

St Kentigern's Computing Progression

Computing End Points						
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

	<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

	<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.

	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

	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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