COMPUTING Skills Ladder

Assessment of Skills		Subject: COMPUTING		Year:	
Term and Topic: 1.		**Term and Topic:** 2.		**Term and Topic:** 3.		**Term and Topic:** 4.		**Term and Topic:** 5.		**Term and Topic:** 6.	

Number of children in class:		Number of children in class:		Number of children in class:		Number of children in class:		Number of children in class:		Number of children in class:	
Names of SEN:		Names of SEN:		Names of SEN:		Names of SEN:		Names of SEN:		Names of SEN:	
Names of EAL:		Names of EAL:		Names of EAL:		Names of EAL:		Names of EAL:		Names of EAL:	
Names of PP:		Names of PP:		Names of PP:		Names of PP:		Names of PP:		Names of PP:	

Names of children working at each age expectation :			Names of children working at each age expectation			Names of children working at each age expectation:			Names of children working at each age expectation:			Names of children working at each age expectation:			Names of children working at each age expectation:		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:			Next steps to develop skills /Comments:		

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

	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 and contact.	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.
	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.	Use search engines effectively and appreciate how results are selected and ranked and be specific when evaluating digital content.	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.	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.	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 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 websites have a specific address and locate links to different websites.	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.	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.	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.	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	Understands simple instructions. Begins to follow simple procedures.	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.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coding and Programming	Uses a simple program on a computer or a device	Create and debug simple programs.	Create and debug simple programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by breaking them down into smaller 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.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by breaking them down into smaller 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.
		Use logical reasoning to predict the behaviour of	Use logical reasoning to predict the behaviour of	Use sequence, selection and repetition in	Use sequence, selection and repetition in	Use sequence, selection and repetition in	Use sequence, selection and repetition in

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			simple programs.	simple programs.	programs; work with variables and various forms of input and output.	programs; work with variables and various forms of input and output.	programs; work with variables and various forms of input and output.	programs; work with variables and various forms of input and output.
				Explore the use of combining sequences of instructions to follow patterns and create shapes	Use software to make basic puzzles and quizzes, changing parameters e.g. time allowed, points and number of pieces.	Use computer game design software to plan, design and make their own multi-level game.	Use visual programming based software to plan, design and create non game software which use logic, algorithms and calculations.	Use visual programming based software to plan, 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 Technology	Begins to operate simple equipment e.g. turns on CD player and uses a remote control.	To begin to use a range of different technology e.g. computers, laptops, tablets, cameras and microphones Develop their familiarity with a computer and keyboards.	To understand the purpose of, and begin to independently use a range of different technology e.g. computers, laptops, tablets, cameras and microphones.	Make sensible choices about the technology they use to help them work and to justify their choices.	Make sensible choices about the technology they use to help them work and to justify their choices.	Make sensible choices about the technology they use to help them work and to justify their choices.	Make sensible choices about the technology they use to help them work and to justify their choices. . Talk about the different forms of electronic communication and web tools, discussing advantages and disadvantages.
	Begins to know that information can be retrieved on computers.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Select, use and combine a variety of software (including internet services) on a range of devices to design and create a range of programs and	Select, use and combine a variety of software (including internet services) on a range of devices to design and create a range of programs and content that	Select, use and combine a variety of software (including internet services) on a range of devices to design and create a range of programs and content that accomplish given goals including	Select, use and combine a variety of software (including internet services) on a range of devices to design and create a range of programs and content that accomplish given 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 online tools to	Collaborate with peers on a project	Collaborate on projects using a	Collaborate on projects using a

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