

COMPUTING CURRICULUM PROGRESSION

	Prior year's curriculum content	Nursery Curriculum content	Subsequent year's curriculum content
Computer Science		<u>Nursery</u> <ul style="list-style-type: none"> Begin to develop Computational Thinking skills through all areas of the provision with support: <ul style="list-style-type: none"> - Collaboration - Creating - Tinkering - Persevering - Pattern - Logical Reasoning - Abstraction - Algorithms - Decomposition To follow everyday algorithms as part of Nursery routines. E.g., snack routine, toileting, Powder painting, brushing teeth. To explore the importance of sequencing 	<u>Reception</u> <ul style="list-style-type: none"> Continue to develop Computational Thinking skills through all areas of the provision for increasing independence. <ul style="list-style-type: none"> - Collaboration - Creating - Tinkering - Persevering - Pattern - Logical Reasoning - Abstraction - Algorithms - Decomposition To be able to follow a simple algorithm e.g., making a sandwich. To be able to say why sequencing is important To be able to program a Bee-Bot to make it move forwards, backwards and turn
Vocabulary		Routine Order Sequence Algorithm First, Then, Next, After that	Algorithm Bee-Bot Program Forwards Backwards Turn
Media		<u>Nursery</u> <ul style="list-style-type: none"> To understand that a photograph captures a moment that can then be looked at again To explore taking photos using cameras and iPad To explore a variety of Paint Programs and their tools To explore recording own voice using talking postcards 	<u>Reception</u> <ul style="list-style-type: none"> To be able take photos using both iPads and cameras To be able to independently open the camera app To be able to select, change colour and textures using a variety of Paint Programs To understand that typing on the keyboard creates words on screen To be able to identify the Initial letter of my name on the keyboard and use it to begin writing my name on my work To be able to record and playback voice using talking postcards, Easy speak Microphones
Vocabulary		Camera Capture Photograph Photo iPad Paint Record Talking Post Card	Select Colour Texture Paint Program Keyboard Text Record Playback Talking Postcards Microphones app
Data Handling		<u>Nursery</u> <ul style="list-style-type: none"> To be able to say when 2 objects are the same To be able to identify simple differences To explore sorting physical objects e.g., colour of compare bears, Farm animals, Jungle animals 	<u>Reception</u> <ul style="list-style-type: none"> To be able to sort physical object using a given criteria To understand that the same group of objects could be sorted by a different criterion To explore recording data in simple ways
Vocabulary		Same Different Sort	Criteria criterion Sort Sort a different way Record Data
Information Literacy		<u>Nursery</u> <ul style="list-style-type: none"> To being to understand that the work I create belongs to me 	<u>Reception</u> <ul style="list-style-type: none"> To understand that the work that I create belongs to me To name work so that others know who it belongs to To be able to identify a range of devices

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		<ul style="list-style-type: none"> To begin to understand that we can use devices to find out information To begin to develop and understanding that the internet can be used to communicate 	<ul style="list-style-type: none"> To talk about how the internet can be used to find information To give examples of how I might communicate online with people that I know
Vocabulary		Devices Belongs	Devices Information Online Internet Search
E-Safety		<u>Nursery</u> <ul style="list-style-type: none"> To understand that it is ok to dislike something To be able to identify something that is dislike To recognise when someone is being unkind in everyday interactions To identify how being unkind can make individuals feel To understand that rules are to keep us safe 	<u>Reception</u> <ul style="list-style-type: none"> To be able recognise and say when something makes me feel sad, uncomfortable, embarrassed, or upset To identify examples of personal information To identify people who would be trustworthy to share personal information with and explain why they can be trusted To describe ways that someone could be unkind online To be able to give examples of rules
Vocabulary		Dislike Unkind Feelings Safe Rules	Sad Uncomfortable Embarrassed Upset Personal Information Trustworthy Trusted Online Rules Unkind

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	Prior year's curriculum content	Reception Curriculum content	Subsequent year's curriculum content
Computer Science	<u>Nursery</u> <ul style="list-style-type: none"> Begin to develop Computational Thinking skills through all areas of the provision with support: <ul style="list-style-type: none"> - Collaboration - Creating - Tinkering - Persevering - Pattern - Logical Reasoning - Abstraction - Algorithms - Decomposition To follow everyday algorithms as part of Nursery routines. E.g., snack routine, toileting, Powder painting, brushing teeth. To explore the importance of sequencing 	<u>Reception</u> <ul style="list-style-type: none"> Continue to develop Computational Thinking skills through all areas of the provision for increasing independence. <ul style="list-style-type: none"> - Collaboration - Creating - Tinkering - Persevering - Pattern - Logical Reasoning - Abstraction - Algorithms - Decomposition To be able to follow a simple algorithm e.g., making a sandwich. To be able to say why sequencing is important To be able to program a Bee-Bot to make it move forwards, backwards and turn 	<u>Year 1</u> <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand that an algorithm is a set of instructions to get something done To know that algorithms are written for people To know that most algorithms must be completed in sequence To create own algorithms for others to follow. E.g., Human Mazes To know that programs are instructions written for computers To know that programs are created using code To program a Bee-Bot to reach a specific destination To explore Scratch Jr to create code and simple programs
Vocabulary	Routine Sequence First, Then, Next, After that	Algorithm Program Backwards	Bee-Bot Forwards Turn
Media	<u>Nursery</u> <ul style="list-style-type: none"> To understand that a photograph captures a moment that can then be looked at again To explore taking photos using cameras and iPad To explore a variety of Paint Programs and their tools To explore recording own voice using talking postcards 	<u>Reception</u> <ul style="list-style-type: none"> To be able take photos using both iPads and cameras To be able to independently open the camera app To be able to select, change colour and textures using a variety of Paint Programs To understand that typing on the keyboard creates words on screen To be able to identify the Initial letter of my name on the keyboard and use it to begin writing my name on my work To be able to record and playback voice using talking postcards, Easy speak Microphones 	<u>Year 1</u> <ul style="list-style-type: none"> To be able to take and review the photos that they have taken, identifying why some are better than others To be able to delete unwanted photos To create simple documents and develop typing skills To save and open work To create simple pieces of music
Vocabulary	Camera Photograph iPad Record	Capture Photo Paint Talking Post Card	Select Texture Keyboard Talking Postcards
Data Handling	<u>Nursery</u> <ul style="list-style-type: none"> To be able to say when 2 objects are the same To be able to identify simple differences To explore sorting physical objects e.g., colour of compare bears, Farm animals, Jungle animals 	<u>Reception</u> <ul style="list-style-type: none"> To be able to sort physical object using a given criteria To understand that the same group of objects could be sorted by a different criterion To explore recording data in simple ways	<u>Year 1</u> <ul style="list-style-type: none"> To be able to sort a simple set of data provided using a given criteria To begin to think of own ways to sort data To be able to record using a Pictogram To be able to interpret and discuss a Pictogram
Vocabulary	Same Different Sort	Criteria Sort a different way	criterion Record Sort Data
Information Literacy	<u>Nursery</u> <ul style="list-style-type: none"> To being to understand that the work I create belongs to me 	<u>Reception</u> <ul style="list-style-type: none"> To understand that the work that I create belongs to me To name work so that others know who it belongs to To be able to identify a range of devices 	<u>Year 1</u> <ul style="list-style-type: none"> To be able to communicate with people that I know online with adult support

