

St Berteline's Primary School
Progression of Skills – Cycle A



	Autumn		Spring		Summer	
Year 1/2	<p style="text-align: center;">Mouse & Keyboard Skills (Y1)</p> <ol style="list-style-type: none"> 1. Move the mouse or trackpad and left click to select an object. 2. Drag and drop with mouse or trackpad to move objects around the screen. 3. Find letters or numbers on a keyboard. 4. Begin touch typing with home row keys. 	<p style="text-align: center;">E-Safety (in line with Anti Bullying week) (Y1)</p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Understand what the internet is and how people use it. 2. Understand what personal information is and why we keep personal information private. 3. Why do websites want personal information. 4. Identify when and 	<p style="text-align: center;">Text and Images (Y1)</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Change the background colour of a page. 2. Add, resize and position images (pictures) on a page. 3. Type and position text on a page, if possible using capital letters and punctuation. 4. Label pictures with text. 5. Use word-banks 	<p style="text-align: center;">Programming (Y1)</p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Place instructions into the correct order (sequence) to make something 	<p style="text-align: center;">Digital Art (Y2)</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>Progression of skills in this pack</p> <ol style="list-style-type: none"> 1. Use lines and fill tools to make interesting patterns. 2. Add a variety of shapes (outlines and fill) and label them with text. 3. Re-create graphics using pixels with different colours. 	<p style="text-align: center;">Internet Research (Y2)</p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Progression of skills in this pack</p> <ol style="list-style-type: none"> 1. Understand how a web-page displays information in different ways; text, images,

		where to go for help when concerned.	for writing sentences about pictures.	work. 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). 4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective. 5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes. 6. Sequence code blocks, including movements and execute (start		videos and interactive elements. 2. Use a web-page to answer questions.
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				program) blocks to write a program to achieve an objective.		
Year 3/4	<p>Typing (Y4)</p> <ol style="list-style-type: none"> 1. Move the mouse or trackpad and left click to select an object. 2. Drag and drop with mouse or trackpad to move objects around the screen. 3. Find letters or numbers on a keyboard. 4. Begin touch typing with home row keys, using correct hand and finger positions. 	<p>Digital Storyboards (Y3)</p> <p><i>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.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Add and edit backgrounds. 2. Add and edit characters, including changing posture, expression and clothing. 3. Add narration and speech bubbles, including formatting text. 4. Duplicate objects to match scenes. 5. Search for objects to use. 	<p>Document Editing & Creation (Y3)</p> <p><i>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.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Copy and Paste text and images. 2. Find and replace words. 3. Format text for a purpose. 	<p>Music Creation (Y3)</p> <p><i>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.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Create ascending and descending scales. 2. Add chords evenly across the scales. 3. Add arpeggios and melodies. 4. Add a steady 	<p>Digital Art (Y3)</p> <p><i>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.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Use various lines and fill tools plus copy/paste and rotation to create pattern effects. 2. Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. 	<p>Programming in Scratch (Y3)</p> <p><i>Design, write and debug programs that accomplish specific goal, including simulating physical systems. Use sequence and repetition in programs; work with various forms of input.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals. (Including outputs) 2. Use repetition in programs. 3. Work with

