COMPUTING Skills Ladder

	Α	ssessm	ent of	Skills				Subjec	t: CO	MPUTI	NG				١	'ear:	
Term a	Term and Topic: Term and Topic:		Term and Topic:		Term a	Term and Topic:		Term a	Term and Topic:		Term and Topic:						
1.			2.			3.			4.			5.	5.		6.	6.	
Number children	r of n in class:		Number	of in class:		Number children	of in class:		Number	of in class:			Number of children in class:		Number of children in class:		
Names	of SEN:		Names	of SEN:		Names o	of SEN:		Names	of SEN:		Names	Names of SEN:		Names	Names of SEN:	
Names	of EAL:		Names	of EAL:		Names	of EAL:		Names	of EAL:		Names	Names of EAL:		Names of EAL:		
Names	of PP:		Names	of PP:		Names o	of PP:		Names	of PP:		Names	of PP:		Names	of PP:	
workin	Names of children working at each age expectation :		Names of children working at each age expectation			of childre g at each ation:			of childre g at each a ation:			of childre g at each ation:			s of childreng at each tation:		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Next steps to develop skills /Comments:			eps to dev Comments	•		eps to dev Comments	•		eps to dev Comments	-		eps to de Comment	-		teps to de Comment	•	

Highlight Skills Ladders below to show coverage:

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E- Safety and the use of the internet	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.	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.	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.	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content
	Begin to understand that computers use icons, menus and links to provide information and instructions.	Begin to understand that computers use icons, menus and links to provide information and instructions.	To talk about the different forms of information and understand how to use the information to answer questions.	and contact. Use search engines effectively and appreciate how results are selected and ranked and be specific when evaluating digital content.	and contact. Use search engines effectively and appreciate how results are selected and ranked and be specific when evaluating digital content and to be aware that web sites are not always accurate and that information should be checked.	and contact. Use search engines effectively by modifying searches further and appreciate how results are selected and ranked and be specific when evaluating digital content and to be aware that web sites are not always accurate and that information should be checked.	and contact. Use search engines effectively by modifying searches further and appreciate how results are selected and ranked and be specific when evaluating digital content and to be aware that web sites are not always accurate and that information should be checked. Recognise the
			To accoming the leavest f	Lie de material	Lindoute ed	Lla dante e d	impact of using incorrect information in their work.
			To recognise the layout of websites and navigate using links and menu buttons.	Understand computer networks	Understand computer networks	Understand computer networks	Understand computer networks

				Understand that w have a specific add locate links to diffe websites.	lress and	including the internet and how they can provide multiple services such the World Web and the opportunitithey offer focollaboration and communical	internet and how they can provide multip services such a the World Wide Web and the e opportunities es they offer for collaboration and communication	s services such as the World Wide Web and the opportunities they offer for collaboration and	including the internet and how they can provide multiple services such as the World Wide Web and the opportunities they offer for collaboration and communication.
								Discuss issues of copyright and downloading material.	Discuss issues of copyright and downloading material.
	EYFS		Year 1	Year 2	Year 3		Year 4	Year 5	Year 6
Algorithms	instructio	o follow simple res.	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.	how son	g to explain ne simple ns work and t and errors in ns and	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	how some simple algorithms work and to detect and correct errors in algorithms and programs.	how some simple
		EYFS	Year 1	Year 2	Year 3		Year 4	Year 5	Year 6
Coding and Programmin	ng	Uses a simple program on a computer or a device	Create and debug simple programs.	Create and debug simple programs.	or simula physical solve pro breaking into sma	ograms omplish oals, controlling ting systems, blems by them down ler parts.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by breaking them down into smaller parts.	or simulating physical systems, solve problems by breaking them dow into smaller parts.	or simulating physical systems, solve problems by breaking them down into smaller parts.
			Use logical reasoning to predict the behaviour of	Use logical reasoning to predict the behaviour of	Use sequence selection repetition	and	Use sequence, selection and repetition in	Use sequence, selection and repetition in	Use sequence, selection and repetition in