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	<ul style="list-style-type: none"> To begin to understand that we can use devices to find out information To begin to develop and understanding that the internet can be used to communicate 	<ul style="list-style-type: none"> To talk about how the internet can be used to find information To give examples of how I might communicate online with people that I know 	<ul style="list-style-type: none"> To be able to search for information online using a voice activated search To develop an understanding of search engines To understand that we encounter a range of things online that we may like/ dislike as well as things that are make-believe or a joke To explain why my digital work belongs to me e.g. I filmed it, I created it To be able to save work under a suitable title so that others know that it belongs to me To understand that work created by other people is not mine even if I create a copy
Vocabulary	Devices Belongs	Devices Internet Search Information Online	Search engine Make-believe Joke Digital Work
E-Safety	<u>Nursery</u> <ul style="list-style-type: none"> To understand that it is ok to dislike something To be able to identify something that is dislike To recognise when someone is being unkind in everyday interactions To identify how being unkind can make individuals feel To understand that rules are to keep us safe 	<u>Reception</u> <ul style="list-style-type: none"> To be able recognise and say when something makes me feel sad, uncomfortable, embarrassed, or upset To identify examples of personal information To identify people who would be trustworthy to share personal information with and explain why they can be trusted To describe ways that someone could be unkind online <p>To be able to give examples of rules</p>	<u>Year 1</u> <ul style="list-style-type: none"> To understand that there may be people online who want to make people feel sad, embarrassed or upset To be able to identify what I should do if I feel sad, embarrassed, upset or worried To be able to identify my trusted adults and explain how they could help me To be able to give examples of when I should ask permission to do something online and recognise why this is important To understand information can stay online and be copied To identify information that should not be shared without asking permission from a trusted adult To be able to discuss how to behave online appropriately To know how to get help if I see content that makes us feel worried, uncomfortable or frightened To identify rules that can help me to stay safe online To understand the use of passwords and why it is important not to share them
Vocabulary	Dislike Unkind Feelings Safe Rules	Sad Uncomfortable Embarrassed Upset Personal Information Trustworthy Trusted Online Rules Unkind	Permission Trusted Adult Password Behave rules content

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	Prior year's curriculum content	Year 1 curriculum content	Subsequent year's curriculum content
Computer Science	Reception <ul style="list-style-type: none"> Continue to develop Computational Thinking skills through all areas of the provision for increasing independence. - Collaboration - Creating - Tinkering - Persevering - Pattern - Logical Reasoning - Abstraction - Algorithms - Decomposition To be able to follow a simple algorithm e.g., making a sandwich. To be able to say why sequencing is important To be able to program a Bee-Bot to make it move forwards, backwards and turn 	Year 1 <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand that an algorithm is a set of instructions to get something done To know that algorithms are written for people To know that most algorithms must be completed in sequence To create own algorithms for others to follow. E.g., Human Mazes To know that programs are instructions written for computers To know that programs are created using code To program a Bee-Bot to reach a specific destination To explore Scratch Jr to create code and simple programs To be able to debug simple errors in algorithms and code 	Year 2 <ul style="list-style-type: none"> To further develop Computational Thinking skills To use logical reasoning to make predict the outcome of both programs and algorithms To be able to read and understand a sequence of code in order to predict outcomes To further develop debugging strategies in order to promote both resilience and perseverance when creating own programs To create own programs using Scratch Jr using multiple block types Evaluate how effective their decisions were
Vocabulary	Algorithm Bee-Bot Program	Algorithm Code Program Debug	Algorithm Program Bug Outcome Code Debug predict Evaluate
Media	Reception <ul style="list-style-type: none"> To be able take photos using both iPads and cameras To be able to independently open the camera app To be able to select, change colour and textures using a variety of Paint Programs To understand that typing on the keyboard creates words on screen To be able to identify the Initial letter of my name on the keyboard and use it to begin writing my name on my work <p>To be able to record and playback voice using talking postcards, Easy speak Microphones</p>	Year 1 <ul style="list-style-type: none"> To be able to take and review the photos that they have taken, identifying why some are better than others To be able to delete unwanted photos To create simple documents and develop typing skills To save and open work To create simple pieces of music 	Year 2 <ul style="list-style-type: none"> To take both photos and videos To use the edit features to crop images To format documents by font, size and colour To be able to add a title to document To use paragraphing To further develop typing skills in order to make typing more fluid To add audio into a piece of work e.g., Book Creator To explore simple on-screen animations
Vocabulary	Select Texture Keyboard Talking Postcards Colour Paint Program Text Record Playback Microphones app	Music Review Open Sounds Evaluate Delete Tempo Save Document	Edit Title Colour Formatting Crop Font Size Audio Animations
Data Handling	Reception <ul style="list-style-type: none"> To be able to sort physical object using a given criteria To understand that the same group of objects could be sorted by a different criterion To explore recording data in simple ways 	Year 1 <ul style="list-style-type: none"> To be able to sort a simple set of data provided using a given criteria To begin to think of own ways to sort data To be able to record using a Pictogram To be able to interpret and discuss a Pictogram 	Year 2 <ul style="list-style-type: none"> To be able to collect information and use it to create simple Pictogram or Block graph To be able to enter data accurately and edit mistakes To be able to label axis of graphs To use graphs to answer questions To understand that accuracy when inputting data is important in order to be able to answer question accurately To sort data using Yes/No questions
Vocabulary	Criteria criterion Sort	Sort Record	Pictogram Block Graph Data Accurately

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	Sort a different way	Record	Data	Pictogram	Edit	Input	Axis	Label	Yes/No questions				
Information Literacy	Reception <ul style="list-style-type: none">To understand that the work that I create belongs to meTo name work so that others know who it belongs toTo be able to identify a range of devicesTo talk about how the internet can be used to find informationTo give examples of how I might communicate online with people that I know			Year 1 <ul style="list-style-type: none">To be able to communicate with people that I know online with adult supportTo be able to search for information online using a voice activated searchTo develop an understanding of search enginesTo understand that we encounter a range of things online that we may like/ dislike as well as things that are make-believe or a jokeTo explain why my digital work belongs to me e.g. I filmed it, I created itTo be able to save work under a suitable title so that others know that it belongs to meTo understand that work created by other people is not mine even if I create a copy	Year 2 <ul style="list-style-type: none">To identify ways that we can communicate with people that we do not know offlineTo understand that information put online about someone can last a long timeTo recognise that anyone’s online information could be seen by othersTo identify what we should do if we believe that something has been shared without our consentTo search for information using child friendly search engines using simple wordsTO be able to navigate a web page to find the information that I needTo further develop knowledge of voice activated searches and understand that it is not a real personTo be able to explain the difference between something that is imaginary/ make believe/ made up and something that is real / trueTo develop and understanding that not everything online is real or trueTo identify and describe why other people’s digital work belongs to themTo recognise that information on the internet belongs to others								
Vocabulary	Devices Information	Internet Online	Search	Search engine Make-believe Joke Digital Work	Consent								
E-Safety	Reception <ul style="list-style-type: none">To be able recognise and say when something makes me feel sad, uncomfortable, embarrassed, or upsetTo identify examples of personal informationTo identify people who would be trustworthy to share personal information with and explain why they can be trustedTo describe ways that someone could be unkind online To be able to give examples of rules			Year 1 <ul style="list-style-type: none">To understand that there may be people online who want to make people feel sad, embarrassed or upsetTo be able to identify what I should do if I feel sad, embarrassed, upset or worriedTo be able to identify my trusted adults and explain how they could help meTo be able to give examples of when I should ask permission to do something online and recognise why this is importantTo understand information can stay online and be copiedTo identify information that should not be shared without asking permission from a trusted adultTo be able to discuss how to behave online appropriatelyTo know how to get help if I see content that makes us feel worried, uncomfortable or frightenedTo identify rules that can help me to stay safe onlineTo understand the use of passwords and why it is important not to share them	Year 2 <ul style="list-style-type: none">To understand that people can look and act differently online and offlineTo recognise and give examples of issues online that might make us feel sad, uncomfortable, frightened etcTo identify risks with communicating with someone that you do not know offlineTo identify who I should ask before sharing my personal informationTo understand that I have the right to say no or have the right to check with my trusted adult if I am unsureTo be able to identify who can help me if I feel under pressure to do something when working onlineTo explain what bullying is and to recognise that the person being bullied is not to blameTo identify how someone getting bullied could get helpTo identify why rules and guides can help anyone when working onlineTo understand the term private and explain rules for keeping personal information privateTo understand how passwords can be used to protect information								
Vocabulary	Sad Personal Information Rules	Uncomfortable Trustworthy Unkind	Embarrassed Trusted	Upset Online	Permission content	Trusted Adult	Password	Behave	rules	Issues Pressure	Risks Bullying	The right to say NO Private	Under Protect

