**WARDLEY CE PRIMARY SCHOOL: COMPUTING CURRICULUM PROGRESSION**

**Progression in Skills in Computing 2023 / 2024: Wardley CE Primary School**

| Year | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|---|---|---|---|---|---|
| Y1 | **Computing systems and networks – Technology around us** | **Creating media – Digital painting** | **Programming A – Moving a robot** | **Data and information – Grouping data** | **Creating media – Digital writing** | **Programming B - Programming animations** |
| | -To identify technology | -To describe what different freehand tools do | -To explain what a given command will do | -To label objects | -To use a computer to write | -To choose a command for a given purpose |
| | -To identify a computer and its main parts | -To use the shape tool and the line tools | -To act out a given word | -To identify that objects can be counted | -To add and remove text on a computer | -To show that a series of commands can be joined together |
| | -To use a mouse in different ways | -To make careful choices when painting a digital picture | -To combine forwards and backwards commands to make a sequence | -To describe objects in different ways | -To identify that the look of text can be changed on a computer | -To identify the effect of changing a value |
| | -To use a keyboard to type on a computer | -To explain why I chose the tools I used | -To combine four direction commands to make sequences | -To count objects with the same properties | -To make careful choices when changing text | -To explain that each sprite has its own instructions |
| | -To use the keyboard to edit text | -To use a computer on my own to paint a picture | -To plan a simple program | -To compare groups of objects | -To explain why I used the tools that I chose | -To design the parts of a project |
| | -To create rules for using technology responsibly | -To compare painting a picture on a computer and on paper | -To find more than one solution to a problem | -To answer questions about groups of objects | -To compare typing on a computer to writing on paper | -To use my algorithm to create a program |
| Y2 | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| | **Computing systems and networks – Technology around us** | **Creating media – Digital painting** | **Programming A – Robot algorithms** | **Data and information – Pictograms** | **Creating media –Digital music** | **Programming B -Programming quizzes** |
| | -To recognise the uses and features of information technology | -To use a digital device to take a photograph | -To describe a series of instructions as a sequence | -To recognise that we can count and compare objects using tally charts | -To say how music can make us feel | -To explain that a sequence of commands has a start |
| | -To identify the uses of information technology in the school | -To make choices when taking a photograph | -To explain what happens when we change the order of instructions | -To recognise that objects can be represented as pictures | -To identify that there are patterns in music | -To explain that a sequence of commands has an outcome |
| | -To identify information technology beyond school | -To describe what makes a good photograph | -To use logical reasoning to predict the outcome of a program | -To create a pictogram | -To experiment with sound using a computer | -To create a program using a given design |
| | -To explain how information technology helps us | -To decide how photographs can be improved | -To explain that programming projects can have code and artwork | -To select objects by attribute and make comparisons | -To use a computer to create a musical pattern | -To change a given design |
| | -To explain how to use information technology safely | -To use tools to change an image | -To design an algorithm | -To recognise that people can be described by attributes | -To create music for a purpose | -To create a program using my own design |
| | -To recognise that choices are made when using information technology | -To recognise that photos can be changed | -To create and debug a program that I have written | -To explain that we can present information using a computer | -To review and refine our computer work | -To decide how my project can be improved |

