

Hoo Progression Steps

Computing

Yr 1

Computers

- Recognise common uses of information technology in the home and school environment
- Recognise some ways in which the internet can be used to communicate

Using a Computer

- Use technology purposefully to create digital content
- Use the internet with adult support to communicate with people I know
- Give examples on how to communicate with people I know
- I can talk about how I can use the internet to find things out

E Safety

- Describe ways in which people can be unkind online
- Offer examples of how this can make others feel
- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)
- I can describe the people I trust and can share my personal information with them and I can explain why I can trust them.
- Understand where to go for help and support when I have concerns about content of contact on the internet or other online technologies

Coding

- Predict the behaviour of simple programs
- Understand what algorithms are and how they are implemented on digital devices

Self-Image & Identity/Copyright and Ownership

- I can recognise that I can say no, I'll tell, please stop to somebody who asks me to do something that makes me feel sad, embarrassed or upset
- I can recognise that there may be people online who could make me feel sad, embarrassed or upset
- I know that work I create belongs to me
- I can name my work so that others know it belongs to me



Computers

- Recognise common uses of information technology beyond school
- Using a Computer**
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Identify ways that information can be put onto the internet
- Use technology purposefully to create digital content comparing the benefits of different programs
- Use the internet to communicate with people I do not know well
- Identify devices to access information on the internet
- Talk about how I can use the internet to find things out
- I can identify devices I could use to access information on the internet
- I can use simple keywords in search engines
- Give simple examples of how to find information on the internet
- I can demonstrate how to navigate a simple back page to get information I need (home/back/forward/tabs) etc

E-Safety

- I can explain how passwords can be used to protection information and devices
- Describe how to behave online in ways that do not upset others
- Give examples of bullying behaviour and how it could look online
- Understand how bullying can make someone feel
- Explain how someone would get help about being bullied online or offline
- Use technology safely and keep personal information private
- Recognise that information can stay online and could be copied
- I can explain why I should always ask a trusted adult before I share any information about myself online
- Describe what information should not go online without asking a trusted adult first

- Explain how information online about me can last for a long time
- Know who to talk to if someone has made a mistake about putting something online
- I can recognise more detailed examples of information that is personal to me – names of people in my family, where I go school etc.

Coding

- Use logical reasoning to predict the behaviour of simple programs
- Create simple programs
- Create and debug simple programs
- Debug simple programmes by using logical reasoning to predict the actions instructed by the code
- Understand that programs execute by following precise and unambiguous instructions
- I can explain how other people's identity online can be different to their identity in real life
- I can describe ways in which people might make themselves look different online
- I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.
- I can explain why work I create using technology belongs to me – it is my idea / I designed it
- I can save my work so that others know it belongs to me (filename, name of content)

Online Relationships

- Explain why it is important to be considerate and kind to people online

Computers

- Recognise input and output devices and how they are used
- Use a range of input and output devices efficiently

Networks

- Understand that computer network allows the sharing of data and information
- Understand that the internet is a network of computers and that information can be shared between the computers

Using a Computer

- With support select and use a variety of software to achieve a given task
- Give examples of specific technology communication (emoji's, text speak etc)
- Describe ways people who have similar interests can get together online

E-Safety

- Can explain what bullying is and can describe how people may bully others
- Can describe rules about how to behave online and how to follow them
- Can identify some online technologies where bullying may take place
- I can use appropriately secure passwords to keep my accounts and devices secure
- Use technology safely and respectfully, keeping personal data private
- Use technology safely and recognise acceptable and unacceptable behaviour
- Explain why I should be careful who I trust online and what information I should trust with them
- Explain what it means to "know" someone online and how this might be different to knowing someone in real life

Net Searching

- Search information about myself online
- Use simple search technologies to find web pages

- I can describe what voice activated searching is and how it might be used – Alexa, Siri
- Understand that not all websites are reliable as others

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Coding

- Design, write and debug programs that complete a given task
- Explain how simple algorithms solve a problem given

Self-Image & Identity / Copyright & Ownership

- I can explain what is meant by the term identity
- I can explain how I can represent myself in different ways online
- I can explain ways in which I might change my identity depending on what I am doing online – gaming avatar, appropriate social media, working at school
- I can describe why other people's work belongs to them
- I can recognise that content on the internet may belong to other people



Computers

- Use a range of input devices such as cameras or sensors

Networks

- Understand what servers are and how they help a network achieve tasks such as controlling printers, help sharing files, communicate with other machines

Using a Computer

- With support select and use a variety of software on a range of digital devices
- Describe strategies for safe and fun experiences in a range of online social environments
- With support select, use and combine a variety of software on a range of digital devices to accomplish given goals
- I can explain why spending too much time using technology can sometimes have a negative impact on me
- I can explain how using technology can distract me from other things I might do or should be doing
- I can identify times or situations when I might need to limit the amount of time I use technology

E Safety

- Explain how to block users who are upsetting me
- Can describe ways people can be bullied through a range of media – image, chat, video, text
- Can explain why I need to think carefully about how content I post might affect others
- Recognise when someone is upset, hurt or angry online
- Describe how to get help or someone that is being bullied online and decide if I need to tell somebody else
- Use technology responsibly and understand that communication online may be seen, copied and shared by others without me knowing.
- Explain that there may be people online who want to do me or my friends harm
- Recognise that it is not my fault if people want to do me or my friends harm
- I can explain that others online may pretend to be me or other people, including my friends

