google BLOG, WORD/POWERPOINT** **Year B Cycle**			Year 2: I press the **space bar** only once between words and use arrows/touch to navigate between words/lines to edit. I can **copy and paste** images and text. I use **caps lock** to create capital letters.	Year 4: I can combine **digital images**, from different sources, objects and **text** to create a final piece e.g. poster, leaflet, document. I can use shortcuts (**cut, copy, paste, delete**) confidently to organise text and images. I change **font sizes/types** appropriately for audience and purpose. I check **spellings/use a thesaurus** (possibly using Siri also).	Year 6: I choose the best application to demonstrate my learning confidently. I **format** text to suit a purpose. I can **publish** documents online and discuss my audience and purpose
Technology/Multimedia; **KS1 Seesaw, ipad, Scratch Jnr; KS2 iMovie, Scratch, POWERPOINT** **Year Cycle A:**		EYFS: I can take a photograph I can use a painting app and explore the paintbrush and tools. I can select the video icon and take a short video clip. I can play video/sound clips by pressing the 'play' icon.	Year 1: I can **edit** a photo with simple tools. I use **painting/drawing** apps to create **digital images.** I begin to cut out objects to **layer** on other objects I can **record** a short video. I can record a voiceover. I can **zoom** into images, including when I record.	Year 3: I confidently **take and manipulate images**. I create **digital images** using a range of tools, **brushes, pens and effects**. I can create **transparent** images e.g. using transparency/opaque tools. I can add **titles and transitions**. I can **trim** films.	Year 5: I can explain how to photoshop **images** and explain how they are used in the **media** I can add **backgrounds**. I can improve **films clips** using video tools and evaluate them.

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Technology/Multimedia; **KS1 Seesaw, ipad, Scratch Jnr; KS2 iMovie, Scratch, POWERPOINT** **Year Cycle B;**		Year 2: I **edit** photos using tools such as **crop, filter, mark up**, etc. I can select and use tools to create **digital** imagery – controlling the **pen** and using **fill** tool. I can accurately cut out images to **layer** other images. I can **record** a script for videos. I can use tools to add effects to my videos.	Year 4: I enhance **digital images** and photos using **crop, brightness, contrast and resize**. I can manipulate **shapes and images** to create **digital art**. I can add music and sound effects to **media,** including films.	Year 6: I can **edit** images to **remove items, add backgrounds, merge 2 photos**. I can evaluate and discuss **images**, explaining **effects and filters** that might have been used to enhance the media. I can create videos using a range of **media**.
Research KS1/KS2; Web Browsers and Search Engines (e.g. Google, Bing, Chrome) Year Cycle A	I understand that I can learn things from on-line devices e.g. games, Alexa, iplayer, etc.	Year 1: I can use a range of devices to access **digital** content. I can talk about different types of digital content e.g. programmes watched online, Alexa 'talking' to me, information (text), games.	Year 3: I know that **web browsers** let me look at information on the WWW. I can use **menus, indexes, search tools and key words** to find particular information. I can talk about and begin to question the relevance and **reliability** of content found on the internet.	Year 5: I can describe how **search results** are selected and ranked and use this to evaluate their usefulness. I can explain that some information online may be generated using Artificial Intelligence (AI) and understand the importance of checking accuracy and reliability. I can use information from a range of sources in my own work. I can begin to understand **copyright and acknowledge** where information has come from when talking about my work.

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Research KS1/KS2; Web Browsers and Search Engines (e.g. Google, Bing, Chrome) Year Cycle B		Year 2: I can use a range of devices to access **digital** content. I can talk about different types of digital content e.g. programmes watched online, Alexa 'talking' to me, information (text), games. I begin to use tools to navigate the **World Wide Web** to find answers to a question	Year 4: I can **use menus, indexes, search tools and key words** to find particular information. I can talk about and question the relevance and **reliability** of content found on the internet. I can think/talk about who owns content online.	Year 6: I can use information from a range of sources in my own work. I can begin to understand **copyright and acknowledge** where information has come from and **reference** sites in my work.
Understanding Networks Year Cycle A		I can log on to the school **network** on a laptop/chrome book. I can save and open work on devices on the school network.	I can log on to the school **network** on a laptop/chrome book. I can save and open work on devices on the school network. I can recognise common uses of **technology** beyond school.	I can describe some parts of a computer and say how it connects to the internet. I can describe different **services** provided by the internet and begin to explain how information moves around the internet. I am beginning to appreciate how internet **search** results are ranked. I can begin to explain how a computer **network** operates.
Understanding Networks Year Cycle B		I can log on to the school **network** on a laptop/chrome book. I can save and open work on devices on the school network.	I can log on to the school **network** on a laptop/chrome book. I can save and open work on devices on the school network. I begin to use appropriate online collaboration and communication tools **safely and responsibly**.	I can describe the parts of a computer and say how it connects to the internet. I can describe different **services** provided by the internet and explain how information moves around the **internet**. I can appreciate how internet **search** results are ranked. I can explain how a computer **network** operates.

