Computing

Progression Map

Computer Science

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Control and Programming	Be able to use basic symbols to record directional instruction.	Be able to program using repeats and simple conditional commands.	To sequence a list of commands/blocks e.g. to produce a pre-drawn shape or make a robot follow a defined route with repeats and conditional statements.	Begin to predict, program, test and amend longer sequences of linked instructions to achieve an intended objective.	Be able to program responses to inputs from external sensors such as Makey Makey or Picoboards	Test and debug regularly.
Modelling, Stimulating and Data Logging	Be able to change variables in simulations that represent real or fantasy situations and scenarios to create different outcomes and effects.	Be able to use and make a simple online game that reflects aspects of the real world.	Enter data into a computer simulation, change data and observe changes in results.	Use a data logger in an investigation and share the results	Choose and use appropriate data loggers to log continuous date for a given purpose.	Choose and use appropriate data loggers to log continuous date for a given purpose. Export and analyse the data

Respect   Compassion   Perseverance   Creation   Service

Digital Literacy

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Spreadsheets, Databases and Graphs	Be able to use a suitable on-screen program to represent information with pictures	Be able to perform sorting and grouping activities to find answers to questions.	Answer questions by searching and sorting a database or spreadsheet.	Be able to collect data from internet research, digital surveys and digital devices including data loggers and tablet devices	To be able to use graphs to provide supporting evidence for their conclusions	Add formula to spreadsheets, enter data and use filters to sort information
Research: Internet	Access information on the internet through QR codes or links on a device.	Be able to use a search engine to search for given information to answer questions, sorting by text, pictures, sound and video.	Develop key questions to search for specific information to answer a problem.	Select relevant information (pictures, text, sound and video) to use in other software	To be able to skim read and sift information found online	To be able to identify irrelevant, biased, implausible and inappropriate information
Online Communication	To be able to say what information is personal and should not be shared online with support.	To be able to follow and understand school rules for staying safe online.	Experience of other forms of online learning, such as blogs, wikis, quizzes, surveys and video conferencing.	Use at least two online learning methods (eg online discussion, surveys, quizzes, blogs, wikis, shared online folders, webquests) through a learning platform in topic work	To be able to initiate and take part in collaborative learning using a variety of methods e.g. email, discussions, quizzes, surveys, blogs, wikis, web quests, video conferencing	To be able to upload informative and interesting content to a learning platform including various media.

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Information Technology

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word Processing/DTP /Multimedia	Use a mouse/trackpad/ touchscreen to move and place items accurately on a screen.	Add and edit text, considering style, colour and layout of font.	Independently select and import graphics and sounds from digital cameras and tablet devices, graphics packages, shared areas and the Internet and combine with text.	Be able to evaluate a range of electronic multimedia, appropriate to task e.g website, photostory, leaflet, and recognise key features of layout, design and presentation	To be able to use a multimedia authoring program to organise, refine and present information for a specific audience	Format text to indicate relative importance. Justify text where appropriate. Cut and paste between applications. Delete/insert and replace text to improve clarity and mood. Make corrections using a range of tools
Paint/Draw/Photo Editing/Animation /Video	Use a digital camera or recording device, with support.	Use still and video cameras independently to capture still images and video footage.	Sequence still images and video and use simple editing techniques to create a presentation.	Evaluate and improve digital work with a view to audience and purpose	To be able to use different filming techniques and camera angles e.g. zoom, panning, wide shot etc to create different mood/perspective	Film, create, edit and refine media to ensure quality; present to an audience e.g. cutting and trimming, adjusting volume, pan and zoom effects.
Sound/Podcast/ Composition	Use a sound recorder or on-screen recorder to collect and store information as sound.	Select and record musical phrases, sound-effects or voice-overs to enhance multimedia work.	Begin to layer sounds using music composition software.	Evaluate and re-record sound recordings where appropriate.	To be able to collect sounds from a variety of sources (sound editing software, online, digital sound recorder)	To be able to select and edit sounds, text, movie clips and other effects to suit purpose and audience

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