Cedar Progression in Computing

Term 1	Term 2	Term 3
e-Safety 4 I use the safety features of websites as well as reporting concerns to an adult. 4 I know that anything I share online can be seen by others. 4 I comment positively and respectfully online and through text messages. 5 I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. 5 I know that anything I post online can be seen, used and may affect others. 5 I can explain the importance of communicating kindly and respectfully.	**e-Safety** 4 I choose a secure password and appropriate screen name when I am using a website. 4 I can talk about the ways I can protect myself and my friends from harm online. 5 I can choose a secure password and appropriate screen name. 5 I protect my password and other personal information.	**e-Safety** 4 I choose websites, apps and games that are appropriate for my age. 4 I can help my friends make good choices about the time they spend online. 4 I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. 5 I can talk about the dangers of spending too long online or playing a game. 5 I can discuss the importance of choosing an age-appropriate website, app or game. 5 I can explain why I need to protect my computer or device from harm.
Programming 4 I can use an efficient procedure to simplify a program. 4 I know that I need to keep testing my program while I am putting it together. 4 I can recognise an error in a program and debug it. 5 I can refine a procedure using repeat commands to improve a program. 5 I can use 'if' and 'then' commands to select an action. 5 I can use logical reasoning to detect and debug mistakes in a program. 5 I use logical thinking, imagination to extend a program.	**Programming** 4 I recognise that an algorithm will help me to sequence more complex programs. 4 I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 5 I can use a variable to increase programming possibilities. 5 I can talk about how a computer model can provide information about a physical system.	**Programming** 4 I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. 4 I can use a sensor to detect a change which can select an action within my program. 4 I can use a variety of tools to create a program. 5 I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. 5 I can change an input to a program to achieve a different output.

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Technology in our lives 4 I can tell you whether a resource I am using is on the Internet, the school network or my own device. 4 I can identify key words to use when searching safely on the World Wide Web. 4 I think about the reliability of information I read on the World Wide Web. 5 I can use different online communication tools for different purposes. 5 I can use a search engine to find appropriate information and check its reliability. 5 I can recognise and evaluate different types of information I find on the World Wide Web.	**Handling Data** 4 I can organise data in different ways. 4 I can collect data and identify where it could be inaccurate. 4 I can plan, create and search a database to answer questions 5 I can use a spreadsheet and database to collect and record data. 5 I can present data in an appropriate way. 5 I can search a database using different operators to refine my search.	**Technology in our lives** 4 I can tell you how to check who owns photos, text and clipart. 4 I can create a hyperlink to a resource on the World Wide Web. 4 I can recognise that websites use different methods to advertise products. 5 I can describe different parts of the Internet. 5 I can describe the different parts of a webpage. 5 I can find out who the information on a webpage belongs to. 5 I know which resources on the Internet I can download and use. 5 I can describe the ways in which websites advertise their products to me.
Multimedia 4 I can use photos, video and sound to create an atmosphere when presenting to different audiences. 4 I can change the appearance of text to increase its effectiveness. 4 I can create, modify and present documents for a particular purpose. 4 I can use a keyboard confidently and make use of a spellchecker to write and review my work. 5 I can use text, photo, sound and video editing tools to refine my work. 5 I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.	**Multimedia** 4 I can use an appropriate tool to share my work and collaborate online. 4 I am confident to explore new media to extend what I can achieve. 4 I can give constructive feedback to my friends to help them improve their work and refine my own work. 5 I can select an appropriate online or offline tool to create and share ideas. 5 I can use the skills I have already developed to create content using unfamiliar technology. 5 I can review and improve my own work and support others to improve their work.	**Handling Data** 4 I can choose the best way to present data to my friends. 4 I can use a data logger to record and share my readings with my friends. 5 I can choose an appropriate tool to help me collect data. 5 I can talk about mistakes in data and suggest how it could be checked.