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Programming & Coding; KS1 Beebot, Scratch Jnr, Kodable; KS2 Kodable, Scratch, Logo robots and other robotics Year Cycle A		I can use a **touch screen** (or other access e.g. mouse) to select options on a screen. I can input, with support, a simple sequence of events to control a device	I can create a simple **motion** sequence of events to control a device I can create a sequence of **code**, including a start and end point. I can **find and fix 'bugs'** in my programs.	I can design **programs** I can create **sequences of code** (including looks, sounds, events and sensing). I include a variety of **inputs and outputs**. I can evaluate my program.	I can use external triggers and **infinite loops** to demonstrate **control**. I can use conditional statements and edit **variables**. I can keep **testing** my program and recognise when it needs to be **debugged**.
Programming & Coding; KS1 Beebot, Scratch Jnr, Kodable; KS2 Kodable, Scratch, Logo robots and other robotics Year Cycle B			I understand that **programs** follow precise instructions. I can create programs using different **digital** devices, including looks, sound and events. I can find and fix '**bugs**' of increasing complexity in programs. I can predict, using **logical** reasoning, the outcome of a simple program.	I can follow a set of **code** and predict the outcome. I can include **variables** such as **loop, repetition, 'if', 'when'**. I can **test** my program and recognise when it needs to be **debugged**.	I can decompose a problem/task into smaller parts to design an **algorithm** for a specific outcome and use this to write a **program**. I can keep **testing** my program and recognise when it needs to be **debugged**.

	EYFS	KS1	LKS2	UKS2

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Internet Safety Year Cycle A	I use websites trusted adults say are safe. I use devices with an adult (near/next to).	I tell a **trusted adult** if I see something I don't like on-line or something that makes me feel **worried/upset/uncomfortable**. I am beginning to say how I keep **safe on-line e**.g. don't give out my school, address, phone number, etc. I can say how real experiences e.g. Xbox/PS4/Zoom are different to **imaginary** or pretend experiences e.g. playing a game.	I know how to **behave appropriately** online in order to **protect** myself and others. I can use **a secure password** and keep it **private** (I understand trusted adults need to have access to it). I can use accessibility tools such as speech-to-text, audio support and visual aids to help me access digital content independently. I know what to do if online content, words or activity makes me feel **uncomfortable**. I can give some examples of **risks of online communications**. I understand that **hurtful/offensive** comments made online is **bullying**. I am beginning to understand that information I put online can be seen by others around the world.	I can use the internet in ways which **minimise risks** and can discuss the **consequences** of not doing so. I can select, use and maintain a selection of **strong, secure passwords**. I can use accessibility tools such as speech-to-text, audio support and visual aids to help me access digital content independently. I can select appropriate **tools** to communicate and collaborate **safely** with others within/beyond my school. I can consider the **impact of digital** information I have shared with others. I can give examples of the risks of **social media**, demonstrate knowledge of how to minimise risks and report problems. I can demonstrate knowledge that it is **illegal** to download copyrighted material, including music and games, without permission from the **copyright** owner e.g. I know payment for the material is buying permission. I understand the effects of online comments and show **responsibility/sensitivity** online. I can identify misinformation and disinformation online and take steps to verify information using trusted sources. I understand the potential risks of online influencers, livestreaming and online challenges.

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Internet Safety Year Cycle B		I tell a **trusted adult** if I see something I don't like on-line or something that makes me feel **worried/upset/uncomfortable**. I am beginning to say how I keep **safe** on-line e.g. don't give out my school, address, phone number, etc. I can say how **real experiences** e.g. Xbox/PS4/Zoom are different to **imaginary** or pretend experiences e.g. playing a game. I can talk about **choices** when playing games online on different devices. I can access content/learning spaces with a **simple password** and begin to explain how passwords **protect** me online.	I can describe some of the **risks and benefits** of the internet. I know how to **behave appropriately online** to **protect** myself and others I can create and use a **secure password** and keep it **private** (I understand trusted adults need to have access to it). I can use accessibility tools such as speech-to-text, audio support and visual aids to help me access digital content independently. I know what to do if online content, words or activity makes me feel **uncomfortable.** I can use approved online tools to **exchange** information/collaborate with others within/beyond my school.	I can use the internet in ways which **minimise risks** and can discuss the **consequences** of not doing so. I can select, use and maintain a selection of **strong, secure passwords**. I can use accessibility tools such as speech-to-text, audio support and visual aids to help me access digital content independently. I can select **appropriate tools to communicate and collaborate safely** with others within/beyond my school. I can consider the impact of **digital information** I have shared with others. I can identify misinformation and disinformation online and take steps to verify information using trusted sources. I understand the potential risks associated with online influencers, livestreaming and online challenges and know how to seek help if concerned. I can give examples of the **risks of social media**, demonstrate knowledge of how to **minimise risks and report** problems. I can demonstrate knowledge that it is **illegal** to download **copyrighted** material, including music and games, without permission from the copyright owner e.g. I know payment for the material is buying permission. I understand the effects of online comments and show **responsibility/sensitivity** online. I can talk about the **benefits and pitfalls of social media** networking sites. I know how to keep profiles for web sites and social media accounts **private** and can explain why this is important. I understand that AI-generated images, videos and text may not always be accurate and should be viewed critically.