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	Prior year's curriculum content			Year2 Curriculum content			Subsequent year's curriculum content		
Computer Science	Year 1 <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand that an algorithm is a set of instructions to get something done To know that algorithms are written for people To know that most algorithms must be completed in sequence To create own algorithms for others to follow. E.g., Human Mazes To know that programs are instructions written for computers To know that programs are created using code To program a Bee-Bot to reach a specific destination To explore Scratch Jnr to create code and simple programs To be able to debug simple errors in algorithms and code 			Year 2 <ul style="list-style-type: none"> To further develop Computational Thinking skills To use logical reasoning to make predict the outcome of both programs and algorithms To be able to read and understand a sequence of code in order to predict outcomes To further develop debugging strategies in order to promote both resilience and perseverance when creating own programs To create own programs using Scratch Jnr using multiple block types Evaluate how effective their decisions were 			Year 3 <ul style="list-style-type: none"> To further develop Computational Thinking skills To apply the knowledge of Scratch Jnr when transitioning to Scratch To understand that an input is information being sent into a computer from the outside world (microphone, touchscreen, mouse, keyboard etc) To understand that an output is information being sent out from the computer (speaker, screen etc) To be able to identify a range of input and output devices To identify the 3 main types of repetition: <ul style="list-style-type: none"> Repeat once Repeat forever Repeat a specific number of times To create algorithms and programs that use inputs, outputs and repetition 		
Vocabulary	Algorithm	Code	Program	Algorithm	Code	Bug	Input	Output	Repeat
	Code			Program	Debug	Outcome	Repetition	Loop	
	Program			Bug	Predict				
	Debug			Outcome	Evaluate				
Media	Year 1 <ul style="list-style-type: none"> To be able to take and review the photos that they have taken, identifying why some are better than others To be able to delete unwanted photos To create simple documents and develop typing skills To save and open work To create simple pieces of music 			Year 2 <ul style="list-style-type: none"> To take both photos and videos To use the edit features to crop images To format documents by font, size and colour To be able to add a title to document To use paragraphing To further develop typing skills in order to make typing more fluid To add audio into a piece of work e.g., Book Creator To explore simple on-screen animations			Year 3 <ul style="list-style-type: none"> To add sounds to projects such as PowerPoints and Videos To be able to insert images into documents and PowerPoint Presentations To capture, create and enhance new and existing digital images (filters) To be able to use apps such as Pic Collage To be able to use cut, copy and paste To be able to use spell checker To develop formatting skills to include adding columns and text boxes To plan and create simple Stop Motion Animation 		
Vocabulary	Music	Sounds	Tempo	Edit	Crop		Insert	Enhance	Cut
	Review	Evaluate	Save	Title	Font		Spell Checker	Columns	Paste
	Open	Delete	Document	Colour	Size		Stop Motion Animations		Textboxes
				Formatting	Audio	Animations			
Data Handling	Year 1 <ul style="list-style-type: none"> To be able to sort a simple set of data provided using a given criteria To begin to think of own ways to sort data To be able to record using a Pictogram To be able to interpret and discuss a Pictogram 			Year 2 <ul style="list-style-type: none"> To be able to collect information and use it to create simple Pictogram or Block graph To be able to enter data accurately and edit mistakes To be able to label axis of graphs To use graphs to answer questions 			Year 3 <ul style="list-style-type: none"> To collect information and represent data using a variety of charts and graphs To confidently label graphs and charts To examine and interpret existing graphs to answer questions To understand the terms field and record in a Database 		

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		<ul style="list-style-type: none"> To understand that accuracy when inputting data is important in order to be able to answer question accurately To sort data using Yes/No questions 	<ul style="list-style-type: none"> To be able to use an existing data base to answer questions To create simple branching Databases
Vocabulary	Sort Record Pictogram	Pictogram Block Graph Data Accurately Edit Input Axis Label Yes/No questions	Field Record Database Branching Database
Information Literacy	Year 1 <ul style="list-style-type: none"> To be able to communicate with people that I know online with adult support To be able to search for information online using a voice activated search To develop an understanding of search engines To understand that we encounter a range of things online that we may like/ dislike as well as things that are make-believe or a joke To explain why my digital work belongs to me e.g. I filmed it, I created it To be able to save work under a suitable title so that others know that it belongs to me <p>To understand that work created by other people is not mine even if I create a copy</p>	Year 2 <ul style="list-style-type: none"> To identify ways that we can communicate with people that we do not know offline To understand that information put online about someone can last a long time To recognise that anyone's online information could be seen by others To identify what we should do if we believe that something has been shared without our consent To search for information using child friendly search engines using simple words TO be able to navigate a web page to find the information that I need To further develop knowledge of voice activated searches and understand that it is not a real person To be able to explain the difference between something that is imaginary/ make believe/ made up and something that is real / true To develop and understanding that not everything online is real or true To identify and describe why other people's digital work belongs to them <p>To recognise that information on the internet belongs to others</p>	Year 3 <ul style="list-style-type: none"> To be able to use key phrases in search engines to gather accurate information How to use "" to narrow my search To understand what autocomplete is and know how to pick the best suggestion To understand that the internet can be used to buy and sell things To understand the difference between 'a belief', 'an opinion' and a fact. To recognise how beliefs, opinions and facts are shared online To understand the importance of giving and gaining permission before sharing things online and how the principle is the same for sharing online as it is sharing offline To identify what problems might be caused by copying someone else's work online without their permission
Vocabulary	Search engine Make-believe Joke Digital Work	Consent	Key phrases Autocomplete Belief Opinion Fact Permission Consent
E-Safety	Year 1 <ul style="list-style-type: none"> To understand that there may be people online who want to make people feel sad, embarrassed or upset To be able to identify what I should do if I feel sad, embarrassed, upset or worried To be able to identify my trusted adults and explain how they could help me To be able to give examples of when I should ask permission to do something online and recognise why this is important To understand information can stay online and be copied To identify information that should not be shared without asking permission from a trusted adult To be able to discuss how to behave online appropriately To know how to get help if I see content that makes us feel worried, uncomfortable or frightened To identify rules that can help me to stay safe online To understand the use of passwords and why it is important not to share them 	Year 2 <ul style="list-style-type: none"> To understand that people can look and act differently online and offline To recognise and give examples of issues online that might make us feel sad, uncomfortable, frightened etc To identify risks with communicating with someone that you do not know offline To identify who I should ask before sharing my personal information To understand that I have the right to say no or have the right to check with my trusted adult if I am unsure To be able to identify who can help me if I feel under pressure to do something when working online To explain what bullying is and to recognise that the person being bullied is not to blame To identify how someone getting bullied could get help To identify why rules and guides can help anyone when working online To understand the term private and explain rules for keeping personal information private 	Year 3 <ul style="list-style-type: none"> To understand and explain what is meant by the term 'identity' To identify how people can represent themselves online To recognise ways in which people might change their identity depending on what they are going (gaming, avatar, social media) To explain what it means to know someone online and identify why this might be different to knowing someone offline To understand that trusting someone online is different to liking someone online and why we should be careful with who should trust online To recognise that it is ok to change your mind about trusting someone online if they make you feel anxious, worried or frightened To identify information that you may/ may not be willing to share about yourself online To explain why it is important to be careful before sharing information about myself online and know who to ask if I need support with this

