



## Whitegate CE Primary School

### Computing Progression Statements

#### Year 6

| Strand                 | Focus                        | Progression Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital Literacy       | E-Safety                     | <ul style="list-style-type: none"> <li>Find the report and flag buttons in commonly used sites and name sources of help.</li> <li>Discuss scenarios involving online risk.</li> <li>Act as a role model on E-Safety for younger pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                        | Research                     | <ul style="list-style-type: none"> <li>Interpret and question the plausibility of information.</li> <li>Suggest ways to check the accuracy of information independently.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Computer Science       | Programming                  | <ul style="list-style-type: none"> <li>Investigate and evaluate the features of programming software.</li> <li>Analyse and deconstruct code to work out its purpose.</li> <li>Save code into a personal 'backpack' for later use in different projects.</li> <li>Structure and control the timing of events.</li> <li>Control when objects need to be visible.</li> <li>Add point-scoring and levels to game code.</li> <li>Sequence events to create a story narrative.</li> <li>Add voice sounds to enhance an animated story.</li> <li>Add interactive user features to a scene or story.</li> <li>Create an interactive quiz linked to a Knowledge Organiser.</li> </ul> |
| Information Technology | Presentation                 | <ul style="list-style-type: none"> <li>Insert audio and video.</li> <li>Evaluate slide layout and make improvements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                        | Word Processing              | <ul style="list-style-type: none"> <li>Import graphics and use the Picture Toolbar to choose the text wrapping.</li> <li>Change the layout of a document using centering and justification.</li> <li>Manipulate windows by viewing two at once.</li> <li>Create, organise, save and search for files and folders.</li> <li>Use find, search and replace if appropriate.</li> <li>Use a range of word processing skills in a range of contexts.</li> </ul>                                                                                                                                                                                                                    |
|                        | Computer Skills              | <ul style="list-style-type: none"> <li>Choose and combine the use of appropriate ICT tools to complete a task.</li> <li>Critically evaluate the fitness for purpose of work as it progresses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                        | Data Handling – Spreadsheets | <ul style="list-style-type: none"> <li>Order and present data based on calculations.</li> <li>Design a spreadsheet for a specific purpose.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |