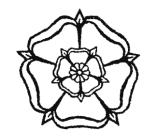


Thornton-in-Craven Community Primary and Nursery School Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



Computing Progression of Skills

Children are taught in mixed age classes

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|------------------|----------------|-------------------|----------------|--------------------|------------------|-------------------|-------------------|
| | | iss One | Class | | Class | <u> </u> | | Four |
| Computer | Explore | Safely use and | Control motion | Understand | Create and debug | Write programs | Design, create | Use logical |
| Science | how things | explore a | by specifying the | that programs | simple programs | that accomplish | and debug | reasoning to |
| | work | variety of | number of steps | execute by: | | specific goals | programs that | explain how |
| | <mark>UTW</mark> | materials, | to travel, | following | Use logical | | accomplish | some simple |
| | | tools and | direction and | precise and | reasoning to | Use sequence and | specific goals. | algorithms work |
| | | techniques, | turn. | unambiguous | predict the | repetition in | | |
| | | experimenting | | instructions | behaviour of | programs | Use logical | Use logical |
| | | with colour, | Create simple | | simple programs | | reasoning to | reasoning to |
| | | design, | programs | Create and | | Use specified | detect and | detect and |
| | | texture, form | | debug simple | Use specified | screen | correct errors in | correct errors in |
| | | and function | Control motion | programs | screen | coordinates to | programs. | algorithms |
| | | ELG | of an object, | | coordinates to | control | | |
| | | | when | Add text | control | movement. | Use sequence | Set IF conditions |
| | | | drawings/objects | strings, show | movement. | | and repetition in | for movements. |
| | | | appear/move | and hide | | Set the | programs. | |
| | | | and set the pen | objects and | Set the | appearance of | | Change the |
| | | | colour, size and | change the | appearance of | objects and | Control or | position of |
| | | | shape. (e.g | features of an | objects and create | create sequences | simulate physical | objects between |
| | | | beebot) | object. | sequences of | of changes. | systems. | screen layers |
| | | | | | changes. | | | (send to back, |
| | | | Create a simple | Select sounds | | Create and edit | Use IF THEN | bring to front). |
| | | | program - using | and control | Create and edit | sounds, control | conditions to | |
| | | | movement | when they are | sounds, control | when they are | control events or | Upload sounds |
| | | | controls to | heard, their | when they are | heard, their | objects. | from a file and |
| | | | enable an object | duration and | heard, their | volume, duration | | edit them - add |
| | | | to move in a | volume. | volume, duration | and rests. | Combine the use | effects such as |
| | | | specified | | and rests. | | of pens with | fade in and out |
| | | | direction and | Control when | | Control the | movement to | and control their |

| | Ι | T | T | T | Τ |
|-------------------|------------------|--------------------|--------------------|-------------------|-------------------|
| exploring | drawings | Control the | shade/size/colour | create | implementation. |
| different draw | appear and set | shade/size/colour | of pens. | interesting | • |
| controls such as, | the pen colour, | of pens. (Logo, | | effects. | |
| pen down/up, | size and shape. | Turtle, Scratch) | Specify conditions | | Combine the use |
| colour, shape, | | | to trigger events. | Use a range of | of pens with |
| size. | Specify user | Create, test and | | sensing tools to | movement to |
| | inputs (such as | correct a program | Work with | control events or | create |
| | clicks) to | - using movement | various forms of | actions. | interesting |
| | control events. | controls/specified | input and output | | effects. |
| | | screen | | Understand how | |
| | Specify the | coordinates | Create conditions | computer | Set events to |
| | nature of | within a program | for actions by | networks can | control other |
| | events (such as | to enable an | sensing proximity | provide multiple | events by |
| | a single event | object to move in | or by waiting for | services, such as | 'broadcasting' |
| | or a loop) | a specified | a user input. | the World Wide | information as a |
| | | direction - using | | Web | trigger. |
| | Create | appearance | Use variables to | | |
| | conditions for | controls in order | store a value. | Appreciate how | Use IF THEN ELSE |
| | actions by | to set/change the | | search results | conditions to |
| | waiting for a | appearance of | Use the functions | are selected and | control events or |
| | user input (such | objects – use | define, set, | ranked (Scratch, | objects. |
| | as responses to | time controls | change, show and | Python) | |
| | questions like: | such as, repeat, | hide to control | | Use a range of |
| | What is your | event to occur in | the variables. | Create, test and | sensing tools to |
| | name?) (Logo, | x seconds – using | | correct more | control events or |
| | Turtle, Scratch, | sound controls to | Use the reporter | complex | actions. |
| | Bee-Bot) | set/edit sound | operators | programs to | |
| | | volume/duration. | (cloning) to | accomplish | Create, test and |
| | Create and test | | perform | specific goals. | correct more |
| | a simple | | calculations. | | complex |
| | program -using | | (Logo, Turtle, | Create programs | programs to |
| | movement | | Scratch) | using specified | accomplish |
| | controls to | | | screen | specific goals. |
| | enable an | | Create, test and | coordinates | |
| | object to move | | correct program | within a | Create programs |
| | in a specified | | to accomplish | program to | using specified |
| | direction - | | specific goal. | enable an object | screen |
| | using draw | | | to move in a | coordinates |
| | controls such | | Create programs | specified | within a program |

