Computing Progression Map
Years 1 – 6

	Autumn	Spring	Summer
Year 1	Autumn 1 – Where I Am **Children working at the expected standard:** I can say why I need adult help when using an i-pad. I can tell you things to spot on line that can be dangerous. I can follow the school rules for keeping safe. I can input instructions to BlueBot going forward and backward. I can input a turn. I can input forward and turn moves I can record program using symbols. I can input a program to make ALEX move forwards and turn through right and left. **Children working at greater depth:** I can explain to others how to keep safe on line in depth with reasons. I can give good reasons why I should follow these rules. I can organise my ideas to make connections with other areas of learning (maths). I can adapt and correct my mistakes, make improvements and work with accuracy with independence. Autumn 2 – Being Famous **Children working at expected standard:** I can change the size of the brush and the colour. I can erase part or all of my creation. I can use paint features and change the size. I can choose more colours to improve my work. I can talk about how I have improved my work. **Children working at greater depth:** I can correct mistakes and **make improvements** by myself. I can **explain** to others how I have made corrections.	Spring 1 – My Amazing Body **Children working at the expected standard:** I can capture moving images, which are clear to see. I can play back my video and talk about what is good. I can delete images and understand how to keep safe. I can talk about what makes a good quality video clip. I can make a video clip and the images are clear and you can hear the speaker. I can make a video clip and the images are clear and you can hear the speaker. I can work with a friend to correct mistakes and discuss how to improve my work. **Children working at greater depth:** I can correct mistakes by myself and talk about how I improved my work. I can provide accurate instructions to others. Spring 2 – The Adventure of the Green Ship **The Adventure of the Green Ship** **Children working at expected standard:** I can type words and sentences using space bar, delete, shift. I can take an image using camera and insert into document. I can create a pic collage by inserting text and images. **Children working at greater depth:** I can work with accuracy and correct mistakes independently. I can explain my understanding to others and be a learning buddy.	Summer 1 – Down On The Farm **Children working at the expected standard:** I can create a graph by entering information into a 'block'. I can gather and enter information into a template to make a block graph. I can talk about the data shown on a graph. I can print work independently. **Children working at greater depth:** I can work with accuracy and correct any mistakes by myself. I can make a simple inference. Summer 2 – The History Box **Children working at the expected standard:** I can use a word program and type text. I can use different features on the keypad I can use different features on the keypad such as shift, space bar, enter. I can save my work. I can correct mistakes and make improvements by myself. **Children working at greater depth:** I can correct mistakes myself. I can correct mistakes and make improvements by myself. I can explain to others how I have made corrections I can adapt, correct or extend my own understanding with independence.
Year 2	Autumn 1 – Lord Lever & Port Sunlight **Children working at expected standard:** I can explain what personal information is and why it is important to keep it private I can take photos using the Ipad. My photos are clear to see and represent images effectively I can select a background and style I can insert an image and text. I can alter the font and size of text. **Children working at greater depth:** I can explain my understanding to others and be a learning buddy to others when explaining why some work should be shared and some should not. I can explain my learning and be a learning buddy to others. I can adapt, correct or extend my own understanding with independence when using different features of an App. Autumn 2 – WW1 and WW2 **Children working at expected standard:** I can talk about and show how to keep safe when using the internet to research information. I can navigate a website to find information. I know how to keep safe when using the internet and search engines. I can search a website to find information. I can use different use videos and podcasts to find out about a subject **Children working at greater depth:** I can explain my understanding to others and be a learning buddy to others for why keeping safe is so important	Spring 1 – Owl Who Was Afraid Of The Dark **Children working at expected standard:** I can use a paint package to create a digital drawing of an owl. I can use the internet to research and retrieve specific information **Children working at greater depth:** Correct mistakes and make improvements with understanding using a range of different colours and strokes to add detail. I can explain and describe how to locate, store and retrieve information, using correct vocabulary. I can extend my learning independently. Spring 2 – The Magic Paintbrush **Children working at expected standard:** I can name uses of technology in my school. I can name public IT. I can explain the benefits of IT. **Children working at greater depth:** I can name uses of technology in school and give reasons for their uses. I can give reasons for IT in public places. I can give reasons why IT is beneficial to people.	Summer 1 – Lighthouse Keeper **Children working at expected level:** I can use a website to find information and I can use book creator app to start my ebook. I can highlight useful information on a website. Retrieve information from website to record answers to questions. **Children working at greater depth:** I can use more advance app choices like sound, picture rotation/size. I can independently extend my understanding by using tools to find key words on websites to help retrieve information. I can extend my learning independently by thinking carefully about the content/presentation of information on each page …video, text, sound and photos (resize,rotate). Summer 2 – Pirates vs Mermaids **Children working at expected standard:** I can debug simple programs. I can predict problems that may occur in my program and discuss why they may happen. I understand the importance of testing, prediction and improvement of programs through precise instructions. **Children working at greater depth:** I can give reasons for my decisions in the program. I can identify mistakes and correct them to improve my program. I can give reasons and discuss why improvements have enabled the program to work effectively. Compare program to before corrections and improvements.