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		<ul style="list-style-type: none">To understand how passwords can be used to protect information	<ul style="list-style-type: none">To understand why some online content has age restrictions and why it is important to follow the restrictionsTo identify both positive and negative effects of using technology and understand that spending too much time on a digital device can have a negative impact on my health and wellbeingTo identify strategies for creating passwords and keeping them private
Vocabulary	Permission Trusted Adult Password Behave rules content	Issues Pressure Risks Bullying The right to say NO Private Under Protect	Avatar Age Restrictions Identity Trustworthy

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	Prior year's curriculum content		Year 3 Curriculum content		Subsequent year's curriculum content	
Computer Science	Year 2 <ul style="list-style-type: none"> To further develop Computational Thinking skills To use logical reasoning to make predict the outcome of both programs and algorithms To be able to read and understand a sequence of code in order to predict outcomes To further develop debugging strategies in order to promote both resilience and perseverance when creating own programs To create own programs using Scratch Jnr using multiple block types Evaluate how effective their decisions were 		Year 3 <ul style="list-style-type: none"> To further develop Computational Thinking skills To apply the knowledge of Scratch Jnr when transitioning to Scratch To understand that an input is information being sent into a computer from the outside world (microphone, touchscreen, mouse, keyboard etc) To understand that an output is information being sent out from the computer (speaker, screen etc) To be able to identify a range of input and output devices To identify the 3 main types of repetition: <ul style="list-style-type: none"> Repeat once Repeat forever Repeat a specific number of times To create algorithms and programs that use inputs, outputs and repetition 		Year 4 <ul style="list-style-type: none"> To further develop Computational Thinking skills To decompose existing programs into smaller parts and compare the features of different programs (comparing games) To understand how process of selection works and identify real world examples To be able to identify specifically placed bugs and successfully debug them To create programs using selection by implementing prior knowledge of repetition To turn code into an algorithm 	
Vocabulary	Algorithm Program Bug Outcome	Code Debug Predict Evaluate	Input Repetition Repeat	Output Loop	Selection Decomposition	Decompose Compare
Media	Year 2 <ul style="list-style-type: none"> To take both photos and videos To use the edit features to crop images To format documents by font, size and colour To be able to add a title to document To use paragraphing To further develop typing skills in order to make typing more fluid To add audio into a piece of work e.g., Book Creator To explore simple on-screen animations 		Year 3 <ul style="list-style-type: none"> To be able to insert images into documents and PowerPoint Presentations To capture, create and enhance new and existing digital images (filters) To be able to use apps such as Pic Collage To be able to use cut, copy and paste To be able to use spell checker To develop formatting skills to include adding columns and text boxes To add sounds to projects such as PowerPoints and Videos To plan and create simple Stop Motion Animation 		Year 4 <ul style="list-style-type: none"> To capture quality still and moving images To consider both the lighting and frame when taking digital images. To understand and consider the use of the rule of thirds when taking digital images To understand what a long shot, medium shot and closeup are and why they are used. Apply these shots when creating shot films To create simple storyboards for films, animations and slideshows To know and apply keyboard shortcuts for cut, copy and paste To be able to copy and paste from one app to another or from a web browser. To develop knowledge of 2D Design to create Birds Eye view plans To manipulate 2D objects including rotate and resize To use layers to combine a variety of sounds and edit them into one piece of audio Select and import Copyright Free existing sounds files To record a Stop Motion Animation which includes a title and credits, reviewing and editing mistakes. To understand the term onion skinning 	
Vocabulary	Edit Title Colour Formatting	Crop Font Size Audio Animations	Insert Spell Checker Stop Motion Animations	Enhance Cut Columns Paste Textboxes	Moving image Long Shot 2D Design Layers	Still Image Medium Shot Birds Eye View Title Credits Lighting Frame Closeup Shortcut Rotate Resize Onion Skinning

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Data Handling	Year 2 <ul style="list-style-type: none"> To be able to collect information and use it to create simple Pictogram or Block graph To be able to enter data accurately and edit mistakes To be able to label axis of graphs To use graphs to answer questions To understand that accuracy when inputting data is important in order to be able to answer question accurately To sort data using Yes/No questions 	Year 3 <ul style="list-style-type: none"> To collect information and represent data using a variety of charts and graphs To confidently label graphs and charts To examine and interpret existing graphs to answer questions To understand the terms field and record in a Database To be able to use an existing data base to answer questions To create simple branching Databases 	Year 4 <ul style="list-style-type: none"> To enter data in pre-defined databases by placing information into the correct fields To be able to search existing databases to find information To enter data accurately into a spreadsheet To understand and use cell references To use the Spreadsheet to create line or bar graphs/ pie charts with correctly labelled axis and titles To use the SUM function to calculate the total set of numbers in a range of cells
Vocabulary	Pictogram Block Graph Data Accurately Edit Input Axis Label Yes/No questions	Field Record Database Branching Database	Spreadsheet Cell Cell reference Axis SUM function
Information Literacy	Year 2 <ul style="list-style-type: none"> To identify ways that we can communicate with people that we do not know offline To understand that information put online about someone can last a long time To recognise that anyone's online information could be seen by others To identify what we should do if we believe that something has been shared without our consent To search for information using child friendly search engines using simple words TO be able to navigate a web page to find the information that I need To further develop knowledge of voice activated searches and understand that it is not a real person To be able to explain the difference between something that is imaginary/ make believe/ made up and something that is real / true To develop and understanding that not everything online is real or true To identify and describe why other people's digital work belongs to them <p>To recognise that information on the internet belongs to others</p>	Year 3 <ul style="list-style-type: none"> To be able to use key phrases in search engines to gather accurate information How to use “ “ to narrow my search To understand what autocomplete is and know how to pick the best suggestion To understand that the internet can be used to buy and sell things To understand the difference between ‘a belief’, ‘an opinion’ and a fact. To recognise how beliefs, opinions and facts are shared online To understand the importance of giving and gaining permission before sharing things online and how the principle is the same for sharing online as it is sharing offline To identify what problems might be caused by copying someone else's work online without their permission 	Year 4 <ul style="list-style-type: none"> To know that the information shared about someone online could be created, copied or shared by others To be able to analyse information in order to make a judgement about its probable accuracy To understand that lots of people sharing the same opinion or beliefs online don't make the opinion or beliefs true To understand the use of pop-up adverts To be able to identify who own content when searching the internet and to able to recognise if we have the right to reuse it To identify examples of content that we must not use without permission of the owner To understand the term ‘fake news’ To understand the term ‘reuse’
Vocabulary	Consent	Key phrases Autocomplete Belief Opinion Fact Permission Consent	Fake News Reuse Pop-up Advert Content Permission Consent Analyse