| | | Τ | | Т | | · · · · · · · · · · · · · · · · · · · |
|--|--|---|------------------|-------------------|--------------------|---------------------------------------|
| | | | as, pen | using specified | direction - using | to enable an |
| | | | down/up, | screen | appearance | object to move in |
| | | | colour, shape, | coordinates to | controls in order | a specified |
| | | | size - using | enable an object | to set/change | direction - using |
| | | | time controls | to move in a | the appearance | appearance |
| | | | such as, repeat, | specified | of objects - using | controls in order |
| | | | event to occur | direction - using | time controls | to set/change |
| | | | in x seconds. | appearance | such as, repeat, | the appearance |
| | | | | controls in order | sequence, event | of objects - using |
| | | | | to set/change the | to occur in x | time controls |
| | | | | appearance of | seconds - using | such as, repeat, |
| | | | | objects - using | sound controls | sequence, event |
| | | | | time controls | within a | to occur in x |
| | | | | such as, repeat, | program to | seconds - using |
| | | | | event to occur in | set/edit sound | sound |
| | | | | x seconds - using | volume/duration | |
| | | | | sound controls | - using inputs | Use selection, |
| | | | | within a program | and outputs - | sequence and |
| | | | | to set/edit sound | using IF THEN | repetition in |
| | | | | volume/duration. | conditions to | programs |
| | | | | , | control events or | |
| | | | | | objects. | Use variables in a |
| | | | | | | program to store |
| | | | | | | a value. |
| | | | | | | |
| | | | | | | Use true/false |
| | | | | | | values (Boolean |
| | | | | | | operators) to |
| | | | | | | define |
| | | | | | | conditions. |
| | | | | | | |
| | | | | | | Use the reporter |
| | | | | | | operators |
| | | | | | | (cloning |
| | | | | | | properties) to |
| | | | | | | perform |
| | | | | | | calculations. |
| | | | | | | |
| | | | | | | (Scratch, Python) |
| | | | | | | |

| | | | | |
|------|------|--|--|--------------------|
| | | | | Understand how |
| | | | | simple computer |
| | | | | networks are set |
| | | | | up and used |
| | | | | |
| | | | | Create, test and |
| | | | | correct more |
| | | | | complex |
| | | | | programs to |
| | | | | accomplish |
| | | | | specific goals. |
| | | | | |
| | | | | Create programs |
| | | | | using specified |
| | | | | screen |
| | | | | coordinates |
| | | | | within a |
| | | | | program to |
| | | | | enable an object |
| | | | | to move in a |
| | | | | specified |
| | | | | direction - using |
| | | | | appearance |
| | | | | controls in order |
| | | | | to set/change |
| | | | | the appearance |
| | | | | of objects - using |
| | | | | time controls |
| | | | | such as, repeat, |
| | | | | sequence, event |
| | | | | to occur in x |
| | | | | seconds - using |
| | | | | sound controls |
| | | | | within a |
| | | | | program to |
| | | | | set/edit sound |
| | | | | volume/duration |
| | | | | - using inputs |
| | | | | |
| | | | | and outputs - |

