Academic Year
2021-2022


# Computing Skills Progression

SUBJECT LEADER: SOPHIE WOOD

# Table of Contents

# Skills and Safety

## EYFS

| Skills: Using Apps to Play Simple Games | Safety: Asking for help |
|---|---|
| To open a variety of apps and close them using the home button.<br>To develop basic skills by using controls within games.<br>To use the keyboard<br>To use the camera app to take pictures. ]<br>To develop hand eye coordination by moving sound with the iPads | To know to lock the iPad or call for an adult if we need help.<br>To spot an app purchase button or pop up and know what to do if one opens while we are playing.<br>To see adults using technology in different ways and know that technology can help us to learn. |

# Year 1

| Skills: Photography | Safety: Sharing Images Safely |
|---|---|
| To explore the basic principles of Photography, such as focal point, foreground and background, and the importance of light<br>- To learn basic controls on the camera app (take photo, adjust brightness, flash on/off, tap to focus)<br>- To select an object and use it as a focal point<br>- To identify the foreground and background in an image.<br>- To experiment with light while taking a photo of an object.<br>- To crop out or blur unwanted content in an image.<br>To explore how photography is used in the modern era.<br>- To explore how images can be changed to make objects look more appealing (e.g. food advertising https://youtu.be/kaQEGon96Vs) .<br>- To edit an image using the editing tools and MarkUp.<br>- To use a photo editing app to change an image.<br>- To talk about the potential risks when editing or changing photos.<br>To discuss and explore what makes a good photograph and how they can ensure their photos are of high quality.<br>- Take multiple photos and select ones of high quality.<br>- To explain why some images are not as good as others and discuss how we can make our images clearer. | To identify what personal information is.<br>- To identify that our names, addresses, birthdays, schools and photos are personal information. To identify things that are safe to share.<br>- To develop an Avatar we can use online to keep ourselves safe.<br>- To explore safe usernames we can use online.<br>To explain how you can identify personal information from an image.<br>- To explore images and identify parts of the image we could use to find out personal information.<br>- To explore consent, and what that means in relation to sharing images online.<br>To edit/check photographs to ensure they are safe to share.<br>- To use photo editing tools on the iPad to remove personal information from an image.<br>To explore ways of sharing images.<br>- Use Airdrop to share an image with a teacher.<br>- To screen share images from an iPad with the class. |

# Year 2

| Skills: Filming (Trailer Making) | Safety: Sharing content safely |
|---|---|
| To film and sequence short videos for a particular purpose.<br>- To create a basic plan for a film trailer use a set format.<br>- To identify a 'mood' for your trailer.<br>- To film short parts of a sequence.<br>- To practice high quality filming (holding the camera steady, keeping the subject within the frame.<br>To create 'mood' within a short film and stick to a specific 'theme' whilst filming.<br>- To identify how costume and colour affect the message of a video.<br>- To identify moods within videos (happy, sad, scary, tense)<br>- To discuss a theme for our trailer and make choices about background, clothes and colour schemes to support it.<br>To edit videos to the correct length and snip any unwanted content.<br>- To snip video footage into smaller chunks.<br>- To cut out unwanted footage from a clip.<br>- To watch and review clips to identify unwanted content.<br>To select film from pre saved clips in the photo gallery and place it within a short sequence.<br>- To retrieve clips from the Photo Bank of a device.<br>- To order clips to form a sequence<br>- To select an appropriate template to present your videos within. | To explore the fundamentals of internet safety through real life scenarios.<br>- Children know what 'digital footprint' means;<br>- Identify that people can use the information they put online;<br>- know that a digital footprint contains information about a person;<br>- know that a digital footprint contains information about a person;<br>To develop strategies to keep themselves safe online as well as identifying potentially harmful situations and what to do if they find themselves in dangerous situations.<br>- know when to ask an adult for advice about accessing a website;<br>- know what to do if a website makes them uncomfortable;<br>- identify unkind online behavior;<br>- know what to do if they think someone is being unkind to them online;<br>- know how to safely search for information online;<br>- choose appropriate websites for their age.<br>To explore how to deal with difficult situations online and who they can ask for help.<br>- begin to identify possible dangers online;<br>- identify websites suitable for their age;<br>- know when to ask an adult for advice about accessing a website;<br>- know what to do if a website makes them uncomfortable;<br>To identify what personal information is and what they should and shouldn't post online.<br>- Children know what 'digital footprint' means;<br>- Identify that people can use the information they put online;<br>- know that a digital footprint contains information about a person;<br>- know that a digital footprint contains information about a person; |