COMPUTING CURRICULUM PROGRESSION

E-Safety	<p>Year 2</p> <ul style="list-style-type: none"> To understand that people can look and act differently online and offline To recognise and give examples of issues online that might make us feel sad, uncomfortable, frightened etc To identify risks with communicating with someone that you do not know offline To identify who I should ask before sharing my personal information To understand that I have the right to say no or have the right to check with my trusted adult if I am unsure To be able to identify who can help me if I feel under pressure to do something when working online To explain what bullying is and to recognise that the person being bullied is not to blame To identify how someone getting bullied could get help To identify why rules and guides can help anyone when working online To understand the term private and explain rules for keeping personal information private <p>To understand how passwords can be used to protect information</p>	<p>Year 3</p> <ul style="list-style-type: none"> To understand and explain what is meant by the term 'identity' To identify how people can represent themselves online To recognise ways in which people might change their identity depending on what they are going (gaming, avatar, social media) To explain what it means to know someone online and identify why this might be different to knowing someone offline To understand that trusting someone online is different to liking someone online and why we should be careful with who should trust online To recognise that it is ok to change your mind about trusting someone online if they make you feel anxious, worried or frightened To identify information that you may/ may not be willing to share about yourself online To explain why it is important to be careful before sharing information about myself online and know who to ask if I need support with this To understand why some online content has age restrictions and why it is important to follow the restrictions To identify both positive and negative effects of using technology and understand that spending too much time on a digital device can have a negative impact on my health and wellbeing <p>To identify strategies for creating passwords and keeping them private</p>	<p>Year 4</p> <ul style="list-style-type: none"> To be able to explain how my online identity might be different to my offline identity To understand that others online can pretend to be somebody else and can suggest reasons why they might do this To identify positive ways that people can interact online To identify strategies that can be used in different online context e.g., gaming, livestreaming etc To understand that different people may react different to something that they see online due to their individual thoughts, feelings and beliefs To be able to recognise positive and negative behaviour online To identify ways to be respectful online To understand the term reputation To understand how the content that they post might affect others feelings To understand that how I behave online can affect how others feel about me To describe ways in which people can be bullied through a range of media and identify what they should do if they see bullying taking place To identify times and situations where it might be beneficial to limit the amount of time using technology To recognise that technology can be a distraction from other things and identify why this may be both positive and negative To understand that the internet is never fully private and is monitored To understand that some online services ask for consent to store information and know how to respond appropriately To know what the digital age for consent is and how this impacts online services asking for consent
Vocabulary	Issues Risks The right to say NO Under Pressure Bullying Private Protect	Avatar Identity Trustworthy Age Restrictions	Private Live streaming Identity Strategies Reputation Distraction Digital Age

COMPUTING CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 4 Curriculum content	Subsequent year's curriculum content
Computer Science	Year 3 <ul style="list-style-type: none"> To further develop Computational Thinking skills To apply the knowledge of Scratch Jnr when transitioning to Scratch To understand that an input is information being sent into a computer from the outside world (microphone, touchscreen, mouse, keyboard etc) To understand that an output is information being sent out from the computer (speaker, screen etc) To be able to identify a range of input and output devices To identify the 3 main types of repetition: <ul style="list-style-type: none"> Repeat once Repeat forever Repeat a specific number of times To create algorithms and programs that use inputs, outputs and repetition 	Year 4 <ul style="list-style-type: none"> To further develop Computational Thinking skills To decompose existing programs into smaller parts and compare the features of different programs (comparing games) To understand how process of selection works and identify real world examples To be able to identify specifically placed bugs and successfully debug them To create programs using selection by implementing prior knowledge of repetition To turn code into an algorithm 	Year 5 <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand what a variable is and why they are important in programs To apply variables to 'unplugged games' to develop understanding and then modify existing games to add (lives, timers, scores) To understand that most variables need the process of selection in order for the variable to work. To apply knowledge of repetition and selection when creating/ modifying programs to contain a variable To program a physical device (Micro: Bits) To be able to turn code into an algorithm and vice versa
Vocabulary	Input Repetition Repeat Output Loop	Selection Decomposition Decompose Compare	Variables Lives Scores Timers Micro: Bits
Media	Year 3 <ul style="list-style-type: none"> To be able to insert images into documents and PowerPoint Presentations To capture, create and enhance new and existing digital images (filters) To be able to use apps such as Pic Collage To be able to use cut, copy and paste To be able to use spell checker To develop formatting skills to include adding columns and text boxes To add sounds to projects such as PowerPoints and Videos To plan and create simple Stop Motion Animation 	Year 4 <ul style="list-style-type: none"> To capture quality still and moving images To consider both the lighting and frame when taking digital images. To understand and consider the use of the rule of thirds when taking digital images To understand what a long shot, medium shot and closeup are and why they are used. Apply these shots when creating shot films To create simple storyboards for films, animations and slideshows To know and apply keyboard shortcuts for cut, copy and paste To be able to copy and paste from one app to another or from a web browser. To develop knowledge of 2D Design to create Birds Eye view plans To manipulate 2D objects including rotate and resize To use layers to combine a variety of sounds and edit them into one piece of audio Select and import Copyright Free existing sounds files To record a Stop Motion Animation which includes a title and credits, reviewing and editing mistakes. To understand the term onion skinning 	Year 5 <ul style="list-style-type: none"> To add audio and transitions into animations, films and presentations To develop camera shots to include approaching and retreating To identify the features of a good presentation To be able to evaluate and reflect upon our own presentations To be able to locate Copyright free images To import and edit sounds To create multi track audio productions using a multi-track application to layer sounds To develop and awareness of different sound files e.g., MP3/ WAV To identify real world examples of 3D Design To create and manipulate 3D shapes to make simple models
Vocabulary	Insert Spell Checker Stop Motion Animations Enhance Cut Columns Copy Textboxes Paste	Moving image Long Shot 2D Design Layers Still Image Medium Shot Birds Eye View Title Lighting Closeup Rotate Credits Frame Shortcut Resize Onion Skinning	Copyright free Transitions import MP3 WAV multi track audio productions 3D design

