

St Kentigern's Computing Progression

| | Computing End Points | | | | | |
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| Year 1 | Technology around us | Creating Media - Paint | Programming A – Move a robot. | Data - Grouping data | Creating media – Digital writing | Programming - Animation |
| | <ul style="list-style-type: none"> Know about different technology in our world. Know the parts of a computer. Use a mouse and keyboard. Know rules for using technology safely. <p><u>Suggested Activity</u> Create a computer safety poster.</p> | <ul style="list-style-type: none"> Know how to use shape and line tools. Use a computer to paint a picture. Create a picture of the nativity scene using computer tools. <p><u>Suggested Activity</u> Create a Christmas card.</p> | <ul style="list-style-type: none"> Know what a given command will do to a Beebot. Know how to combine four direction commands to make sequences. Plan a simple programme. Find different solutions to a problem. | <ul style="list-style-type: none"> Know how to label and count objects. Know how to count objects with the same properties. <p><u>Suggested activity</u> Collate class data and organise and group.</p> | <ul style="list-style-type: none"> Know how to write on a computer. Know how to add, remove and edit text. Know the different tools I can use when editing text. <p><u>Suggested</u> Write a letter/postcard (link to topic)</p> | <ul style="list-style-type: none"> Know how to join a series of commands together. Know how changing values can have an affect. Know how to design parts of a project. Use algorithms to create a project. <p><u>Suggested</u></p> |
| Year 2 | IT around us | Digital Photography | Programming – Robot Algorithms | Pictograms | Digital music | Quizzes |

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| | <ul style="list-style-type: none"> Recognise the uses of IT around us and how we can use it. Know ways in which IT is used in our school. Explain how to use IT safely. <p><u>Activity</u> Computer safety poster (Recap Y1 skills)</p> | <ul style="list-style-type: none"> Use a digital device to take a photograph. Know how photographs can be improved. Know how to edit a photo using digital tools. Recognise that photo's can be changed. <p><u>Activity</u></p> | <ul style="list-style-type: none"> Describe a series of instructions as a sequence. Predict outcomes of a programme. Design an algorithm Know how to debug an algorithm. <p><u>Activity</u></p> | <ul style="list-style-type: none"> Know how to compare data using tally's Recognise how objects can be represented as pictograms. Create a pictogram. Know how to present information using a computer. <p><u>Activity</u></p> | <ul style="list-style-type: none"> Be able to identify patterns in music. Use a computer to create a musical pattern. Be able to create music for a purpose. Review and edit music. <p><u>Activity</u> Summer music? Link to holidays</p> | <ul style="list-style-type: none"> Know that a series of commands have a start and an outcome. Know how to create a programme from a design. Create my own programme and review and edit. <p><u>Activity</u> Create a quiz about seaside holidays.</p> |
| Year 3 | Computer systems – Connecting computers | Creating Media – Stop frame | Sequencing Sounds | Branching Data | Programming - Desktop Publishing | Programming - Events |
| | <ul style="list-style-type: none"> Know how digital devices function. Know the difference between inputs and outputs. Know how | <ul style="list-style-type: none"> Know how a sequence of images like to animated movement. Know how to plan an animation. Analyse, edit and improve | <ul style="list-style-type: none"> Know the different outcomes a command has in scratch. Know how to review codes in a programme. | <ul style="list-style-type: none"> Know how to create yes/no answers. Be able to compare branching databases. Plan my own branching | <ul style="list-style-type: none"> Know how text and images can communicate messages. Know how to edit text (font, style, colours) Know how to | <ul style="list-style-type: none"> Know how a sprite moves in existing projects. Create a programme to move a sprite in four directions. Know how to |

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| | <p>we can connect digital devices.</p> <ul style="list-style-type: none"> • Know the components of a network. | <p>an animation.</p> <ul style="list-style-type: none"> • Add other media to an animation. <p><u>Activity</u> Nativity story animation?</p> | <ul style="list-style-type: none"> • Know how to sequence commands in a suitable order. • Know how to implement an algorithm as a code. <p><u>Activity</u></p> | <p>database.</p> <ul style="list-style-type: none"> • Create a branching database. <p><u>Activity</u> Easter link?</p> | <p>layout text and images for a purpose.</p> <ul style="list-style-type: none"> • Create my own poster for purpose. <p><u>Activity</u> Topic link</p> | <p>fix bugs in a programme.</p> <ul style="list-style-type: none"> • Create a maze based challenge. <p><u>Activity</u> Summer fair maze?</p> |
| Year 4 | The Internet | Audio Production | Repetition in shapes | Data Logging | Creating Media – Photo Editing | Repetition - Games |
| | <ul style="list-style-type: none"> • Know that connected networks make up the internet. • Know how websites are shared on the WWW. • Know that content on the WWW is created by people. • Evaluate the consequences of unreliable content on | <ul style="list-style-type: none"> • Know ways in which to record sounds. • Know ways in which to edit audio. • Know how to combine audio to create a podcast. • Evaluate my own recordings. <p><u>Activity</u> Christmas podcast?</p> | <ul style="list-style-type: none"> • Know how to create a programme using text. • Know to use count-controlled loop. • Be able to design a programme that includes controlled loops. | <ul style="list-style-type: none"> • Know how to use a digital device to log data. • Know how to analyse logged data. • Propose questions and use data logging equipment to find solutions. • Draw conclusions from logged data. <p><u>Activity</u></p> | <ul style="list-style-type: none"> • Know that the composition of images can be changed. • Know how to edit colours in a digital image. • TBCCCC • . | <ul style="list-style-type: none"> • Know how to create a run loops for a programme. • Know how to modify provided games. • Use programming to create their own games with rules and instructions. |

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| | the WWW. <u>Activity</u> Page for the school website? | | | Log school data? Noisy classes? Warmest? | | |
| Year 5 | Sharing Information | Vector Drawing | Video Editing | Fact Files | Physical Computing | Quizzes |
| | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Be able to add an object to a vector drawing. • To delete, modify, edit, duplicate objects. • To create a vector drawing. | <ul style="list-style-type: none"> • Know how to use different camera angles. • Use the split, trim and crop tools to edit. • Plan and edit their own video. | <ul style="list-style-type: none"> • Know how to view data in different ways. • Know how to use different graphs and charts to present data. • Create databases using real life data. | <ul style="list-style-type: none"> • Create a condition-controlled loop. • Know how to write and then test their own algorithms. | <ul style="list-style-type: none"> • To use selection to switch program flow. • Know how to plan out their own quiz. • Complete, evaluate and edit their own quiz. Analyse the data. |
| Year 6 | Internet Communications | Computer Programmes | Spreadsheets | 3D Modelling | Web Pages | Variables |
| | <ul style="list-style-type: none"> • Know what should and shouldn't be shared online. • Know how we use the internet to | | <ul style="list-style-type: none"> • Know how to calculate data using a formula. • Calculate the cost of an event using their own | <ul style="list-style-type: none"> • Use digital tools to modify 3D shape. • Combine objects to create 3D shapes. | <ul style="list-style-type: none"> • Know how to navigate a web page. • Use tools to create their own web page. • Know how to | <ul style="list-style-type: none"> • Know and identify variables in a programme. • Know how to edit variables in |

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| | communicate. | | formulas. | <ul style="list-style-type: none">• Be able to plan, create and modify their own 3D model. | create hyperlinks in a webpage. | <p>an existing game.</p> <ul style="list-style-type: none">• Design their own game using a range of variables. |
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