# Year 3

| Skills: Filming a Vlog | Safety: Sharing Videos Online, What does my online presence say about me? |
|---|---|
| To plan and film sections of a video sharing knowledge of a particular subjects.<br>- To identify that blog often has an introduction, a middle and a conclusion.<br>- To plan the three segments of a blog.<br>- To film sections of the blog, re filming and cutting content after reviewing.<br>To edit films together to create a Vlog.<br>- Select and sequence video together<br>- Cut unwanted content from the sequence to make transitions smoother.<br>To add graphics to a video and add an opening and closing image.<br>- Add an image to the beginning and end of a sequence.<br>- To insert audio where needed | To understand what an online personality is.<br>- identify online communities they are a part of;<br>- identify different forms of online communication;<br>- discuss the positive and negative aspects of online communities;<br>- discuss the differences between communication in real life and online;<br>To explain how my actions and words can affect others and learn ways to ensure that my online presence is positive.<br>- recognise cyberbullying;<br>- identify a safe person to tell if they encounter cyberbullying;<br>- know that cyberbullying can happen via a range of devices;<br>To understand what things are safe to share online and which things are personal information that I should keep private.<br>- create a strong password;<br>- explain why a strong password is important;<br>- explain what privacy settings are;<br>- Recap on personal information adn what is safe and not safe to share.<br>To understand that some video sharing sites have comment sections and develop a Class Code of Conduct for using them.<br>- discuss what they have learnt about online safety;<br>- communicate their ideas with a group clearly and listen to others' contributions; |

# Year 4

| Skills: Using Browsers | Safety: The Internet |
|---|---|
| To use a browser to find and store information.<br>- Identify key words and phrases relating the information you wish to find<br>- Identify that some websites are more suitable or reliable than others.<br>To understand browser 'History' and use the basic functions of Chrome.<br>- Use history tab to reopen a closed website.<br>- To understand that computers remember some information even after it has been closed.<br>- To log out of online accounts before closing a session. | To describe how networks physically connect to other networks<br>- I can demonstrate how information is shared across the internet<br>- I can describe the internet as a network of networks<br>- I can discuss why a network needs protecting<br>To recognise how networked devices make up the internet<br>- I can describe the different networked devices and how they connect<br>- I can explain how the internet allows us to view the World Wide Web<br>- I can recognise that the World Wide Web is the part of the internet that contains websites and web pages<br>To outline how websites can be shared via the World Wide Web<br>- I can describe how to access websites on the WWW<br>- I can describe where websites are stored when uploaded to the WWW<br>- I can explain the types of media that can be shared on the World Wide Web (WWW)<br>To describe how content can be added and accessed on the World Wide Web<br>- I can create media which can be found on websites<br>- I can explain that new content can be created online<br>- I can recognise that I can add content to the WWW<br>To recognise how the content of the WWW is created by people<br>- I can explain that there are rules to protect content<br>- I can explain that websites and their content are created by people<br>- I can suggest who owns the content on websites<br>To evaluate the consequences of unreliable content<br>- I can explain that not everything on the World Wide Web is true.<br>- I can explain why I need to think carefully before I share or reshare content<br>- I can explain why some information I find online may not be honest, accurate, or legal. |

# Year 5

| Skills: Processing Documents (Creating an internet safety poster) |
| --- |
| To select and adapt a template for a specific purpose.<br>- I can create a template for a particular purpose<br>- I can define the term 'page orientation<br>- 'I can choose the best locations for my content<br>- I can make changes to content after I've added it<br>- I can paste text and images to create a poster<br>- I can recognise placeholders and say why they are important<br>- I can choose a suitable layout for a given purpose<br>- I can identify different layouts<br>- I can match a layout to a purpose<br>To format text to ensure it is visually appealing<br>- I can change font style, size, and colours for a given purpose<br>- I can edit text to make it more concise<br>- I can explain that text can be changed to communicate more clearly<br>- I can compare work made on desktop publishing to work created by hand<br>- I can identify the uses of desktop publishing in the real world<br>- I can say why desktop publishing might be helpful<br>To gather and present information in an interesting and engaging way.<br>- I can explain the difference between text, diagrams and images<br>- I can identify the advantages and disadvantages of using text, diagrams and images<br>- I can recognise that text and images can communicate messages clearly<br>- I can create diagrams and images to illustrate points within my text. |

# Year 6

## Safety: Communication

To identify how to use a search engine
- I can compare results from different search engines
- I can complete a web search to find specific information
- I can refine my search

