

## St Merryn Progression of Skills Document (including digital literacy)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	<p>Programming A – moving a robot</p> <p>Programming B – introduction to animation</p> <p>(refer to KS1 progression of skills document)</p>	<p>Programming A – robot algorithms</p> <p>Programming B – introduction to quizzes</p> <p>(refer to KS1 progression of skills document)</p>	<p>Programming A - stop frame animation</p> <p>Programming B – events and actions</p> <p>(refer to KS2 progression of skills document)</p>	<p>Programming A – repetition in shapes</p> <p>Programming B - repetition in games</p> <p>(refer to KS2 progression of skills document)</p>	<p>Programming A – selection in physical computing</p> <p>Programming B – selection in quizzes</p> <p>(refer to KS2 progression of skills document)</p>	<p>Programming A – variables in a game</p> <p>Programming B – sensing</p> <p>(refer to KS2 progression of skills document)</p>
Digital literacy	<p><b>Internet safety</b>                      Going places safely - Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe                      ABC searching - Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet                      Keep it private -Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests                      My creative work - Pupils are introduced to the concept of having ownership over</p>	<p><b>Internet safety</b>                      Staying safe online - Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them                      Follow the digital trail - Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.                      Screen out the mean - Pupils learn that children sometimes can act like bullies when they are</p>	<p><b>Internet safety</b>                      Powerful passwords – Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.                      My online community - Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.                      Things for sale -</p>	<p><b>Internet safety</b>                      Rings of responsibility - Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens                      Private and personal information - How can you protect yourself from online identity theft? Pupils think critically about the information they share online.                      The power of words - Pupils consider that they may get online messages from other kids that can</p>	<p><b>Internet safety</b>                      Strong passwords - Pupils learn how to create secure passwords in order to protect their private information and accounts online.                      Digital citizen pledge - Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.                      You’ve won a prize - Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>	<p><b>Internet safety</b>                      -Talking safely online - Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.                      Super digital citizen – Pupils explore Spider Man’s motto, “with great power comes great responsibility” through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p>

	<p>creative work. They practice putting their name and date on something they produce</p> <p>Sending emails - Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p>	<p>online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>Using keywords - Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p> <p>Sites I like - Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p>	<p>Pupils examine product websites and understand that the purpose of the site is to encourage buying the product.</p> <p>Pupils learn methods used to promote products on these sites.</p> <p>Show respect online - Pupils explore the similarities and differences between in person and online communications, and then learn how to write clear and respectful messages.</p> <p>Writing good emails - Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p>	<p>make them feel angry, hurt, sad, or fearful.</p> <p>Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p> <p>The Key to Keywords - Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p> <p>Whose is it, anyway? - Pupils learn that copying the work of others and presenting it as one's own is called plagiarism.</p> <p>They also learn about when and how it's ok to use the work of others.</p>	<p>How to cite a site - Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources</p> <p>Picture perfect - Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<p>Privacy rules – Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p> <p>What is cyberbullying - Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>Selling stereotypes – Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children</p>
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Information technology	Computing systems and networks	Computing systems and networks – IT around us	Computing systems – connecting computers	Computing systems and networks – the internet	Computing systems and networks – sharing information	Computing systems and networks – communication
	Creating media – digital painting	Creating media – digital photography	Creating media – sequence in music	Creating media – audio editing	Creating media – video editing	Creating media – web page creation
	Data and information – grouping data	Data and information – pictograms	Data and information – branching databases	Data and information – data logging	Data and information – flat file databases	Data and information – introduction to spreadsheets
	Creating media – digital writing	Creating media – Making music	Creating media – desktop publishing	Creating media – photo editing	Creating media – Vector drawing	Creating media – 3D modelling
	(refer to KS1 progression of skills document)	(refer to KS1 progression of skills document)	(refer to KS2 progression of skills document)	(refer to KS2 progression of skills document)	(refer to KS2 progression of skills document)	(refer to KS2 progression of skills document)