WHAPLODE C OF E PRIMARY SCHOOL

COMPUTING PROGRESSION DOCUMENT

EYFS - Technology						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal**
To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size	To learn about e-safety To use the IWB, changing games and programmes	To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards To type their name using an iPad or notebook	*There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.*

		YEAR 1/2	**YEAR 3/4**	**YEAR 5/6**
COMPUTER SCIENCE	**HARDWARE**	learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard. Understanding what a computer is and that it's made up of different components. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. Recognising that buttons cause effects and that technology follows instructions. Using greater control when taking photos with cameras, tablets or computers.	understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers. Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather.	Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle. Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future. Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).
	NETWORKS AND DATA REPRESENTATION		Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred.	Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Understanding how bit patterns represent images as pixels Understanding that computer networks provide multiple services.

		YEAR 1/2	YEAR 3/4	YEAR 5/6
INFORMATION TECHNOLOGY	**COMPUTATIONAL THINKING**	Learning that decomposition means breaking a problem down into smaller parts and articulating this. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction.	Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently. Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts during both plugged and unplugged activities. Using decomposition to explain the parts of a laptop computer.	Decomposing a program into an algorithm. Decomposing animations into a series of images. Decomposing a story to be able to plan a program to tell a story. Predicting how software will work based on previous experience. Writing increasingly complex algorithms for a purpose. Using past experiences to help solve new problems
	PROGRAMMING	Programming a Floor robot to follow a planned route. Using programming language to explain how a floor robot works. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.	Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code. Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient. Remixing existing code.	Programming an animation. Iterating and developing their programming as they work. Confidently using loops in programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Predicting code and adapting it to a chosen purpose. Changing a program to personalise it. Evaluating code to understand its purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Amending code within a live scenario.
	USING SOFTWARE	sing a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Using software (and unplugged means) to create story animations.	Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. Designing and creating a webpage for a given purpose. Building a web page and creating content for it. Using software to work collaboratively with others. se online software for documents, presentations, forms and spreadsheets.	sing logical thinking to explore software more independently, making predictions based on their previous experience, iterating ideas and testing continuously. Identify ways to improve and edit programs, videos, images etc. Using search and word processing skills to create a presentation. Independently learning how to use 3D design software package TinkerCAD. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages. sing software programme Sonic Pi/Scratch to create music. Using video editing software to animate.
	USING EMAIL AND INTERNET SEARCHES	Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Searching for appropriate images to use in a document. Understanding what online information is. Searching and downloading images from the Internet safely.	Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email. Understanding why some results come before others when searching. Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.	Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns Understanding how search engines work..
	USING DATA	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Collecting and inputting data into a spreadsheet.	Understanding the vocabulary associated with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information.	Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location. Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time.

		YEAR 1/2	YEAR 3/4	YEAR 5/6
		Interpreting data from a spreadsheet. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.	Creating and interpreting charts and graphs to understand data. Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by…' option. Designing a device which gathers and records sensor data.	Creating formulas and sorting data within spreadsheets
	WIDER USE OF TECHNOLOGY	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet. Learning how computers are used in the wider world.	Understanding the purpose of emails. Recognising how social media platforms are used to interact. Understanding that software can be used collaboratively online to work as a team	Learning about the Internet of Things and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency. Learn about different forms of communication that have developed with the use of technology.
DIGITAL LITERACY		Logging in and out and saving work on their own account. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. Identifying whether information is safe or unsafe to be shared online. Learning how to create a strong password. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true.	Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it. Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.	Identifying possible dangers online and learning how to stay safe. Evaluating the pros and cons of online communication. Recognising that information on the internet might not be true or correct and learning ways of checking validity. Learning what to do if they experience bullying online. Learning to use an online community safely. Using search engines safely and effectively. Understanding the importance of secure passwords and how to create them. Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. Learning strategies to capture evidence of online bullying in order to seek help. Recognising that updated software can help to prevent data corruption and hacking.
CREATING MEDIA		To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online. To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video. To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed. To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation.
COMPUTING SYSTEMS AND NETWORKS		To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software. To know the difference between a desktop and laptop computer. To know that people control technology. To know that buttons are a form of input that give a computer an instruction about what to do (output). To know that computers often work together. To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text.	To know what a tablet is and to understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know that cyberbullying is bullying using electronics such as a computer or phone. To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentations. To know what a tablet is and how it is different from a laptop/desktop computer. To understand what a network is and how a school network might be organised.	To know the difference between ROM and RAM. To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software. To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is.

	YEAR 1/2	YEAR 3/4	YEAR 5/6
		To know that a server is central to a network and responds to requests made. To know how the internet uses networks to share files. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. To know the roles that inputs and outputs play. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.	
E-SAFETY	To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true.	To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. To know what social media is and that age restrictions apply. To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.
PROGRAMMING	To understand that an algorithm is when instructions are put in an exact order. To know that input devices get information into a computer and that output devices get information out of a computer. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke. To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a bee-bot accurately to a chosen destination. To understand what machine learning is and how that enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem	To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc	To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition). To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code. To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their code while performing their music.
DATA HANDLING	To know how that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'. To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm.	To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer.	To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To understand that RAM is Random Access Memory and acts as the computer's working memory.

		YEAR 1/2	YEAR 3/4	YEAR 5/6
		To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.	To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	To know what simple operations can be used to calculate bit patterns. To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. I know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.