COMPUTING CURRICULUM PROGRESSION

Data Handling	Year 3 <ul style="list-style-type: none"> To collect information and represent data using a variety of charts and graphs To confidently label graphs and charts To examine and interpret existing graphs to answer questions To understand the terms field and record in a Database To be able to use an existing data base to answer questions <p>To create simple branching Databases</p>	Year 4 <ul style="list-style-type: none"> To enter data in pre-defined databases by placing information into the correct fields To be able to search existing databases to find information To enter data accurately into a spreadsheet To understand and use cell references To use the Spreadsheet to create line or bar graphs/ pie charts with correctly labelled axis and titles <p>To use the SUM function to calculate the total set of numbers in a range of cells</p>	Year 5 <ul style="list-style-type: none"> To collect own data to answer a question using online quizzes To be able to create graphs/charts for a specific purpose and add them to relevant documents/ presentations To be able to search a large pre-defined database by identifying key words To use and/ or/ greater /less than to search for patterns and relationships in data To create and use formulae into Spreadsheet
Vocabulary	Field Record Database Branching Database	Spreadsheet Cell Axis SUM function Cell reference	Online Quizzes patterns relationships formulae
Information Literacy	Year 3 <ul style="list-style-type: none"> To be able to use key phrases in search engines to gather accurate information How to use "" to narrow my search To understand what autocomplete is and know how to pick the best suggestion To understand that the internet can be used to buy and sell things To understand the difference between 'a belief', 'an opinion' and a fact. To recognise how beliefs, opinions and facts are shared online To understand the importance of giving and gaining permission before sharing things online and how the principle is the same for sharing online as it is sharing offline <p>To identify what problems might be caused by copying someone else's work online without their permission</p>	Year 4 <ul style="list-style-type: none"> To know that the information shared about someone online could be created, copied or shared by others To be able to analyse information in order to make a judgement about its probable accuracy To understand that lots of people sharing the same opinion or beliefs online don't make the opinion or beliefs true To understand the use of pop-up adverts To be able to identify who own content when searching the internet and to able to recognise if we have the right to reuse it To identify examples of content that we must not use without permission of the owner To understand the term 'fake news' <p>To understand the term 'reuse'</p>	Year 5 <ul style="list-style-type: none"> To understand why it is important to cross reference information from a variety of sources to check for bias and implausibility To explain key concepts including, information, review, fact, opinion, belief, validity reliability and evidence To use search engines and filter tools to search with more accuracy To identify technology-specific forms of communication (e.g., emoji). To understand what is meant by the term 'being sceptical'; and why it is important when sourcing information online To understand what is meant by the term 'trustworthy' and how to evaluate digital content from a variety of sources To recognise that some technology can limit the information that is presented and identify the positives and negative impact of this To identify ways in which the internet can draw us to information for different agendas, e.g., pop-ups, targeted ads and assess the validity of this source To identify when online content has been commercially sponsored or boosted To understand what is meant by a 'hoax' To recognise the impact of fake news To be able to identify and locate content that is permitted to be reused
Vocabulary	Key phrases Autocomplete Belief Opinion Fact Permission Consent	Fake News Reuse Permission Consent Pop-up Advert Content Analyse	Information, review, fact, opinion, belief, validity reliability and evidence Hoax Commercially sponsored Boosted

COMPUTING CURRICULUM PROGRESSION

E-Safety	<p>Year 3</p> <ul style="list-style-type: none"> To understand and explain what is meant by the term 'identity' To identify how people can represent themselves online To recognise ways in which people might change their identity depending on what they are going (gaming, avatar, social media) To explain what it means to know someone online and identify why this might be different to knowing someone offline To understand that trusting someone online is different to liking someone online and why we should be careful with who should trust online To recognise that it is ok to change your mind about trusting someone online if they make you feel anxious, worried or frightened To identify information that you may/ may not be willing to share about yourself online To explain why it is important to be careful before sharing information about myself online and know who to ask if I need support with this To understand why some online content has age restrictions and why it is important to follow the restrictions To identify both positive and negative effects of using technology and understand that spending too much time on a digital device can have a negative impact on my health and wellbeing <p>To identify strategies for creating passwords and keeping them private</p>	<p>Year 4</p> <ul style="list-style-type: none"> To be able to explain how my online identity might be different to my offline identity To understand that others online can pretend to be somebody else and can suggest reasons why they might do this To identify positive ways that people can interact online To identify strategies that can be used in different online context e.g., gaming, livestreaming etc To understand that different people may react different to something that they see online due to their individual thoughts, feelings and beliefs To be able to recognise positive and negative behaviour online To identify ways to be respectful online To understand the term reputation To understand how the content that they post might affect other feelings To understand that how I behave online can affect how others feel about me To describe ways in which people can be bullied through a range of media and identify what they should do if they see bullying taking place To identify times and situations where it might be beneficial to limit the amount of time using technology To recognise that technology can be a distraction from other things and identify why this may be both positive and negative To understand that the internet is never fully private and is monitored To understand that some online services ask for consent to store information and know how to respond appropriately <p>To know what the digital age for consent is and how this impacts online services asking for consent</p>	<p>Year 5</p> <ul style="list-style-type: none"> To understand that an online identity can be copied, modified or altered To know how to make responsible choices about having an online identity To define the term 'harm' To recognise that there may be people who I communicate with online that might want to do me or friends harm and that this is not my fault To identify the positive impact of being involved within an online community To be able to confidently explain what to do if I need help online and when I should inform my trusted adult To identify a range of strategies that can be used to report problems online To identify and discuss differences between bullying online and bullying offline To understand how jokes and 'banter' can be interpreted differently by individuals To identify the helpline services and know how to access them To know how to block, report and unsubscribe unwanted content online To identify a range of ways to report concerns and access support about online line bullying at home and at school including helplines that are available To understand what is meant by the term 'stereotype' To identify and recognise how 'stereotypes' can be amplified online in order to influence the opinions of others.
Vocabulary	Avatar Identity Trustworthy Age Restrictions	Private Live streaming Identity Strategies Reputation Distraction Digital Age	Helpline Block Report Unsubscribe Stereotype Online Community

COMPUTING CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 5 Curriculum content	Subsequent year's curriculum content
Computer Science	Year 4 <ul style="list-style-type: none"> To further develop Computational Thinking skills To decompose existing programs into smaller parts and compare the features of different programs (comparing games) To understand how process of selection works and identify real world examples To be able to identify specifically placed bugs and successfully debug them To create programs using selection by implementing prior knowledge of repetition To turn code into an algorithm 	Year 5 <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand what a variable is and why they are important in programs To apply variables to 'unplugged games' to develop understanding and then modify existing games to add (lives, timers, scores) To understand that most variables need the process of selection in order for the variable to work. To apply knowledge of repetition and selection when creating/ modifying programs to contain a variable To program a physical device (Micro: Bits) To be able to turn code into an algorithm and vice versa 	Year 6 <ul style="list-style-type: none"> To further develop Computational Thinking skills To use our knowledge and understanding of sequencing, repetition, inputs, outputs, selection and variables when creating our own programs through different contexts To create programs for a purpose and identified audience using abstraction To create games and learning guides for others To create programs for physical devices (Micro: Bits)
Vocabulary	Selection Decomposition	Variables Lives Scores Timers Micro: Bits	Audience Abstraction
Media	Year 4 <ul style="list-style-type: none"> To capture quality still and moving images To consider both the lighting and frame when taking digital images. To understand and consider the use of the rule of thirds when taking digital images To understand what a long shot, medium shot and closeup are and why they are used. Apply these shots when creating shot films To create simple storyboards for films, animations and slideshows To know and apply keyboard shortcuts for cut, copy and paste To be able to copy and paste from one app to another or from a web browser. To develop knowledge of 2D Design to create Birds Eye view plans To manipulate 2D objects including rotate and resize To use layers to combine a variety of sounds and edit them into one piece of audio Select and import Copyright Free existing sounds files To record a Stop Motion Animation which includes a title and credits, reviewing and editing mistakes. To understand the term onion skinning 	Year 5 <ul style="list-style-type: none"> To add audio and transitions into animations, films and presentations To develop camera shots to include approaching and retreating To identify the features of a good presentation To be able to evaluate and reflect upon our own presentations To be able to locate Copyright free images To import and edit sounds To create multi track audio productions using a multi-track application to layer sounds To develop and awareness of different sound files e.g., MP3/ WAV To identify real world examples of 3D Design To create and manipulate 3D shapes to make simple models 	Year 6 <ul style="list-style-type: none"> To use appropriate language when storyboarding a film (panning, approaching, close up) To create multimedia projects, selecting appropriate forms of media for target audience To evaluate the effectiveness of the media in our presentations To use a CAD application to create a scaled, 3D representation by adding, rotating, resizing and grouping 3D shapes
Vocabulary	Moving image Still Image Lighting Frame Long Shot Medium Shot Closeup Shortcut 2D Design Birds Eye View Rotate Resize Layers Title Credits Onion Skinning	Copyright free import multi track audio productions Transitions MP3 WAV 3D design	Multimedia Project Target Audience CAD application Adding Rotating Resizing Grouping 3D Representations Evaluate Effectiveness Panning