- I can suggest reasons why they might do this – fraud, being unkind, finding out about me and my friends, get to others through my contacts
- Know what to do and who to go to if I see something online which worries me
- Explain how others can find information about me by looking online
- I can explain what a strong password is
- I can describe simple strategies for creating and keeping passwords private
- I know what to do if my password is lost or stolen
- Explain how some of the information about me online could have been created, copied or shared by others
- I can explain how and why some apps may request or take payment for additional content (in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
- I can explain the differences between things which are made up and things which are true

Net Searching

- Understand how results are selected and ranked by search engines

Coding

- Break programs up into smaller parts
- Use logical thinking to identify and solve potential bugs during coding
- Select and combine a variety of software, systems and content to achieve a task

Self-Image & Identity / Copyright & Ownership

- I can explain how my online identity can be different to the identity I present in “real life”
- I can describe how to make the right decisions about how I interact with others and how others perceive me
- I can explain why copying someone else’s work from the internet without permission can cause problems
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
- I can give examples of what those problems might be

Online relationships

- Give examples of how to be respectful to others online
- Make positive contributions to online communities

C Networks

- Use the internet to share data with another person.

Using a Computer

- Select appropriate software to use for a given task
- Independently select, use and combine a variety of software to design and create content for a given audience
- I can describe ways technology can affect healthy sleep and describe some of the issues
- I can describe common systems that regulate age-related content (PEGI, BBFC, Parental Warnings) and describe their purpose
- I can describe some strategies, tips or advice to promote healthy sleep with regards to technology
- I can action different strategies to limit the impact of technology on my health (night-shift mode, regular breaks, correct posture, sleep, diet, exercise)
- I can explain the importance of self-regulating my use of technology for example, through monitoring my time online

E-Safety

- I can use different passwords for a range of online services
- I can describe effective strategies for managing my passwords (e.g. password managers, acronyms, stories)
- Can explain how to block abusive users
- Describe the helpline services who can support me and what I would say and do if I needed their help
- Describe how to capture bullying content as evidence e.g. screen-grab, to share with people who can help me
- Identify a range of ways to report concerns both in school and at home about online bullying
- Explain how I would report online bullying on the apps and platforms I use
- Understand responsibility for the well-being of others in shared online social groups
- Explain how rash and impulsive communications online may cause problems for myself and others



- Demonstrate how I would support others having difficulties online
- Demonstrate ways of reporting problems online for myself and friends
- I can explain how many free apps or services may read and share my private information (friends, contacts, likes, images, videos, voice messages, geolocation etc) with others
- I can explain what app permissions are and can give examples from the technology or services I use
- Understand the need to only select age appropriate content.

Net Searching

- Use filters and more advanced features when searching online
- Use filters when searching and appreciate how results are selected and ranked
- Search for information about an individual online and create a summary report of the information I find
- Describe how information about people online can be used by others to make judgements about an individual.

Coding

- Design, input and test increasingly complex programmes to achieve a given task
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Design, write and test simple programs which incorporate repeating loops allowing actions to be repeated for a set number of times
- Design, write and test programs where the end result is determined by actions earlier in the program by using effective sequencing instructions
- Explain how complex algorithms solve a given problem

Self-Image & Identity / Copyright and Ownership

- Explain how identity online can be copied, modified or altered
- Demonstrate responsible choices about online identity depending on the context being used
- Demonstrate how media can shape ideas about gender
- Identify messages about gender roles and make judgements about the messages being given
- I can assess and justify when it is acceptable to use the work of others

Networks

- Understand how computers are able to communicate and share information
- Use the internet to share and transfer data to a third party

Using a Computer

- Select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.
- Design and create a range of programs for a given audience
- Independently use software to help analyse and present data and information.

E-Safety

- Use technology respectfully and responsibly
- Identify a range of ways to report concerns about content and contact in and out of school
- I can describe simple ways to increase privacy on apps and services that provide privacy settings.
- Explain how I am developing an online reputation which will allow other people to form an opinion of me
- I can describe simple ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (scams, phishing)

Net Searching

- Recognise trustworthy sources of information on the internet
- Use filters in search engines to find exactly what I am looking for

Coding

- Include use of sequences, selection and repetition with the hardware to explore real world systems
- Solve problems by breaking them down into smaller parts
- Create programs which use variables
- Use loops, sequences, IF statements and variable to alter the way a program runs

Use logical reasoning to explain how increasingly complex programs work and to detect and correct errors in algorithms and programs efficiently

Self-Image & Identity / Copyright & Ownership

- Challenge and explain why it is important to reject inappropriate messages about gender online.
- Describe and give examples of issues online that might make others feel sad, worried, anxious
- Describe how I and others can get help and support, both on and offline
- Explain why I should keep asking for help until I get the help I need
- Describe some simple ways that help build a positive online reputation
- I can give examples of content that is permitted to be reused
- I can demonstrate the use of search tool to find and access online content which can be reused by others
- I can demonstrate how to make references to and acknowledge sources I have used from the internet

