

	Computing							
Data and information skill progression								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
N/C objectives	-	-	Teach Computing: Sorting data Use technology purposefully to create, organise, store, manipulate and retrieve digital content	J2data pictogram	Teach Computing: Branching databases 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	Teach Computing: Data logging 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	Teach Computing: Flat-file databases 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	Teach Computing: SpreadsheetsUse sequence, selection, and repetition in programs; work with variables and various forms of input and outputSelect, 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 informationMicrosoft excel
					pictogram			

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		Concrete knowledge/skill progression	I can use a microscope to look at things on the computer	I can describe the properties of objects and group them using labels I can match objects to groups I can find objects with similar properties I can count how many objects share a property I can group similar objects in more than one way I can describe groups of objects and compare them - I can decide how to group objects to answer a question	I can compare totals in a tally chart I can record data in a tally chart using a common attribute I can use pictograms to answer simple questions about objects ('more than'/'less than' and 'most/least' questions about an attribute) I can use a tally chart to create a pictogram I can collect the data I need I can create a pictogram and draw conclusions from it I can give simple examples of why information should not be shared	I can create questions to sort objects based around yes/no answers I can select an attribute to separate objects into groups I can select objects to arrange into a branching database based upon answers to yes/no questions I can check that my branching database works I can compare the structure of two branching databases and comment upon their effectiveness I can use a branching database to answer questions I can explain what a pictogram/branching database tells me and compare their ways of presenting information	I can explain that data gathered over time can be used to answer questions I can use a digital device to collect data automatically I can explain that a data logger collects 'data points' from sensors over time I can recognise how a computer can help us analyse data I can identify the data needed to answer questions I can use data from sensors to answer questions	I can u record I can c and co databa I can o groupi sorting to ans I can e can be specifi I can e compu be use data v I can a knowl databa answe questi

use a form to d information	
compare paper omputer-based bases	
outline how bing and then bg data allows us swer questions	
explain that tools e used to select fic data	
explain that uter programs can ed to compare visually	
apply my ledge of a base to ask and er real-world ions	

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