| | | | | | | | | using IF THEN conditions to control events or objects - using true/false values to define conditions - using cloning |
|-------------|--------------------|--------------------------|---------------------------------|------------------|--------------------------|----------------------------------|---------------------|--|
| Information | Match | Be confident | Use technology | Use technology | Use technology | Use search | Select, use and | Select |
| Technology | their | to try new | to create, store | to purposefully | purposefully to | technologies | combine a | appropriate |
| | developing | activities and | and retrieve | create, store | organise and | effectively | variety of | applications to |
| | physical | show | digital content. | and retrieve | manipulate digital | | software to | devise, |
| | skills to | independence, | | digital content. | content | Use a variety of | accomplish | construct and |
| | tasks and | resilience and | Use a simple | | | software to | given goals. | manipulate data |
| | activities | perseverance | database to | Use technology | Devise and | accomplish given | | |
| | in the | in the fact of | record | purposefully to | construct a | goals | Collect, analyse | Collect, analyse, |
| | setting | challenge | information. | organise and | database using | D. C | and evaluate | evaluate data |
| | PD | ELG | Onen seve and | manipulate | applications | Devise and | information. | and present it in |
| | Evoloro | Safaly use and | Open, save and retrieve a file. | digital content. | designed for this | construct | Select | an effective and |
| | Explore how things | Safely use and explore a | retrieve a me. | Use a simple | purpose | databases using applications | appropriate | professional manner. |
| | work | variety of | | database to | Organise | designed for this | applications to | mainter. |
| | UTW | materials, | | record | desktop/folders | purpose. | devise, | Select, use and |
| | 0.00 | tools and | | information. | moving files | pa. pose. | construct and | combine |
| | | techniques, | | | between folders/ | Collect and present | manipulate data | software on a |
| | | experimenting | | Open, save | between home | information | and present it in | range of digital |
| | | with colour, | | and retrieve a | and school. | | an effective | devices. |
| | | design, | | file. | | Design and create | manner. | |
| | | texture, form | | | Use copy, cut and | content (Excel, | | Understand |
| | | and function | | Use copy, cut | paste to enhance | Numbers) | Organise | how a simple |
| | | ELG | | and paste to | and improve | | desktop/folders | computer |
| | | | | enhance | texts and images. | Organise | in a clear | network is set |
| | | | | and improve | Davis and | desktop/folders, | manner. | up and used. |
| | | | | texts and | Design and | moving files | moving files | Colloct analyses |
| | | | | images. | construct a database and | between folders/ between home | between folders/ | Collect, analyse, evaluate data |
| | | | | Record and | present data on a | and school. | between home | and present it in |

| | | | | show information on a computer/ipad e.g. data handling. Open and save a file at school created at home or vice versa. | digital device. | Use copy, cut and paste to enhance and improve texts and images. Design and construct a database, presenting information | and school/ between different shared drives. Use copy, cut and paste to enhance and improve texts and images. Collect, analyse and evaluate information in a database and present information in an effective manner. | an effective and professional manner. |
|--------------------------|----------------|---------------------------|--------------------------------|--|----------------------------------|---|---|---------------------------------------|
| Digital Literacy/Esafety | Remember rules | Know and talk about the | Use a range of applications | Use a range of applications | Use different applications and | Use some of the advanced | Choose the most suitable | Choose the most suitable |
| Literacy, Esarety | without | different | and devices in | and devices in | devices in order | features of | applications and | applications and |
| | needing an | factors that | order to | order to | to communicate | applications and | devices for the | devices for the |
| | adult to | support their | communicate | communicate | ideas, work or | devices in order | purposes of | purposes of |
| | remind | overall health | ideas, work and | ideas, work and | messages. | to communicate | communication. | communication. |
| | them | and wellbeing | messages | messages. | | ideas, work or | | |
| | PSED | – sensible | | | Participate in | messages. | Use many of the | Use many of the |
| | | amounts of | Participate in | Recognise | class/school | | advanced | advanced |
| | | 'screen time' | class/school | common uses | social media | Contribute to | features in order | features in order |
| | | PSED | social media | of information | accounts (email, | blogs that are | to create high | to create high |
| | | | accounts | technology | learning | moderated by | quality | quality, |
| | | Explain the | l local constant | beyond school. | platform) | teachers. | communications. | professional or |
| | | reasons for | Understand | Darticinato in | Civo ovamples of | Cive examples of | Callaborato with | efficient |
| | | rules, know right from | online risks and the age rules | Participate in class/school | Give examples of the risks posed | Give examples of the risks posed by | Collaborate with others online on | communications. |
| | | wrong and | for sites. | social media | by online | online | sites approved | Collaborate with |
| | | behave | ioi sites. | accounts | communications. | communications. | and moderated | others online on |
| | | accordingly. | Record and | (email, learning | 23 | | by teachers. | sites approved |
| | | ELG | show | platform) | Understand that | Understand that | , | and moderated |

