Oak Class Progression in Computing

Term 1	Term 2	Term 3
e-Safety 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. 6 I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. 6 I can explain the consequences to myself and others of not communicating kindly and respectfully.	**e-Safety** 5 I can choose a secure password and appropriate screen name. 5 I protect my password and other personal information. 6 I protect my password and other personal information. 6 I can explain the consequences of sharing too much about myself online.	**e-Safety** 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. 6 I can explain the consequences of spending too much time online or on a game. 6 I protect my computer or device from harm on the Internet.
Programming 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 and creativity to extend a program. 6 I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. 6 I can use logical reasoning to detect and correct errors in algorithms and programs.	**Programming** 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. 6I can recognise when I need to use a variable to achieve a required output. 6 I can use a variable and operators to stop a program.	**Programming** 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. 6 I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. 6 I can explain and program each of the steps in my algorithm. 6 I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.

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Technology in our lives	Handling Data	Technology in our lives
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. 6 I can tell you the Internet services I need to use for different purposes. 6 I can select an appropriate tool to communicate and collaborate online. 6 I can talk about the way search results are selected and ranked. 6 I can check the reliability of a website.	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. 6 I can plan the process needed to investigate the world around me. 6 I can interpret the data I collect. 6 I can present the data I collect in an appropriate way. 6 I use the skills I have developed to interrogate a database.	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. 6 I can describe how information is transported on the Internet. 6 I can tell you about copyright and acknowledge the sources of information that I find online. 6 I know that websites can use my data to make money and target their advertising.
Multimedia	**Multimedia**	**Handling Data**
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. 6 I can talk about audience, atmosphere and structure when planning a particular outcome. 6 I can combine a range of media, recognising the contribution of each to achieve a particular outcome.	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. 6 I can tell you why I select a particular online tool for a specific purpose. 6 I can confidently identify the potential of unfamiliar technology to increase my creativity. 6 I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.	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. 6 I can select the most effective tool to collect data for my investigation. 6 I can check the data I collect for accuracy and plausibility.

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