| Y3 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| | **Computing systems and networks – Connecting computers** | **Creating media - Stop-frame animation** | **Programming A - Sequencing sounds** | **Data and information – Branching databases** | **Creating media – Desktop publishing** | **Programming B - Events and actions in programs** |
| | -To explain how digital devices function | -To explain that animation is a sequence of drawings or photographs | -To explore a new programming environment | -To create questions with yes/no answers | -To recognise how text and images convey information | -To explain how a sprite moves in an existing project |
| | -To identify input and output devices | -To relate animated movement with a sequence of images | -To identify that commands have an outcome | -To identify the attributes needed to collect data about an object | -To recognise that text and layout can be edited | -To create a program to move a sprite in four directions |
| | -To recognise how digital devices can change the way we work | -To plan an animation | -To explain that a program has a start | -To create a branching database | -To choose appropriate page settings | -To adapt a program to a new context |
| | -To explain how a computer network can be used to share information | -To identify the need to work consistently and carefully | -To recognise that a sequence of commands can have an order | -To explain why it is helpful for a database to be well structured | -To add content to a desktop publishing publication | -To develop my program by adding features |
| | -To explore how digital devices can be connected | -To review and improve an animation | -To change the appearance of my project | -To plan the structure of a branching database | -To consider how different layouts can suit different purposes | -To identify and fix bugs in a program |
| | -To recognise the physical components of a network | -To evaluate the impact of adding other media to an animation | -To create a project from a task description | -To independently create an identification tool | -To consider the benefits of desktop publishing | -To design and create a maze-based challenge |
| **Y4** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| | **Computing systems and networks – The Internet** | **Creating media - Audio production** | **Programming A – Repetition in shapes** | **Data and information – Data logging** | **Creating media – Photo editing** | **Programming B – Repetition in games** |
| | -To describe how networks physically connect to other networks | -To identify that sound can be recorded | -To identify that accuracy in programming is important | -To explain that data gathered over time can be used to answer questions | -To explain that the composition of digital images can be changed | -To develop the use of count-controlled loops in a different programming environment |
| | -To recognise how networked devices make up the internet | -To explain that audio recordings can be edited | -To create a program in a text-based language | -To use a digital device to collect data automatically | -To explain that colours can be changed in digital images | -To explain that in programming there are infinite loops and count controlled loops |
| | -To outline how websites can be shared via the World Wide Web (WWW) | -To recognise the different parts of creating a podcast project | -To explain what 'repeat' means | -To explain that a data logger collects 'data points' from sensors over time | -To explain how cloning can be used in photo editing | -To develop a design that includes two or more loops which run at the same time |
| | -To describe how content can be added and accessed on the World Wide Web (WWW) | -To apply audio editing skills independently | -To modify a count-controlled loop to produce a given outcome | -To recognise how a computer can help us analyse data | -To explain that images can be combined | -To modify an infinite loop in a given program |
| | -To recognise how the content of the WWW is created by people | -To combine audio to enhance my podcast project | -To decompose a task into small steps | -To identify the data needed to answer questions | -To combine images for a purpose | -To design a project that includes repetition |
| | -To evaluate the consequences of unreliable content | -To evaluate the effective use of audio | -To create a program that uses count-controlled loops to produce a given outcome | -To use data from sensors to answer questions | -To evaluate how changes can improve an image | -To create a project that includes repetition |

| Y5 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| | **Computing systems and networks - Systems and searching** | **Creating media - Video production** | **Programming A – Selection in physical computing** | **Data and information – Flat-file databases** | **Creating media – Introduction to vector graphics** | **Programming B – Selection in quizzes** |
| | -To explain that computers can be connected together to form systems | -To explain what makes a video effective | -To control a simple circuit connected to a computer | -To use a form to record information | -To identify that drawing tools can be used to produce different outcomes | -To explain how selection is used in computer programs |
| | -To recognise the role of computer systems in our lives | -To identify digital devices that can record video | -To write a program that includes count-controlled loops | -To compare paper and computer-based databases | -To create a vector drawing by combining shapes | -To relate that a conditional statement connects a condition to an outcome |
| | -To experiment with search engines | -To capture video using a range of techniques | -To explain that a loop can stop when a condition is met | -To outline how you can answer questions by grouping and then sorting data | -To use tools to achieve a desired effect | -To explain how selection directs the flow of a program |
| | -To describe how search engines select results | -To create a storyboard | -To explain that a loop can be used to repeatedly check whether a condition has been met | -To explain that tools can be used to select specific data | -To recognise that vector drawings consist of layers | -To design a program which uses selection |
| | -To explain how search results are ranked | -To identify that video can be improved through reshooting and editing | -To design a physical project that includes selection | -To explain that computer programs can be used to compare data visually | -To group objects to make them easier to work with | -To create a program which uses selection |
| **Y6** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| | **Computing systems and networks - Communication and collaboration** | **Creating media – Web page creation** | **Programming A – Variables in games** | **Data and information – Spreadsheets** | **Creating media – 3D Modelling** | **Programming B - Sensing movement** |
| | -To explain the importance of internet addresses | -To review an existing website and consider its structure | -To define a 'variable' as something that is changeable | -To create a data set in a spreadsheet | -To recognise that you can work in three dimensions on a computer | -To create a program to run on a controllable device |
| | -To recognise how data is transferred across the internet | -To plan the features of a web page | -To explain why a variable is used in a program | -To build a data set in a spreadsheet | -To identify that digital 3D objects can be modified | -To explain that selection can control the flow of a program |
| | -To explain how sharing information online can help people to work together | -To consider the ownership and use of images (copyright) | -To choose how to improve a game by using variables | -To explain that formulas can be used to produce calculated data | -To recognise that objects can be combined in a 3D model | -To update a variable with a user input |
| | -To evaluate different ways of working together online | -To recognise the need to preview pages | -To design a project that builds on a given example | -To apply formulas to data | -To create a 3D model for a given purpose | -To use a conditional statement to compare a variable to a value |
| | -To recognise how we communicate using technology | -To outline the need for a navigation path | -To use my design to create a project | -To create a spreadsheet to plan an event | -To plan my own 3D model | -To design a project that uses inputs and outputs on a controllable device |
| | -To evaluate different methods of online communication | -To recognise the implications of linking to content owned by other people | -To evaluate my project | -To choose suitable ways to present data | -To create my own digital 3D model | -To develop a program to use inputs and outputs on a controllable device |