Word Progressing Progression Overview 2023

Computing curriculum is separated into six different areas – Programming, Word processing, Graphics, multimedia, spreadsheet and E-safety. All modules are taught through the platform of Purple Mash apart from Word processing. Computing is taught in a yearly cycle.

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|  | **Early years foundation stage and Key stage 1** | | | | **Key stage 2** | | |
| **National curriculum subject content.** | Pupils should be taught to:  \*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  \* create and debug simple programs  \* use logical reasoning to predict the behaviour of simple programs  \* use technology purposefully to create, organise, store, manipulate and retrieve digital content  \* recognise common uses of information technology beyond school  \* 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. | | | | Pupils should be taught to:  ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | |
| **Knowledge and skills.**  Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.  **Links to other subject areas** | **EYFS** | **YR1/YR2** | | **YR3/YR4** | | **YR5/YR6** | |
| **Word processing (Microsoft Word)** | | | | |  | |
| **Nursery**  N/A  **Reception**  N/A | | **Year 1**  Develop confident hand eye co-ordination with the mouse,  Select a number of objects including words,  Type simple sentences using spaces and capital letters using ‘caps lock’ function,  Use the spacebar with support.  Use the backspace key to change or correct text.  **Year 2**  Open a document using the ‘File’ and ‘Open’ options on the tool bar with support,  Save a document using the ‘file’ and ‘save as’ function with support,  Highlight text and change the font using **B**, *I,*  U functions,  Highlight the text and change the size of the text,  Write in full sentences, using ‘caps lock’ for capital letters, spaces and inserting full stops,  Use the ‘enter key’ to begin a new line or paragraph,  Use ‘backspace’ to correct a mistake. | | **Year 3**  Open a document using the ‘File’ and ‘Open’ options on the tool bar,  Save a document using the ‘file’ and ‘save as’ function and choose an appropriate name for the document,  Highlight text and change the font, format and sizing of text,  Align text using centre, left and right alignment keys to improve the layout of a document,  Use the shift key to add ?,! and capital letter into text,  Use the spelling check tool to improve spelling,  Insert an image using ‘copy and paste’ function or using the snipping tool, (Children need to understand the difference between the two functions) into a piece of text and be able to resize it,  Insert/ delete a word or text using the mouse and arrow keys.  **Year 4**  Open a document using the ‘File’ and ‘Open’ options on the tool bar,  Save a document as a draft, using the ‘save as’ function and then using the ‘save’ function to save the final document,  Change the font, format and sizing of text appropriate for the document, (poster, letter, information text)  Change the document from portrait into landscape,  Insert a text box and place it appropriately within a document,  Use bullet points within a document,  Use the spelling check tool to improve spelling,  Insert text or an image using ‘copy and paste’ function or using the snipping tool, (Children need to understand the difference between the two functions).  Amend text using the find a replace function and understand its benefit. | | **Year 5**  Open a document using the ‘File’ and ‘Open’ options on the tool bar independently,  Save a document as a draft, using the ‘save as’ function and then using the ‘save’ function to save the final document independently,  Change the document from portrait into landscape independently to fit the purpose of the text,  Confidently format all text to suit the purpose of a document such as resizing, changing font type, aligning text,  Use effects such as, **bold**, *italic* and underlining to improve the layout of text,  Use the bullet points and numbering tools confidently in a document,  Independently incorporate a graphic where appropriate, using ‘copy and paste’ function or using the snipping tool (Children need to understand the difference between the two functions),  Understand the text wrapping option and use them effectively when inserting a graphic into a document,  Insert a ‘header’ and ‘footer’ to a document and understand its purpose,  Insert page numbers to a document where appropriate.  **Year 6**  Open a document using the ‘File’ and ‘Open’ options on the tool bar independently,  Save a document as a draft, using the ‘save as’ function and then using the ‘save’ function to save the final document independently,  Use presentational functions to fit the purpose of the text,  Confidently format all text to suit the purpose of my document,  Use the bullets and numbering tools confidently for e.g. when writing instruction text,  Choose a layout, which is thoughtful and readable,  Confidently use text-formatting tools, including heading and body text,  Incorporate graphics where appropriate, using the most effective text wrapping formats,  Use the ‘hanging indent’ tool to help format work where appropriate (e.g. a play script),  Choose the correct page setup option when creating my document. |