Computing Progression Document

Computing Systems and Technology							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To recognise technology in school and use it responsibly	To identify IT and how its responsible use improves our world in school and beyond	To identify that digital devices have inputs, processes and outputs. To identify how devices can be connected to make networks	To recognise the internet as a network of networks including the WWW. To recognise why we should evaluate online content	To recognise IT systems in the world and how some can enable searching on the internet	To explore how data is transferred by working collaboratively online

Creating Media							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To choose appropriate tools in a program to create art, and making comparisons with working non-digitally. To use a computer to create and format text, before comparing to writing non-digitally	To capture and change digital photographs for different purposes. To use a computer as a tool to explore rhythms and melodies, before creating a musical composition	To capture and edit digital still images to produce a stop-frame animation that tells a story. To create documents by modifying text, images, and page layouts for a specified purpose	To capture and edit audio to produce a podcast, ensuring that copyright is considered. To manipulate digital images, and reflect on the impact of changes and whether the required purpose is fulfilled	To plan, capture and edit video to produce a short film. To create images in a drawing program by using layers and groups of objects	To design and create webpages, giving consideration to copyright, aesthetics and navigation. To plan, develop and evaluate 3D computer models of physical objects

Programming							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To write short algorithms and programs for floor robots, and predict program outcomes. To design and programme the movement of a character on screen to tell stories	To create and debug programs, and use logical reasoning to make predictions. To design algorithms and programs that use events to trigger sequences of code to make an interactive quiz	To create sequences in a block-based programming language to make music. To write algorithms and programs that use a range of events to trigger sequences of actions	To use a text-based programming language to explore count-controlled loops when drawing shapes	To explore conditions and selections using a programmable microcontroller. To explore selections in programming to design and code an interactive quiz	To explore variables when designing and coding a game. To design and code a project that captures inputs from a physical device

				Data and Information			
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To explore object labels, then use them to sort and group objects by properties	To collect data in tally charts and use attributes to organise and present data on a computer	To build and use branching databases to group objects using yes/no questions	To recognise how and why data is collected over time, before using data loggers to carry out an investigation To use a block-based programming language to explore count-controlled and infinite loops when creating a game	To use a database to order data and create charts to answer questions	To answer questions by using spreadsheets to organise and calculate data