COMPUTING CURRICULUM PROGRESSION

Data Handling	Year 4 <ul style="list-style-type: none"> To enter data in pre-defined databases by placing information into the correct fields To be able to search existing databases to find information To enter data accurately into a spreadsheet To understand and use cell references To use the spreadsheet to create line or bar graphs/ pie charts with correctly labelled axis and titles <p>To use the SUM function to calculate the total set of numbers in a range of cells</p>	Year 5 <ul style="list-style-type: none"> To collect own data to answer a question using online quizzes To be able to create graphs/charts for a specific purpose and add them to relevant documents/ presentations To be able to search a large pre-defined database by identifying key words To use and/ or/ greater /less than to search for patterns and relationships in data <p>To create and use formulae into spreadsheet</p>	Year 6 <ul style="list-style-type: none"> To use Spreadsheets to sort and filter information To collect and represent data using online quizzes, polls, or surveys including graphical representation of data To create and test a hypothesis using databases and spreadsheet To design fields and records in a database in order to collect and organise data efficiently To be able to sort, filter and present data in order to answer questions
Vocabulary	Spreadsheet Cell Cell reference Axis SUM function	Online Quizzes patterns relationships formulae	Hypothesis Sort Filter Present Field Record
Information Literacy	Year 4 <ul style="list-style-type: none"> To know that the information shared about someone online could be created, copied or shared by others To be able to analyse information in order to make a judgement about its probable accuracy To understand that lots of people sharing the same opinion or beliefs online don't make the opinion or beliefs true To understand the use of pop-up adverts To be able to identify who own content when searching the internet and to able to recognise if we have the right to reuse it To identify examples of content that we must not use without permission of the owner To understand the term 'fake news' <p>To understand the term 'reuse'</p>	Year 5 <ul style="list-style-type: none"> To understand why it is important to cross reference information from a variety of sources to check for bias and implausibility To explain key concepts including, information, review, fact, opinion, belief, validity reliability and evidence To use search engines and filter tools to search with more accuracy To identify technology-specific forms of communication (e.g., emoji). To understand what is meant by the term 'being sceptical'; and why it is important when sourcing information online To understand what is meant by the term 'trustworthy' and how to evaluate digital content from a variety of sources To recognise that some technology can limit the information that is presented and identify the positives and negative impact of this To identify ways in which the internet can draw us to information for different agendas, e.g., pop-ups, targeted ads and assess the validity of this source To identify when online content has been commercially sponsored or boosted To understand what is meant by a 'hoax' To recognise the impact of fake news To be able to identify and locate content that is permitted to be reused 	Year 6 <ul style="list-style-type: none"> To identify and critically evaluate online content in relation to gender, ethnicity, disability, culture etc. To understand why it is important to challenge and reject inappropriate or inaccurate representations online To explain how sharing content online can have both positive and negative consequences To identify how content that is shared privately can have untended consequences e.g., screenshots To analyse and evaluate the validity of 'facts and information including how to check for bias and implausibility and developing their own criteria for checking To use search engine ranking and understand what influences the results To understand what is meant by the terms 'influence', 'manipulation' and 'persuasion' and can identify how might encounter these online (e.g., advertising and 'ad targeting'). To understand that accurate information can be used in a false context deliberately to disinform. To understand the concept of persuasive design and how it can be used to influence the choices and opinions of others To know how to make references to acknowledge sources I have used from the internet
Vocabulary	Fake News Reuse Pop-up Advert Content Permission Consent Analyse	Information, review, fact, opinion, belief, validity reliability and evidence Hoax Commercially sponsored Boosted	Influence Manipulation Persuasion Targeting disinform inappropriate images Bias Implausibility

COMPUTING CURRICULUM PROGRESSION

E-Safety	Year 4 <ul style="list-style-type: none"> To be able to explain how my online identity might be different to my offline identity To understand that others online can pretend to be somebody else and can suggest reasons why they might do this To identify positive ways that people can interact online To identify strategies that can be used in different online context e.g., gaming, livestreaming etc To understand that different people may react different to something that they see online due to their individual thoughts, feelings and beliefs To be able to recognise positive and negative behaviour online To identify ways to be respectful online To understand the term reputation To understand how the content that they post might affect other's feelings To understand that how I behave online can affect how others feel about me To describe ways in which people can be bullied through a range of media and identify what they should do if they see bullying taking place To identify times and situations where it might be beneficial to limit the amount of time using technology To recognise that technology can be a distraction from other things and identify why this may be both positive and negative To understand that the internet is never fully private and is monitored To understand that some online services ask for consent to store information and know how to respond appropriately <p>To know what the digital age for consent is and how this impacts online services asking for consent</p>	Year 5 <ul style="list-style-type: none"> To understand that an online identity can be copied, modified or altered To know how to make responsible choices about having an online identity To define the term 'harm' To recognise that there may be people who I communicate with online that might want to do me or friends harm and that this is not my fault To identify the positive impact of being involved within an online community To be able to confidently explain what to do if I need help online and when I should inform my trusted adult To identify a range of strategies that can be used to report problems online To identify and discuss differences between bullying online and bullying offline To understand how jokes and 'banter' can be interpreted differently by individuals To identify the helpline services and know how to access them To know how to block, report and unsubscribe unwanted content online To identify a range of ways to report concerns and access support about online line bullying at home and at school including helplines that are available To understand what is meant by the term 'stereotype' To identify and recognise how 'stereotypes' can be amplified online in order to influence the opinions of others. 	Year 6 <ul style="list-style-type: none"> To identify and describe issues online that could make somebody feel uncomfortable or frightened To describe how to get help both online and offline To recognise and explain the importance of asking for help To identify the consequences for sharing inappropriate images, even when consent has been obtained To identify who to talk to if you are concerned about inappropriate images To identify and describe how someone can achieve a positive reputation online To identify strategies to protect their digital personality / online reputation To understand how to capture bullying content as evidence To confidently explain how to report online bullying in different contexts To identify, flag and report inappropriate content To recognise how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone To identify common systems that regulate age restriction and explain why these are important To recognise and discuss the pressure that technology can place on individuals and explain strategies that could help to manage this To explain what to do if a password is shared, lost or stolen To recognise why it is important to keep apps up to date To identify ways in which people can be targeted illegally to gain information or money from an individual To understand what terms and conditions are for
Vocabulary	Private Live streaming Identity Strategies Reputation Distraction Digital Age	Helpline Block Report Unsubscribe Stereotype Online Community	Sharing Forwarding Identify, Flag and Report Terms and Conditions Common Systems Capture Digital personality Online Reputation