To describe how search engines select results
- I can explain why we need tools to find things online
- I can recognise the role of web crawlers in creating an index
- I can relate a search term to the search engine's index

To explain how search results are ranked
- I can explain that a search engine follows rules to rank relevant pages
- I can explain that search results are ordered
- I can suggest some of the criteria that a search engine checks to decide on the order of results

To recognise why the order of results is important, and to whom
- I can explain that a search engine follows rules to rank relevant pages
- I can explain that search results are ordered
- I can suggest some of the criteria that a search engine checks to decide on the order of results

To recognise how we communicate using technology
- I can explain that a search engine follows rules to rank relevant pages
- I can explain that search results are ordered
- I can suggest some of the criteria that a search engine checks to decide on the order of results

To evaluate different methods of online communication
- I can explain that a search engine follows rules to rank relevant pages
- I can explain that search results are ordered
- I can suggest some of the criteria that a search engine checks to decide on the order of results

# Programming

## EYFS

| Programming: Instructions | Programming: Manipulating Equipment |
|---|---|
| Children have the opportunity to follow simple instructions.<br>To give simple instructions.<br>To discuss what order to complete a task in.<br>To repeat tasks to find quicker ways of completing them. | To explore simple games and robots.<br>To see that actions have an effect on objects.<br>To use Beebot mats to practice exploring simple programming. |

## Year 1

| Beebots | Scratch Junior |
|---|---|
| To explain what a given command will do<br>- I can predict the outcome of a command on a device<br>- I can match a command to an outcome<br>- I can run a command on a device<br>To act out a given word<br>- I can follow an instruction<br>- I can recall words that can be acted out<br>- I can give directions<br>To combine forwards and backwards commands to make a sequence<br>- I can compare forwards and backwards movements<br>- I can start a sequence from the same place | To choose a command for a given purpose<br>- I can find the commands to move a sprite<br>- I can use commands to move a sprite<br>- I can compare different programming tools<br>To show that a series of commands can be joined together<br>- I can use more than one block by joining them together<br>- I can use a **Start** block in a program<br>- I can run my program<br>To identify the effect of changing a value<br>- I can find blocks that have numbers<br>- I can change the value<br>- I can say what happens when I change a value |

| | |
|---|---|
| - I can predict the outcome of a sequence involving forwards and backwards commands<br>To combine four direction commands to make sequences<br>- I can compare left and right turns<br>- I can experiment with turn and move commands to move a robot<br>- I can predict the outcome of a sequence involving up to four commands<br>To plan a simple program<br>- I can explain what my program should do<br>- I can choose the order of commands in a sequence<br>- I can debug my program<br>To find more than one solution to a problem<br>- I can identify several possible solutions<br>- I can plan two programs<br>- I can use two different programs to get to the same place | To explain that each sprite has its own instructions<br>- can show that a project can include more than one sprite<br>- I can delete a sprite<br>- I can add blocks to each of my sprites<br>To design the parts of a project<br>- I can choose appropriate artwork for my project<br>- I can decide how each sprite will move<br>- I can create an algorithm for each sprite<br>To use my algorithm to create a program<br>- I can use sprites that match my design<br>- I can add programming blocks based on my algorithm<br>- I can test the programs I have created |

# Year 2

| Algorithm Design: Beebots | Scratch |
|---|---|
| To describe a series of instructions as a sequence<br>- I can choose a series of words that can be enacted as a sequence<br>- I can follow instructions given by someone else<br>- I can give clear and unambiguous instructions<br>To explain what happens when we change the order of instructions<br>- I can create different algorithms for a range of sequences (using the same commands)<br>- I can show the difference in outcomes between two sequences that consist of the same commands<br>- can use an algorithm to program a sequence on a floor robot<br>To use logical reasoning to predict the outcome of a program (series of commands) | To explain that a sequence of commands has a start<br>- I can identify that a program needs to be started<br>- I can identify the start of a sequence<br>- I can show how to run my program<br>To explain that a sequence of commands has an outcome<br>- I can change the outcome of a sequence of commands<br>- can match two sequences with the same outcome<br>- I can predict the outcome of a sequence of commands<br>To create a program using a given design<br>- I can build the sequences of blocks I need<br>- I can decide which blocks to use to meet the design<br>- I can tell the actions of a sprite in an algorithm |

