

## Holden Lane Primary School Computing and Online Safety Skills Grid 2021-2022

At Holden Lane Primary School, we believe that computing and online safety are vital life skills which run throughout our curriculum and not just in discrete computing lessons. Through the use of our class mobile technologies, our pupils use a range of applications, operating systems and devices to help become proficient, safe, responsible and creative users of technology, software and online systems.

EYFS	Key Skills
	<ul style="list-style-type: none"> <li>❖ Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>❖ Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>❖ Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>❖ Knows that information can be retrieved from computers.</li> <li>❖ Completes a simple program on a computer.</li> <li>❖ Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>
KS1	Key Skills
<p>In Year 1, children will be exposed to these skills and knowledge areas. They will begin to develop their competence and expertise in them.</p> <p>In Year 2, children will consolidate their understanding and deepen their knowledge. They will practise the skills and master these ready for moving into KS2.</p>	<b>To code</b>
	<ul style="list-style-type: none"> <li>❖ To control motion by specifying the number of steps to travel, direction and turn.</li> <li>❖ To add text strings, show and hide objects.</li> <li>❖ To select sounds and control when they are heard.</li> <li>❖ To specify user inputs (such as clicks) to control events.</li> <li>❖ To specify the nature of events such as single event or loop.</li> <li>❖ To create conditions for actions for waiting for a user input (such as a response to a question).</li> </ul>
	<b>To Connect (including online safety)</b>
	<ul style="list-style-type: none"> <li>❖ To log on to the school network.</li> <li>❖ To load and navigate websites.</li> <li>❖ To log on and use secure online learning platforms.</li> <li>❖ To participate in class social media accounts.</li> <li>❖ To understand online risks and the age rules for sites.</li> <li>❖ To understand the SMART Rules for keeping safe online.</li> </ul>
	<b>To Communicate</b>
	<ul style="list-style-type: none"> <li>❖ To use a range of applications and devices in order to communicate ideas, work and messages.</li> <li>❖ To develop keyboard skills to be able to word process simple texts.</li> </ul>
	<b>To Collect</b>
	<ul style="list-style-type: none"> <li>❖ To use simple databases to find and record information in areas across the curriculum.</li> <li>❖ To capture and download images/video from devices such as a camera.</li> </ul>

	❖ To collect data and present using tools e.g. make a pictogram.
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Lower KS2	Key Skills
<p>In Year 3, children will be exposed to these skills and knowledge areas. They will begin to develop their competence and expertise in them.</p> <p>In Year 4, children will consolidate their understanding and deepen their knowledge. They will practise the skills and master these ready for moving into Upper KS2.</p>	<b>To Code</b>
	<ul style="list-style-type: none"> <li>❖ To use specified screen coordinates to control movement.</li> <li>❖ To set the appearance of objects and create a sequence of changes.</li> <li>❖ To create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>❖ To be able to specify conditions to trigger events.</li> <li>❖ To use IF and THEN conditions to control events or objects.</li> <li>❖ To use variables to store a value.</li> <li>❖ To use the functions – define, set, change, show and hide to control the variables.</li> <li>❖ To use the reporter operators to perform calculations.</li> </ul>
	<b>To Connect (including online safety)</b>
	<ul style="list-style-type: none"> <li>❖ To begin to contribute to blogs or other media (e.g. class Twitter) that are moderated by teachers.</li> <li>❖ To understand how online services work.</li> <li>❖ To begin to be able to perform effective web searches.</li> <li>❖ To understand how to be kind online and what cyber-bullying is.</li> <li>❖ To be able to test the reliability of online information.</li> <li>❖ To protect personal information online.</li> </ul>
	<b>To Communicate</b>
	<ul style="list-style-type: none"> <li>❖ To use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> <li>❖ To create text, images and sounds for specific audience (capturing images from range of sources). Use in presentation.</li> <li>❖ To plan and create animation using a variety of medium (clay, toys, drawing)</li> <li>❖ To make and edit a simple film; including title scenes.</li> </ul>
	<b>To Collect</b>
<ul style="list-style-type: none"> <li>❖ To devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> <li>❖ To make and explore branching databases.</li> <li>❖ To use spreadsheets (linked to maths).</li> </ul>	

Upper KS2	Key Skills
<p>In Year 5, children will be exposed to these skills and knowledge areas. They will begin to develop their competence and expertise in them.</p> <p>In Year 6, children will consolidate their understanding and deepen their knowledge. They will practise and master these skills.</p>	<b>To Code</b>
	<ul style="list-style-type: none"> <li>❖ To set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>❖ To change the position of objects between screen layers (send to back, bring to front).</li> <li>❖ To upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>❖ To set events to control other events by 'broadcasting' information as a trigger.</li> <li>❖ To use IF THEN ELSE conditions to control events or objects.</li> <li>❖ To use a range of sensing tools to control events or actions.</li> <li>❖ To use lists to create a set of variables.</li> <li>❖ To use Boolean operators to define conditions.</li> <li>❖ To use a range of coding and computing skills to make own content.</li> </ul>
	<b>To Collect (including online safety)</b>
	<ul style="list-style-type: none"> <li>❖ To collaborate with others online on sites approved and moderated by teachers.</li> <li>❖ To understand how simple networks are setup and used.</li> <li>❖ To understand more of the dangers online, how to minimise risks and report problems.</li> <li>❖ To understand about legal and illegal downloads.</li> <li>❖ To know what a positive digital footprint is and how to maintain one.</li> <li>❖ To know how to be a 'critical consumer' online.</li> <li>❖ To understand the effects of cyber-bullying.</li> <li>❖ To know how to respect yourself and others online</li> </ul>
	<b>To Communicate</b>
	<ul style="list-style-type: none"> <li>❖ To be able to choose the most suitable application or device for the purpose of communication.</li> <li>❖ To use many advanced features in software in order to create high quality, professional or efficient communications.</li> <li>❖ To create presentations with range of links, images and sounds.</li> <li>❖ To manipulate images.</li> <li>❖ To design own webpage.</li> <li>❖ To undertake film making; including scripting, roles, rehearsal, evaluation, quality of shorts, appropriateness of sound, saving to different media.</li> </ul>
<b>To Collect</b>	
<ul style="list-style-type: none"> <li>❖ To select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner including using spreadsheets (using formulae), databases and graphing tools.</li> <li>❖ To collect live data using data-logging equipment identifying data errors, patterns and sequences.</li> </ul>	