



LMPS - Computing Progression Map



	Computing Systems and Networks.	Creating Media	Programming A	Data and Information	Creating Media	Programming B
EYFS	In EYFS, The Early Learning Goals (ELGs) will be covered through continuous provision and will be revisited when necessary. The applicable ELGs are... • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Work and play cooperatively and take turns with others. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Make comments about what they have heard and ask questions to clarify their understanding. • Begin to show accuracy and care when drawing.					
Year 1	To recognise technology in school and use it responsibly.	To paint a picture using technology. (Laptops & Tablets).	To input a simple code to move a floor robot. (BeeBots)	Assign data with labels to present and group results.	Using a computer to write.	Create algorithms to move a character. (ScratchJr)
Year 2	To identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Creating and debugging programs and using logical reasoning to make predictions.	To collect data and present using a pictogram.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Designing algorithms and programs to make an interactive quiz.
Year 3	Understand that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Capturing and editing digital still images to produce a stop- frame animation that tells a story.	Creating sequences in a block-based programming language to make music.	Building and using branching databases to group objects using yes/no questions.	Creating documents by modifying text, images, and page layouts.	Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	Recognising the internet as a network of networks including the WWW.	Capturing and editing audio to produce a podcast.	Using a text- based programming language to explore count- controlled loops when drawing shapes.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Manipulate digital images and reflect on the impact of changes and evaluate it.	Using a block- based programming language to explore count- controlled and infinite loops when creating a game.
Year 5	Look at real world systems and how they transfer information between systems and devices. Understand and use search engines.	Plan, capture, and edit videos to produce a short film.	To use a microcontroller to program an output device (LEDs & motors etc).	Using a database to order data and create charts to answer questions.	Creating images in a drawing program by using layers and groups of objects.	Explore selection in programming to design and code an interactive quiz.
Year 6	Recognising how the WWW can be used to communicate and be searched to find information.	Create a web page for a chosen purpose.	Exploring variables when designing and coding a game.	To answer questions by using spreadsheets to organise and calculate data.	Plan, develop, and evaluate 3D computer models of physical objects.	Use a micro:bit to create a step counter.

Thriving Together