| | |
|---|---|
| - I can compare my prediction to the program outcome<br>- I can follow a sequence<br>- I can predict the outcome of a sequence<br>To explain that programming projects can have code and artwork<br>- I can explain the choices I made for my mat design<br>- I can identify different routes around my mat<br>- I can test my mat to make sure that it is usable<br>To design an algorithm<br>- I can create an algorithm to meet my goal<br>- I can explain what my algorithm should achieve<br>- I can use my algorithm to create a program<br>To create and debug a program that I have written<br>- I can plan algorithms for different parts of a task<br>- I can put together the different parts of my program<br>- can test and debug each part of the program | To change a given design<br>- I can choose backgrounds for the design<br>- I can choose characters for the design<br>- I can create a program based on the new design<br>To create a program using my own design<br>- I can build sequences of blocks to match my design<br>- I can choose the images for my own design<br>- I can create an algorithm<br>To decide how my project can be improved<br>- I can compare my project to my design<br>- I can debug<br>- I can improve my project by adding features |

## Year 3

| Hour of Code: Minecraft for Education | Scratch: Creating a simple game. |
|---|---|
| **https://code.org/hourofcode/mc**<br>Define “coding” and “computer science”<br>Identify key computer science vocabulary<br>Identify places to go to continue learning computer science and coding | To explain how a sprite moves in an existing project<br>- I can choose which keys to use for actions and explain my choices<br>- I can explain the relationship between an event and an action<br>- I can identify a way to improve a program<br>To create a program to move a sprite in four directions- I can choose a character for my project<br>- I can choose a suitable size for a character in a maze<br>- I can program movement<br>To adapt a program to a new context- I can choose blocks to set up my program<br>- I can consider the real world when making design choices<br>- I can use a programming extension |

| | |
|---|---|
| | To develop my program by adding features- I can build more sequences of commands to make my design work<br>- I can choose suitable keys to turn on additional features<br>- I can identify additional features (from a given set of blocks)<br>To identify and fix bugs in a program- I can match a piece of code to an outcome<br>- I can modify a program using a design<br>- I can test a program against a given design<br>To design and create a maze-based challenge- I can evaluate my project<br>- I can implement my design<br>- I can make design choices and justify them |

## Year 4

| Hour of Code: Kodable | Scratch: Loops |
|---|---|
| **https://www.kodable.com/hour-of-code/maze-maker?utm_campaign=partner&utm_medium=learn-page&utm_source=hoc-activity&utm_content=maze-maker**<br>Students will be able to create solvable mazes while applying grade-level geometry concepts. | To develop the use of count-controlled loops in a different programming environment<br>- I can list an everyday task as a set of instructions including repetition<br>- I can modify a snippet of code to create a given outcome<br>- I can predict the outcome of a snippet of code<br>To explain that in programming there are infinite loops and count controlled loops-<br>- I can choose when to use a count-controlled and an infinite loop<br>- I can modify loops to produce a given outcome<br>- I can recognise that some programming languages enable more than one process to be run at once<br>To develop a design which includes two or more loops which run at the same time<br>- I can choose which action will be repeated for each object<br>- I can evaluate the effectiveness of the repeated sequences used in my program<br>- I can explain what the outcome of the repeated action should be<br>To modify an infinite loop in a given program<br>- I can explain the effect of my changes<br>- I can identify which parts of a loop can be changed |

| | |
|---|---|
| | - I can re-use existing code snippets on new sprites<br>To design a project that includes repetition<br>- I can develop my own design explaining what my project will do<br>- I can evaluate the use of repetition in a project<br>- I can select key parts of a given project to use in my own design<br>To create a project that includes repetition<br>- I can build a program that follows my design<br>- I can evaluate the steps I followed when building my project<br>- I can refine the algorithm in my design |

# Year 5

| Kodu: Sensing |
|---|
| To create a program to run on a controllable device<br>- I can apply my knowledge of programming to a new environment<br>- I can test my program on an emulator<br>- I can transfer my program to a controllable device<br>To explain that selection can control the flow of a program<br>- I can determine the flow of a program using selection<br>- I can identify examples of conditions in the real world<br>- I can use a variable in an if… then… else… statement to select the flow of a program<br>To update a variable with a user input<br>- I can experiment with different physical inputs<br>- I can explain that if you read a variable, the value remains<br>- I can use a condition to change a variable<br>To use an conditional statement to compare a variable to a value<br>- I can explain the importance of the order of conditions in else if statements<br>- I can modify a program to achieve a different outcome<br>- I can use an operand (e.g. <>=) in an if… then… statement<br>To design a project that uses inputs and outputs on a controllable device |

- I can decide what variables to include in a project
- I can design the algorithm for my project
- I can design the program flow for my project