	<p>5. Understand how to put a keyboard back together with the correct qwerty positioning</p> <p>Comic Creation (Y3)</p> <p><i>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.</i></p> <p>Progression of skills:</p> <p>1. Add, resize and organise colour or picture backgrounds.</p>	<p>E-Safety (in line with Anti Bullying week - Y3)</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Understand what to do if something upsets you online. 2. Understand why and how people can be nasty online. 3. Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people. 4. Understand why people pretend to be someone else online. 	<p>4. Add bullet points to make lists. 5. Experiment with keyboard shortcuts.</p> <p>Infographics (Y3)</p> <p><i>Design and create content that accomplish given goals.</i></p> <p>Progression of skills in this pack</p> <ol style="list-style-type: none"> 1. Understand what an infographic is and why we use them. 2. Search for and add suitable graphic elements. 3. Add and format suitable titles and text. 4. Label an image with arrows and text. 	<p>and even rhythm. 5. Use sampled sounds to create an effective mix. 6. Build beats, melody (tones) and effects.</p>	<p>3. Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics.</p>	<p>various forms of inputs; keyboard, mouse and touch screen. 4. Write programs to simulate physical systems.</p>
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	<p>2. Add, resize, organise characters/objects to different panels.</p> <p>3. Add narration using text and direct speech using speech bubbles.</p> <p>4. Save comic with name and title.</p> <p>5. Add audio recordings (optional).</p>	<p>5. Understand why we only talk to people we know in the real world, when online.</p> <p>6. Understand why we should not always trust what we read online and how to check</p> <p>7. Understand the importance of being kind in the real world and also online.</p> <p>8. Understand how to protect digital content with a strong password.</p> <p>9. Understand the importance of using avatars and how to make them.</p>				
<p>Year 5/6</p>	<p>Scratch (Y5)</p> <p><i>Design, write and debug programs that accomplish specific goals; solve problems by</i></p>	<p>E-Book Creation</p> <p><i>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</i></p>	<p>Image Editing (Y6)</p> <p><i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</i></p>	<p>Computer Networks & the Internet (Y5)</p> <p><i>Understand computer networks, including the internet; how they</i></p>	<p>Data Handling (Y6)</p> <p><i>Select, use and combine a variety of software (including internet services). Collecting, analysing,</i></p>	<p>App Design (Y5)</p> <p><i>Select, use and combine a variety of software (including internet services) on a</i></p>

<p><i>decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer. 2. Program distance sensing and movement. 3. Program Inputs, outputs, loops, conditions, sensing and 	<p><i>content that accomplish given goals.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Add page colour and style. 2. Add, position and format text on different pages. 3. Add and position images. 4. Add audio, including hiding it behind an object. 5. Add hyperlinks to text and images. 6. Search for shapes. 7. Lock and arrange shapes (extension task). <p>E-Safety (Y5) (in line with Anti Bullying week)</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Keep 	<p><i>programs, systems and content that accomplish given goals.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Adjust the colours, brightness and contrast to improve a photo. 2. Create a before and after slide in presentation software. 3. Take and crop a screenshot. 4. Add drawing and text layers. 5. Import new images as layers and resize them to fit. 6. Add colour elements to a black and white image using layers and eraser tools. <p>Graphic Design (Y6)</p> <p><i>Design and create digital content to accomplish goals.</i></p>	<p><i>can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Understand Computer Networks, Internet and Cloud Computing and how they help us. 2. What is email and how can we use it safely? 3. Understand how and why we collaborate online (including blogging). <p>Physical Devices (Y5)</p> <p><i>Design, write and debug programs that accomplish specific goals, including</i></p>	<p><i>evaluating and presenting data and information.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Use comprehension skills to find clues that match the column headings of a spreadsheet. 2. Use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues. 	<p><i>range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</i></p> <p>Progression of skills:</p> <ol style="list-style-type: none"> 1. Adjust slide size to mimic a phone/tablet size. 2. Add text and images to a slide. 3. Add icons and text to use as navigation. 4. Duplicate slides to create multiple pages of the app. 5. Create hyperlinks to create navigation.
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	<p>variables. 4. Program list variables that chooses randomly.</p>	<p>personal information private. 2. Respect and protect again online bullies. 3. Understand the consequences of sharing photo/videos online. 4. Understand the term digital footprint. 5. How can we check online content is trustworthy. 6. How and where and who can we report concerns we have to. 7. Understand the pitfalls of in-app purchases.</p>	<p>Progression of skills: 1. Add, adjust and fill shapes. 2. Group shapes to improve accuracy and speed. 3. Add and customise gradient effects. 4. Adjust transparency/opacity for a purpose. 5. Use a colour picker correctly. 6. Accurately rotate shapes.</p>	<p><i>controlling or simulating physical systems.</i> <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p>Progression of skills: 1. Understand that computers use physical inputs and outputs and give examples. 2. Program physical inputs, outputs (e.g program LED lights) and random variables. 3. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p>		
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