		simple programs.	Explore the use of combining sequences of	programs; work with variables and various forms of input and output. Use software to make basic puzzles and quizzes,	programs; work with variables and various forms of input and output. Use computer game design software to plan, design and	programs; work with variables and various forms of input and output. Use visual programming based software to plan,	programs; work with variables and various forms of input and output. Use visual programming based software to plan,
			instructions to follow patterns and create shapes	changing parameters e.g. time allowed, points and number of pieces.	make their own multi-level game.	design and create non game software which use logic, algorithms and calculations.	design and create non game software which use logic, algorithms and calculations.
						Understand that software relies on codes to run and that a range of coding languages exist.	Understand that software relies on codes to run and that a range of coding languages exist.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Representing Data and Data Handling	Begins to recognise the different forms of data. Graphs, lists, webpages and tables.	Use ICT to sort objects into groups according to a given criteria.	To begin to create their own databases to identify and classify objects.	Understand what a database is and the basic structure of one and generate graphs using the information from them.	Plan and create their own database creating fields and applying simple data.	Continue to use, query and create their own databases linking to work across the curriculum.	Continue to use, query and create their own databases linking to work across the curriculum
	Begins to collect and interpret simple sets of data.	To begin to use technology to create graphs and pictograms.	To use technology to create graphs, adding labels and amending charts.	Continue to use technology to create graphs and charts	Begin to use a spreadsheet to enter data and create graphs	Continue to use the computer and spreadsheets to create and alter graphs and charts.	Continue to use the computer and spreadsheets to create and alter graphs and charts
							Understand what a spreadsheet is and the basic features of a spreadsheet and how these may be used in real life applications.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information	Begins to operate	To begin to use a range	To understand the	Make sensible	Make sensible	Make sensible	Make sensible
Technology	simple equipment	of different technology	purpose of, and begin	choices about the	choices about the	choices about the	choices about the
	e.g. turns on CD	e.g. computers, laptops,	to independently use a	technology they	technology they	technology they use	technology they use
	player and uses a	tablets, cameras and	range of different	use to help them	use to help them	to help them work	to help them work
	remote control.	microphones	technology e.g.	work and to	work and to justify	and to justify their	and to justify their
		Davidon their femiliarity	computers, laptops,	justify their	their choices.	choices.	choices Talk about
		Develop their familiarity with a computer and	tablets, cameras and	choices.			the different forms
		keyboards.	microphones.				of electronic
		keyboarus.					communication and
							web tools,
							discussing
							advantages and
	Begins to know	Use technology	Use technology	Select, use and	Select, use and	Select, use and	disadvantages. Select, use and
	that information	purposefully to create,	purposefully to create,	combine a variety	combine a variety	combine a variety of	combine a variety of
	can be retrieved	organise, store,	organise, store,	of software	of software	software (including	software (including
	on computers.	manipulate and retrieve	manipulate and	(including	(including internet	internet services) on	internet services) on
	on compaters.	digital content.	retrieve digital	internet services)	services) on a	a range of devices to	a range of devices to
		digital content	content.	on a range of	range of devices to	design and create a	design and create a
			55561101	devices to design	design and create	range of programs	range of programs
				and create a	a range of	and content that	and content that
				range of	programs and	accomplish given	accomplish given
				programs and	content that	goals including	goals including

		content that accomplish given goals including analysing evaluating and presenting.	accomplish given goals including analysing evaluating and presenting.	analysing evaluating and presenting.	analysing evaluating and presenting.
Use SeeSaw to record video and take photographs.	Use SeeSaw to record video and take photographs.	Use SeeSaw to independently record video and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work.	Use SeeSaw to independently record video paying attention to the quality of video capture and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work.	Use SeeSaw to independently record video paying attention to the quality of video capture and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work.	Use SeeSaw to independently record video paying attention to the quality of video capture and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work.
Recognise common uses of information technology outside of school.	Recognise common uses of information technology outside of school.	Develop their independence and confidence in using different digital devices.	Develop their independence and confidence in using different digital devices.	Develop their independence and confidence in using different digital devices.	Develop their independence and confidence in using different digital devices.
	Begin to manipulate information by using copy and paste.	Use desktop publishing tools to create posters, leaflets and other documents which require specific formatting	Edit video using a range of basic video editing applications.		Create websites based on topics, areas of interest and create presentations which link into a topic, area of interest, choosing appropriate tools and services.
	Create basic word documents and power points by adding images, text, word art and learn to save and load their work.	Continue to word process using more advanced features such as columns and borders. Begin to use	Collaborate with	Collaborate on	Collaborate on
	Recognise common uses of information technology outside of	Recognise common uses of information technology outside of school. Begin to manipulate information by using copy and paste. Create basic word documents and power points by adding images, text, word art and learn to save and	Recognise common uses of information technology outside of school. Recognise common uses of information technology outside of school. Registro manipulate information by using copy and paste. Registro manipulate information by using copy and paste. Create basic word documents and power points by adding images, text, word art and learn to save and load their work. Create basic word documents and power points by adding images, text, word art and learn to save and load their work. Use SeeSaw to record video and presenting. Use SeeSaw to record video and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work. Develop their independence and confidence in using different digital devices. Use desktop publishing tools to create posters, leaflets and other documents which require specific formatting	Use SeeSaw to record video and take photographs. Use SeeSaw to record video and take photographs. Use SeeSaw to record video and take photographs. Use SeeSaw to record video and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work. Recognise common uses of information technology outside of school. Recognise common uses of information technology outside of school. Begin to manipulate information by using copy and paste. Begin to manipulate information by using copy and paste. Create basic word documents and power points by adding images, text, word art and learn to save and load their work. Create basic word documents and power points by adding images, text, word art and learn to save and load their work. Develop their independence and confidence in using different digital devices. Use desktop publishing tools to create posters, leaflets and other documents which require specific formatting Continue to word process using more advanced features such as columns and load their work. Develop their independence and confidence in using different digital devices. Continue to word process using more advanced features such as columns and load their work.	accomplish given goals including analysing evaluating and presenting. Use SeeSaw to record video and take photographs. Use SeeSaw to record video and take photographs. Develop their own work and their peers of information technology outside of school. Recognise common uses of information technology outside of school. Recognise common by using copy and paste. Create basic word documents and power points by adding images, text, word and alearn to save and load their work. Create basic word and learn to save and load their work. Create basic word and learn to save and load their work. Develop their independence and confidence in using different digital devices. Edit video using analysing goals including analysing evaluating and presenting. Use SeeSaw to independently record video and take photos for a range of purposes as well as captioning and commenting on their own work and their peers work. Develop their independence and confidence in using different digital devices. Develop their independence and confidence in using different digital devices. Edit video using applications. Develop their independence and confidence in using different digital devices. Edit video using applications.

	collaborate	to produce a	range of online and	range of online and
	together eg	finished piece of	desktop tools and	desktop tools and
	adding to a w	ord work to support	use alternative	use alternative
	bank or writing	ng a other areas of the	presentation tools.	presentation tools.
	shared story.	curriculum.		