To develop a program to use inputs and outputs on a controllable device

- I can create a program based on my design
- I can test my program against my design
- I can use a range of approaches to find and fix bugs

# Year 6

## Kodu: Variables

To explain why a variable is used in a program

- I can explain that the way that a variable changes can be defined
- I can identify examples of information that is variable
- I can identify that variables can hold numbers or letters

To choose how to improve a game by using variables

- I can explain that a variable has a name and a value
- I can identify a program variable as a placeholder in memory for a single value
- I can recognise that the value of a variable can be changed

To design a project that builds on a given example

- I can decide where in a program to change a variable
- I can make use of an event in a program to set a variable
- I can recognise that the value of a variable can be used by a program

To use my design to create a project

- I can choose the artwork for my project
- I can create algorithms for my project
- I can explain my design choices
- I can choose a name that identifies the role of a variable
- I can create the artwork for my project
- I can test the code that I have written

To evaluate my project

- I can extend my game further using more variables

- I can identify ways that my game could be improved
- I can share my game with others

# Application and Design

## EYFS

| Using the iPad to draw | Using iPad's to Learn |
|---|---|
| To use a simple drawing app to make marks on an iPad.<br>To select and explore different mark making tools on the iPad.<br>To erase mistakes on an iPad to improve an image. | To use a basic video to build or develop a skill  a skill (e.g. drawing/dance)<br>To use an educational app.<br>To record a basic video telling a grown up something you have learned. |

# Year 1

| Digital Artwork | Using Pages to Write Digitally |
|---|---|
| To describe what different freehand tools do<br>- I can draw lines on a screen and explain which tools I used<br>- I can make marks on a screen and explain which tools I used<br>- I can use the paint tools to draw a picture<br>To use the shape tool and the line tools<br>- I can make marks with the square and line tools<br>- I can use the shape and line tools effectively<br>- I can use the shape and line tools to recreate the work of an artist<br>To make careful choices when painting a digital picture<br>- I can choose appropriate shapes<br>- I can create a picture in the style of an artist<br>- I can make appropriate colour choices<br>To explain why I chose the tools I used<br>- I can choose appropriate paint tools and colours to recreate the work of an artist<br>- I can say which tools were helpful and why<br>- I know that different paint tools do different jobs<br>To use a computer on my own to paint a picture<br>- I can change the colour and brush sizes<br>- I can make dots of colour on the page<br>- I can use dots of colour to create a picture in the style of an artist on my own<br>To compare painting a picture on a computer and on paper<br>- I can explain that pictures can be made in lots of different ways<br>- I can say whether I prefer painting using a computer or using paper<br>- I can spot the differences between painting on a computer and on paper | To use a computer to write<br>- I can identify and find keys on a keyboard<br>- I can open a word processor<br>- I can recognise keys on a keyboard<br>To add and remove text on a computer<br>- I can enter text into a computer<br>- I can use backspace to remove text<br>- I can use letter, number, and space keys<br>To identify that the look of text can be changed on a computer<br>- I can explain what the keys that I have learnt about already do<br>- I can identify the toolbar and use bold, italic, and underline<br>- I can type capital letters<br>To make careful choices when changing text<br>- I can change the font<br>- I can select a word by double-clicking<br>- I can select all of the text by clicking and dragging<br>To explain why I used the tools that I chose<br>- I can decide if my changes have improved my writing<br>- I can say what tool I used to change the text<br>- I can use ‘undo’ to remove changes<br>To compare writing on a computer with writing on paper<br>- I can compare using a computer with using a pencil and paper<br>- I can say which method I like best<br>- I can write a message on a computer and on paper |