| | | <u> </u> | | T . | T | T |
|------|-------------|------------------|------------------------|---------------------|--------------------|--------------------|
| info | ormation on | | comments made | comments made | Give examples of | by teachers. |
| а | | Understand | online that are | online that are | the risks of | |
| con | mputer/ipad | online risks and | hurtful or | hurtful or | online | Give examples of |
| e.g. | . data | the age rules | offensive are the | offensive are the | communities and | the risks of |
| han | ndling. | for sites. | same as bullying | same as bullying. | demonstrate | online |
| | | | | | knowledge of | communities and |
| | | Identify where | Identify where to | Identify a range | how to minimise | demonstrate |
| | | to go for help | go for help and | of ways to report | risk and report | knowledge of |
| | | and support | support when | concerns about | problems. | how to minimise |
| | | when they have | they have | contact | | risk and report |
| | | concerns about | concerns about | | Understand the | problems. |
| | | content or | content or | Understand how | effect of online | |
| | | contact on the | contact on the | online services | comments and | Understand the |
| | | internet or | internet or other | work. | show | effect of online |
| | | other online | online | | responsibility | comments and |
| | | technologies | technologies | Understand the | and sensitivity | show |
| | | | | term 'copyright'. | when online. | responsibility |
| | | Send and | Send and receive | | | and sensitivity |
| | | receive an | an email. | Send and receive | Understand and | when online. |
| | | email | | emails | demonstrate | |
| | | | Use an internet | | knowledge that | Understand and |
| | | | browser to find | Contribute to a | it is illegal to | demonstrate |
| | | | specific | class blog. | download | knowledge that |
| | | | information. | | copyrighted | it is illegal to |
| | | | | Use an internet | material, | download |
| | | | Understand that | browser | including music | copyrighted |
| | | | comments made | effectively to find | or games, | material, |
| | | | online that are | specific | without express | including music |
| | | | hurtful or | information. | written | or games, |
| | | | offensive are the | | permission, from | without express |
| | | | same as bullying. | Understand that | the copyright | written |
| | | | | comments made | holder. | permission, from |
| | | | | online that are | | the copyright |
| | | | | hurtful or | Use a variety of | holder. |
| | | | | offensive are the | different ways to | |
| | | | | same as bullying. | communicate | Be discerning in |
| | | | | | digitally, such as | evaluating digital |
| | | | | Identify a range | email, blogging, | content. |
| | | | | of ways to report | sharing files in a | |

| | | | |
|------|----------------|------------------|--------------------|
| | concerns about | school intranet. | Use a variety of |
| | contact | | different ways to |
| | | Understand the | communicate |
| | | effect of online | digitally, such as |
| | | comments and | email, blogging, |
| | | show | sharing files in a |
| | | responsibility | school intranet. |
| | | and sensitivity | |
| | | when online. | Understand the |
| | | | effect of online |
| | | Identify a range | comments and |
| | | of ways to | show |
| | | report concerns | responsibility |
| | | about contact. | and sensitivity |
| | | | when online. |
| | | | |
| | | | Identify a range |
| | | | of ways to |
| | | | report concerns |
| | | | about contact. |