Grove Primary School

Computing Skills Progression 2026-2027

KNOWLEDGE/ SKILL	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
TEXT AND MULTIMEDIA	With support, contribute to a simple class digital outcome using text, images and sound. Save and retrieve work with adult support.	Generate their own digital work with support, combining text, images and sound. Edit and improve work and begin to consider audience.	Record, edit and present information using a range of media (text, images, audio, video). Create on-screen presentations including simple hyperlinks.	Use more advanced tools in word processing and presentation software (e.g. formatting, layout). Adapt content for a known audience and seek feedback.	Create high-quality multimedia outcomes with restrained and purposeful use of effects. Evaluate effectiveness based on audience and purpose.
DIGITAL MEDIA (PHOTOS, PAINT, ANIMATION)	Use simple paint and image tools to create and modify pictures.	Use a range of tools to edit images and communicate ideas visually.	Manipulate images to convey mood or meaning. Create simple animations using sequences of images.	Create short films or animations using captured or sourced media.	Use edited images and video as part of a larger digital project (e.g. website or presentation).

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		Create a simple animation to tell a story.			
SOUND AND MUSIC (INC SOUND RECORDERS)	Choose suitable sounds from a bank to express ideas.	Record short speech and compose music using icons or blocks.	Create presentations incorporating recorded or edited sound.	Create a simple podcast using recorded audio and sound effects.	Create multi-track compositions and evaluate the impact on the audience.

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					material used where appropriate.
CONTROL (ALGORITHMS)	Control simple everyday devices to make them produce different outcomes.	Control a device, on and off screen, making predictions about the effect their programming will	Children are able to type a short sequence of instructions and plan ahead when programming devices on and off screen.	Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and	Independently create sequences of commands to control devices in response to sensing (i.e. use

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		have. Children can plan ahead.		modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.	inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.
HANDLING INFORMATION (DATABASES AND GRAPHS)	As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.	Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. Enter information into a simple branching database, database orword processor and use it to answer questions. They save, retrieve and edit their work.	Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject. They follow straight forward lines of enquiry to search their data for their own purposes. They talk about their experiences of using ICT to process data compared with other methods.	Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions. Enter information and interrogate it (by searching, sorting, graphing etc). Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.	Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings. The need for accuracy is demonstrated and strategies for spotting implausible data are evident. Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases).

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MODELLING AND SIMULATIONS (SPEADSHEETS, ADVENTURE GAMES AND SIMULATIONS)	Make simple choices to control a simple simulation program.	Children are able to play an adventure game and use a simple simulation, making choices and observing the results. Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.	Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheetto store data and produce graphs.	Set up and use a spreadsheet model toexplore patterns and relationships. Make predictions. Know how to enter simple formulae to assist this process.	Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if …" questions and change variable in their model. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. Relate their use of spreadsheets to model situations to the wider world.
DATA LOGGING (SCIENCE AND MATHS)			Begin to use a data logger to sense physical data (sound, light, temperature).	Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. Interpret the results and use these in theirinvestigations. Realise the advantages of using ICTto collect data	Children are able to identify their own opportunities for data logging and carry out their own experiments. They check and question results and are able to spot trends in data and identify when problems may have occurred.

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			(e.g. parents accessing bank details)		
UNDERSTANDING TECHNOLOGIES (THE INTERNET)		Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)	Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs.	Perform a search using different search engines and check the results against each other, explaining why they might be different. Show an awareness of the need for accuracy in spelling and syntax to search effectively.	Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication

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