

ACET Junior Academies

National Curriculum 2014: Progression in Computing

Unit packs contain suggestions on how to meet the N.C objectives using software that is freely available throughout the academies – there are many other ways to meet these objectives – focus on ensuring the children can discuss the key concepts and evidence this in books via annotation of screenshots / written explanations / recounts etc.

Key Skills grid included below is a guideline on the basic computer skills that should be included in each year group to ensure that children leave all ACET primaries with a strong grasp of common software and hardware and are able to access the KS3 content at entry.



	Key Stage 1	Key Stage 2
<p>2014 National Curriculum subject content for Key Stage 1 and Key Stage 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by 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 ▪ 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 ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ 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 ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Skills	FS2	Y1	Y2	Y3/4	Y5/6	Year 6
Input skills	<p>Move the cursor</p> <p>Type simple words using the keyboard</p>	<p>Use the cursor to click on specific items</p> <p>To understand that letters appear where the text selection indicator is and how to move that indicator</p> <p>Use the keyboard to type simple sentences and login names</p> <p>To understand the use of the enter key</p>	<p>To be able to log in independently</p> <p>To be able to select text by click-and-drag</p>	<p>To understand and use enter to start a new line or complete a command</p> <p>To understand the difference between left click and right click</p>		
Opening programmes	<p>To understand that computers run programmes or apps</p>	<p>Open a programme from the start menu</p>	<p>Understand how to use the search feature on the start menu</p>			
Saving / Loading		<p>To know that computers can save documents in their memory</p> <p>To know that documents can be stored in folders and have an understanding of the folder system</p>	<p>To be able to save a document to the desktop</p> <p>To be able to open a document from the desktop</p>	<p>To be able to save and load document independently</p> <p>To move file into and between folders</p>	<p>To independently use the file system to organise their documents</p>	
Internet		<p>Use the URL bar to perform a search</p> <p>Use google to find images</p>	<p>Use the URL bar to access a specific website</p> <p>Use google to find a known website</p>	<p>Be able to download an image from google</p> <p>To copy text from a website</p>		
Microsoft Word		<p>To be able to type a simple sentence</p> <p>To be able to use the space bar</p>	<p>To be able to change font, size and colour of text</p> <p>To use the enter key to start a new line</p>	<p>To import a saved image</p> <p>To manipulate, move and modify an image</p>	<p>To copy and paste images and text between programmes</p>	

		To be able to use SHIFT for capital letters	To use the cursor to move where typing occurs	To add and type into text boxes To make text bold/underlined To add and edit word art To change text alignment	To independently organise a page of information and images	
Microsoft Powerpoint			To add new slides To add backgrounds To add text	To add transitions/animations To add images		
Scratch 3.0		To add a sprite and background To make simple code to respond to clicking sprites to make a sound	To make simple code to make sprites respond to key presses To use different types of blocks to change size/colour, make sounds, move	To make a code to move a sprite using keys To make a sprite interact with another sprite To add a scoring system / timer To show knowledge of x and y axes and how sprites move	Use known skills to create a game with purpose and independence Create code that mimics the world e.g. gravity	
Microsoft Excel				To add simple data to cells To understand the cell reference system To change cell data alignment To add cell borders	To sort and filter data To use conditional formatting on cells To create graphs from cell data	

				To colour cells		
Website Design				To know a website is made from code	To create a simple website code for text and an image	
Image Editing		To be able to use MS paint to create an image	To understand pictures are made of pixels	To create pixel art To change the colour / filter an image on MS word in addition to borders and shadows		