COMPUTING CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 6 Curriculum content	Subsequent year's curriculum content
Computer Science	Year 5 <ul style="list-style-type: none"> To further develop Computational Thinking skills To understand what a variable is and why they are important in programs To apply variables to 'unplugged games' to develop understanding and then modify existing games to add (lives, timers, scores) To understand that most variables need the process of selection in order for the variable to work. To apply knowledge of repetition and selection when creating/ modifying programs to contain a variable To program a physical device (Micro: Bits) To be able to turn code into an algorithm and vice versa 	Year 6 <ul style="list-style-type: none"> To further develop Computational Thinking skills To use our knowledge and understanding of sequencing, repetition, inputs, outputs, selection and variables when creating our own programs through different contexts To create programs for a purpose and identified audience using abstraction To create games and learning guides for others To create programs for physical devices (Micro: Bits) 	
Vocabulary	Variables Lives Scores Timers Micro: Bits	Audience Abstraction	
Media	Year 5 <ul style="list-style-type: none"> To add audio and transitions into animations, films and presentations To develop camera shots to include approaching and retreating To identify the features of a good presentation To be able to evaluate and reflect upon our own presentations To be able to locate Copyright free images To import and edit sounds To create multi track audio productions using a multi-track application to layer sounds To develop and awareness of different sound files e.g., MP3/ WAV To identify real world examples of 3D Design To create and manipulate 3D shapes to make simple models	Year 6 <ul style="list-style-type: none"> To use appropriate language when storyboarding a film (panning, approaching, close up) To create multimedia projects, selecting appropriate forms of media for target audience To evaluate the effectiveness of the media in our presentations To use a CAD application to create a scaled, 3D representation by adding, rotating, resizing and grouping 3D shapes	
Vocabulary	Copyright free import multi track audio productions Transitions MP3 WAV 3D design	Multimedia Project Target Audience CAD application Adding Rotating Resizing Grouping 3D Representations Evaluate Effectiveness Panning	
Data Handling	Year 5 <ul style="list-style-type: none"> To collect own data to answer a question using online quizzes To be able to create graphs/charts for a specific purpose and add them to relevant documents/ presentations To be able to search a large pre-defined database by identifying key words To use and/ or/ greater /less than to search for patterns and relationships in data To create and use formulae into spreadsheet	Year 6 <ul style="list-style-type: none"> To use Spreadsheets to sort and filter information To collect and represent data using online quizzes, polls, or surveys including graphical representation of data To create and test a hypothesis using databases and spreadsheet To design fields and records in a database in order to collect and organise data efficiently To be able to sort, filter and present data in order to answer questions	
Vocabulary	Online Quizzes patterns relationships formulae	Hypothesis Sort Filter Present Field Record	

COMPUTING CURRICULUM PROGRESSION

Information Literacy	<p><u>Year 5</u></p> <ul style="list-style-type: none"> To understand why it is important to cross reference information from a variety of sources to check for bias and implausibility To explain key concepts including, information, review, fact, opinion, belief, validity reliability and evidence To use search engines and filter tools to search with more accuracy To identify technology-specific forms of communication (e.g., emoji). To understand what is meant by the term 'being sceptical'; and why it is important when sourcing information online To understand what is meant by the term 'trustworthy' and how to evaluate digital content from a variety of sources To recognise that some technology can limit the information that is presented and identify the positives and negative impact of this To identify ways in which the internet can draw us to information for different agendas, e.g., pop-ups, targeted ads and assess the validity of this source To identify when online content has been commercially sponsored or boosted To understand what is meant by a 'hoax' To recognise the impact of fake news To be able to identify and locate content that is permitted to be reused 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> To identify and critically evaluate online content in relation to gender, ethnicity, disability, culture etc. To understand why it is important to challenge and reject inappropriate or inaccurate representations online To explain how sharing content online can have both positive and negative consequences To identify how content that is shared privately can have untended consequences e.g., screenshots To analyse and evaluate the validity of 'facts and information including how to check for bias and implausibility and developing their own criteria for checking To use search engine ranking and understand what influences the results To understand what is meant by the terms 'influence', 'manipulation' and 'persuasion' and can identify how might encounter these online (e.g., advertising and 'ad targeting'). To understand that accurate information can be used in a false context deliberately to disinform. To understand the concept of persuasive design and how it can be used to influence the choices and opinions of others To know how to make references to acknowledge sources I have used from the internet 	
Vocabulary	Information, review, fact, opinion, belief, validity reliability and evidence Hoax Commercially sponsored Boosted	Influence Manipulation inappropriate images Persuasion Bias Targeting Implausibility disinform	
E-Safety	<p><u>Year 5</u></p> <ul style="list-style-type: none"> To understand that an online identity can be copied, modified or altered To know how to make responsible choices about having an online identity To define the term 'harm' To recognise that there may be people who I communicate with online that might want to do me or friends harm and that this is not my fault To identify the positive impact of being involved within an online community To be able to confidently explain what to do if I need help online and when I should inform my trusted adult To identify a range of strategies that can be used to report problems online To identify and discuss differences between bullying online and bullying offline To understand how jokes and 'banter' can be interpreted differently by individuals 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> To identify and describe issues online that could make somebody feel uncomfortable or frightened To describe how to get help both online and offline To recognise and explain the importance of asking for help To identify the consequences for sharing inappropriate images, even when consent has been obtained To identify who to talk to if you are concerned about inappropriate images To identify and describe how someone can achieve a positive reputation online To identify strategies to protect their digital personality / online reputation To understand how to capture bullying content as evidence To confidently explain how to report online bullying in different contexts To identify, flag and report inappropriate content 	

COMPUTING CURRICULUM PROGRESSION

	<ul style="list-style-type: none"> To identify the helpline services and know how to access them To know how to block, report and unsubscribe unwanted content online To identify a range of ways to report concerns and access support about online line bullying at home and at school including helplines that are available To understand what is meant by the term 'stereotype' To identify and recognise how 'stereotypes' can be amplified online in order to influence the opinions of others. 	<ul style="list-style-type: none"> To recognise how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone To identify common systems that regulate age restriction and explain why these are important To recognise and discuss the pressure that technology can place on individuals and explain strategies that could help to manage this To explain what to do if a password is shared, lost or stolen To recognise why it is important to keep apps up to date To identify ways in which people can be targeted illegally to gain information or money from an individual To understand what terms and conditions are for 	
Vocabulary	Helpline Stereotype Block Online Report Community Unsubscribe	Sharing Terms and Conditions Digital personality Forwarding Common Systems Identify, Flag and Report Capture Online Reputation	