



	COMPUTING SYSTEMS & NETWORKS	CREATING MEDIA	DATA & INFORMATION	PROGRAMMING
EYFS	SMART RULES. PROJECT EVOLVE. COMPUTATIONAL THINKING – BAREFOOT COMPUTING.			
YEAR 1	Technology around us To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text To create rules for using technology responsibly	Digital painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper Digital writing To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when	Grouping data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Moving a robot To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem Introduction to animation To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value



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changing text
To explain why I used the tools
that I chose
To compare writing on a
computer with writing on paper

Computing progression

To explain that each sprite has its
own instructions
To design the parts of a project
To use my algorithm to create a
program



<p>YEAR 2</p>	<p>Information technology around us</p> <p>To recognise the uses and features of information technology</p> <p>To identify information technology in the home</p> <p>To identify information technology beyond school</p> <p>To explain how information technology benefits us</p> <p>To show how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>Digital photography</p> <p>To know what devices can be used to take photographs</p> <p>To use a digital device to take a photograph</p> <p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that images can be changed</p> <p>Making music</p> <p>To say how music can make us feel</p> <p>To identify that there are patterns in music</p> <p>To describe how music can be used in different ways</p> <p>To show how music is made from a series of notes</p> <p>To create music for a purpose</p> <p>To review and refine our computer work</p>	<p>Pictograms</p> <p>To recognise that we can count and compare objects using tally charts</p> <p>To recognise that objects can be represented as pictures</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p> <p>To recognise that people can be described by attributes</p> <p>To explain that we can present information using a computer</p>	<p>Robot algorithms</p> <p>To describe a series of instructions as a sequence</p> <p>To explain what happens when we change the order of instructions</p> <p>To use logical reasoning to predict the outcome of a program (series of commands)</p> <p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p> <p>Introduction to quizzes</p> <p>To explain that a sequence of commands has a start</p> <p>To explain that a sequence of commands has an outcome</p> <p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved</p>
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<p>YEAR 3</p>	<p>Connecting computers</p> <p>To explain how digital devices function</p> <p>To identify input and output devices</p> <p>To recognise how digital devices can change the way we work</p> <p>To explain how a computer network can be used to share information</p> <p>To explore how digital devices can be connected</p> <p>To recognise the physical components of a network</p>	<p>Stop-frame animation</p> <p>To explain that animation is a sequence of drawings or photographs</p> <p>To relate animated movement with a sequence of images</p> <p>To plan an animation</p> <p>To identify the need to work consistently and carefully</p> <p>To review and improve an animation</p> <p>To evaluate the impact of adding other media to an animation</p> <p>Desktop publishing</p> <p>To recognise how text and images convey information</p> <p>To recognise that text and layout can be edited</p> <p>To choose appropriate page settings</p> <p>To add content to a desktop publishing publication</p> <p>To consider how different layouts can suit different purposes</p> <p>To consider the benefits of desktop publishing</p>	<p>Branching databases</p> <p>To create questions with yes/no answers</p> <p>To identify the object attributes needed to collect relevant data</p> <p>To create a branching database</p> <p>To identify objects using a branching database</p> <p>To explain why it is helpful for a database to be well structured</p> <p>To compare the information shown in a pictogram with a branching database</p>	<p>Sequence in music</p> <p>To explore a new programming environment</p> <p>I can identify that each sprite is controlled by the commands I choose</p> <p>To explain that a program has a start</p> <p>To recognise that a sequence of commands can have an order</p> <p>To change the appearance of my project</p> <p>To create a project from a task description</p> <p>Events and actions</p> <p>To explain how a sprite moves in an existing project</p> <p>To create a program to move a sprite in four directions</p> <p>To adapt a program to a new context</p> <p>To develop my program by adding features</p> <p>To identify and fix bugs in a program</p> <p>To design and create a maze-based challenge</p>
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<p>YEAR 4</p>	<p>The internet</p> <p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web</p> <p>To describe how content can be added and accessed on the World Wide Web</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p>	<p>Audio editing</p> <p>To identify that sound can be digitally recorded</p> <p>To use a digital device to record sound</p> <p>To explain that a digital recording is stored as a file</p> <p>To explain that audio can be changed through editing</p> <p>To show that different types of audio can be combined and played together</p> <p>To evaluate editing choices made</p> <p>Photo editing</p> <p>To explain that digital images can be changed</p> <p>To change the composition of an image</p> <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p>	<p>Data logging</p> <p>To explain that data gathered over time can be used to answer questions</p> <p>To use a digital device to collect data automatically</p> <p>To explain that a data logger collects ‘data points’ from sensors over time</p> <p>To use data collected over a long duration to find information</p> <p>To identify the data needed to answer questions</p> <p>To use collected data to answer questions</p>	<p>Repetition in shapes</p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what ‘repeat’ means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> <p>Repetition in games</p> <p>To develop the use of count-controlled loops in a different programming environment</p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design which includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p>
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Computing progression

To create a project that includes repetition



<p>YEAR 5</p>	<p>Sharing information</p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>Video editing</p> <p>To recognise video as moving pictures, which can include audio</p> <p>To identify digital devices that can record video</p> <p>To capture video using a digital device</p> <p>To recognise the features of an effective video</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p> <p>Vector drawing</p> <p>To identify that drawing tools can be used to produce different outcomes</p> <p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect</p> <p>To recognise that vector drawings consist of layers</p> <p>To group objects to make them</p>	<p>Flat-file databases</p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To apply my knowledge of a database to ask and answer real-world questions</p>	<p>Selection in physical computing</p> <p>To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met, eg number of times</p> <p>To conclude that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a controllable system that includes selection</p> <p>Selection in games</p> <p>To explain how selection is used in computer programs</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses</p>
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easier to work with
To evaluate my vector drawing

Computing progression

selection
To evaluate my program



YEAR 6	Communication To identify how to use a search engine To describe how search engines select results To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication	Web page creation To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people 3D modelling To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects	Spreadsheets To identify questions which can be answered using data To explain that objects can be described using data To explain that formula can be used to produce calculated data To apply formulas to data, including duplicating To create a spreadsheet to plan an event To choose suitable ways to present data	Variables in games To define a ‘variable’ as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project Sensing To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device
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To develop and improve a digital
3D model