# Year 2

| Digital Photography | Music: Garage Band |
|---|---|
| To know what devices can be used to take photographs-<br>- I can capture digital photos and talk about my experience<br>- I can sort devices into old and new<br>- I can talk about how to take a photograph<br>To use a digital device to take a photograph-<br>- can explain the process of taking a good photograph<br>- I can explain why a photo looks better in portrait or landscape format<br>- I can take photos in both landscape and portrait format<br>To describe what makes a good photograph-<br>- I can discuss how to take a good photograph<br>- I can identify what is wrong with a photograph<br>- I can improve a photograph by retaking it<br>To decide how photographs can be improved<br>- I can experiment with different light sources<br>- I can explore the effect that light has on a photo<br>- I can focus on an object<br>To use tools to change an image<br>- I can explain my choices<br>- I can recognise that images can be changed<br>- I can use a tool to achieve a desired effect<br>To recognise that images can be changed<br>- I can apply a range of photography skills to capture a photo<br>- I can identify which images are real and which have been changed<br>- I can recognise which images have been changed | To say how music can make us feel<br>- I can describe how music makes me feel, e.g. happy or sad<br>- I can identify simple differences in pieces of music<br>- can listen with concentration to a range of music (links to the Music curriculum)<br>To identify that there are patterns in music<br>- I can create a rhythm pattern<br>- I can explain that music is created and played by humans<br>- I can play an instrument following a rhythm pattern<br>To describe how music can be used in different ways<br>- I can connect images with sounds<br>- I can relate an idea to a piece of music<br>- I can use a computer to experiment with pitch and duration<br>To show how music is made from a series of notes<br>- I can identify that music is a sequence of notes<br>- I can refine my musical pattern on a computer<br>- I can use a computer to create a musical pattern using three notes<br>To create music for a purpose<br>- I can describe an animal using sounds<br>- I can explain my choices<br>- I can save my work<br>To review and refine our computer work<br>- I can explain how I made my work better<br>- I can listen to music and describe how it makes me feel<br>- I can reopen my work |

## Year 3

| Collaborative information sharing: Creating a Wiki |
| --- |
| To learn about types of Wiki's and their uses.<br>- I can explain that the internet allows different media to be shared<br>- I can recognise that connected digital devices can allow us to access shared files stored online<br>- I can send information over the internet in different ways<br>To help create a class Wiki on a shared subject.<br>- I can compare working online with working offline<br>- I can make thoughtful suggestions on my group's work<br>- I can suggest strategies to ensure successful group work<br>To collaborate with other children and share ideas and feedback with a group.<br>- I can explain how the internet enables effective collaboration<br>- I can identify different ways of working together online<br>- I can recognise that working together on the internet can be public or private<br>To use a search engine safety to collect information on a given subject. |

## Year 4

| Introduction to G:Suite Applications- Creating Presentations: Google Slides |
| --- |
| To master the basics of Google Slides.<br>- To insert, delete and reorder slides within a slideshow.<br>- To alter the size and background of a slide<br>- To Insert, delete and resize images, and text.<br>To embed a variety of other media types into a presentation.<br>- To create and insert audio onto a slide.<br>- To embed videos into the slides<br>To learn how to give a high quality presentation and present to our peers.<br>- To make basic notes to support a presentation<br>- To identify presentation skills (clear speech, body language a position ect.) |

- To listen to presentations given by peers.

## Year 5

St Peter's Website: Developing a website to promote our school. (Google Sites)

To review an existing website and consider its structure
- I can discuss the different types of media used on websites
- I can explore a website
- I know that websites are written in HTML

To plan the features of a web page
- I can draw a web page layout that suits my purpose
- I can recognise the common features of a web page
- I can suggest media to include on my page

To consider the ownership and use of images (copyright)
- I can describe what is meant by the term 'fair use'
- I can find copyright-free images
- I can say why I should use copyright-free images

To recognise the need to preview pages
- I can add content to my own web page
- I can evaluate what my web page looks like on different devices and suggest/make edits.
- I can preview what my web page looks like

To outline the need for a navigation path
- I can describe why navigation paths are useful
- I can explain what a navigation path is

- I can make multiple web pages and link them using hyperlinks

To recognise the implications of linking to content owned by other people

- I can create hyperlinks to link to other people's work
- I can evaluate the user experience of a website
- I can explain the implication of linking to content owned by others

# Year 6

## Google Sheets: Spreadsheets and data management

To identify questions which can be answered using data

- I can answer questions from an existing data set
- I can ask simple relevant questions which can be answered using data
- I can explain the relevance of data headings

To explain that objects can be described using data

- I can apply an appropriate number format to a cell
- I can build a data set in a spreadsheet application
- I can explain what an item of data is

To explain that formula can be used to produce calculated data

- I can construct a formula in a spreadsheet
- I can explain the relevance of a cell's data type
- I can identify that changing inputs changes outputs

To apply formulas to data, including duplicating

- I can apply a formula to multiple cells by duplicating it
- I can create a formula which includes a range of cells
- I can recognise that data can be calculated using different operations

To create a spreadsheet to plan an event

- I can apply a formula to calculate the data I need to answer questions
- I can explain why data should be organised
- I can use a spreadsheet to answer questions

To choose suitable ways to present data

- I can produce a graph
- I can suggest when to use a table or graph
- I can use a graph to show the answer to questions