	I can use oracy effectively compare with an additional web site I can work with consistency and purpose to evaluate which icon gave suggestions how to make the website better.				
	Topic 1	**Topic 2**	**Topic 3**	**Topic 4**	**Topic 5**
Year 3	**Port Sunlight – Data and Information** I can create questions with yes/no answers I can choose questions that will divide objects into evenly sized subgroups I can repeatedly create subgroups of objects I can identify an object using a branching database I can retrieve information from different levels of the branching database	**The UK – Creating Media – Desktop Publishing** I can change the page orientation I can add and edit text to a placeholder I can organise text and image placeholders in a page layout I can add and remove images to and from placeholders I can move, resize and rotate images I can choose fonts and apply effects to text	**Rivers and Mountains – Programming – Sequence in Music** I can build a sequence of commands I can combine commands in a program I can order commands in a program I can create a sequence of commands to produce a given outcome	**Stone Age – Creating Media – Animation** I can set up my work area with an awareness of what will be captured I can plan an animation using a storyboard I can capture an image I can use the onion skimming tool to review subject position I can move a subject between captures I can review a captured sequence of frames as an animation I can remove frames to improve an animation I can add media to enhance an animation	**Ancient Egypt – Computer Systems and Networks** I can identify input and output devices I can explain that a computer system accepts an input and processes it to produce and output I can explain how a computer network can be used to share information I can explain the role of a switch server I can identify network devices around me
Year 4	**Habitats – Data and Information** I can use a digital device to collect data automatically I can choose how often to automatically collect date samples I can use a set of logged data to find information I can use a computer program to sort data by one attribute I can export information in different formats	**Antarctica – Computer Systems and Networks** I can explain how networks can be connected to other networks I can outline how information can be shared via the World Wide Web I can describe how to access the World Wide Web	**The Romans– Programming – Repetition in Shapes** I can list an everyday task as a set of instructions including repetition I can use an indefinite loop to produce a given outcome I can use a count-controlled look to produce a given outcome I can plan a program that includes appropriate loops I can create two or more sequences that run at the same time	**The Vikings– Creating Media – Audio Editing** I can record sound using a computer I can play recorded audio I can import audio into a project I can delete a section of audio I can change the volume of tracks in a project	**Refugees – Creating Media – Photo Editing** I can recognise that digital images can be manipulated I can recognise that digital images can be changed for different purposes I can choose the most appropriate tool for a particular purpose I can consider the impact of changes made on the quality of the image
Year 5	**Space – Programming** I can choose a condition to use in a program I can create a condition-controlled loop I can use a condition in an 'if...then...' statement to start an action I can use selection to switch the program flow in one of two ways I can use a condition in an 'if...then...else...' statement to produce given outcomes (WD)	**Liverpool– Computer Systems and Networks** I can describe the input and output of a search engine I can demonstrate that different search terms produce different results I can evaluate the results of search terms	**Benin– Creating Media – Video Editing** I can use different camera angles I can use pan, tilt and zoom I can identify features of a video recording device or application I can combine filming techniques for a given purpose I can determine what scenes will convey your idea I can choose to reshoot a scene or improve later through editing I can decide what changes I will make when editing I can use split, trim and crop to edit a video	**North and South America– Data and Information** I can choose different ways to view data I can choose which attribute and value to search by to answer a given questions I can ask questions that need more than one attribute to answer I can choose which attribute to sort data by to answer a given question I can choose multiple criteria to search data to answer a given question I can select an appropriate graph to visually compare data I can choose suitable ways to present information to other people	**The Victorians – Creating Media – Vector Drawing** I can add an object to a vector drawing I can delete objects I can move objects between the layers of a drawing I can group and ungroup objects I can duplicate objects using copy and paste I can modify objects I can reposition objects I can combine options to achieve a desired effect
Year 6	**WW2 – Programming** I can identify a variable in an existing program I can experiment with the value of an existing variable I can decide where in a program to set a variable I can update a variable with a user input I can use an event in a program to update a variable I can use a variable in a conditional statement to control the flow of a program (WD) I can use the same variable in more than one location in a program (WD)	**Syria – Creating Media – 3D Modelling** I can position 3D shapes relative to one another I can use digital tools to modify 3D objects I can combine objects to create a 3D digital artefact I can use digital tools to accurately size 3D objects I can construct a 3D model which reflect a real world object	**Evolution and Inheritance– Computer Systems and Networks** I can list methods of communicating using the internet I can choose an appropriate method of internet communication for a given purpose I can evaluate different methods of online communication I can explain which types of media can be shared through the internet I can explain that communicating through the internet can be public or private I can decide what I should/should not share I can classify internet communication by messenger and recipient or audience	**Living Things & Their Habitats – Creating Media – Web Page Creation** I can review an existing website I can add text to a web page, setting the style and changing the appearance of the text I can embed media in a web page I can add web pages to a website I can insert hyperlinks between pages and to another site	**Coasts– Data and Information** I can calculate data using a formula for each operation I can use functions to create new data I can use existing cells within a formula I can choose suitable ways to present spreadsheet data