Computing Progression Document

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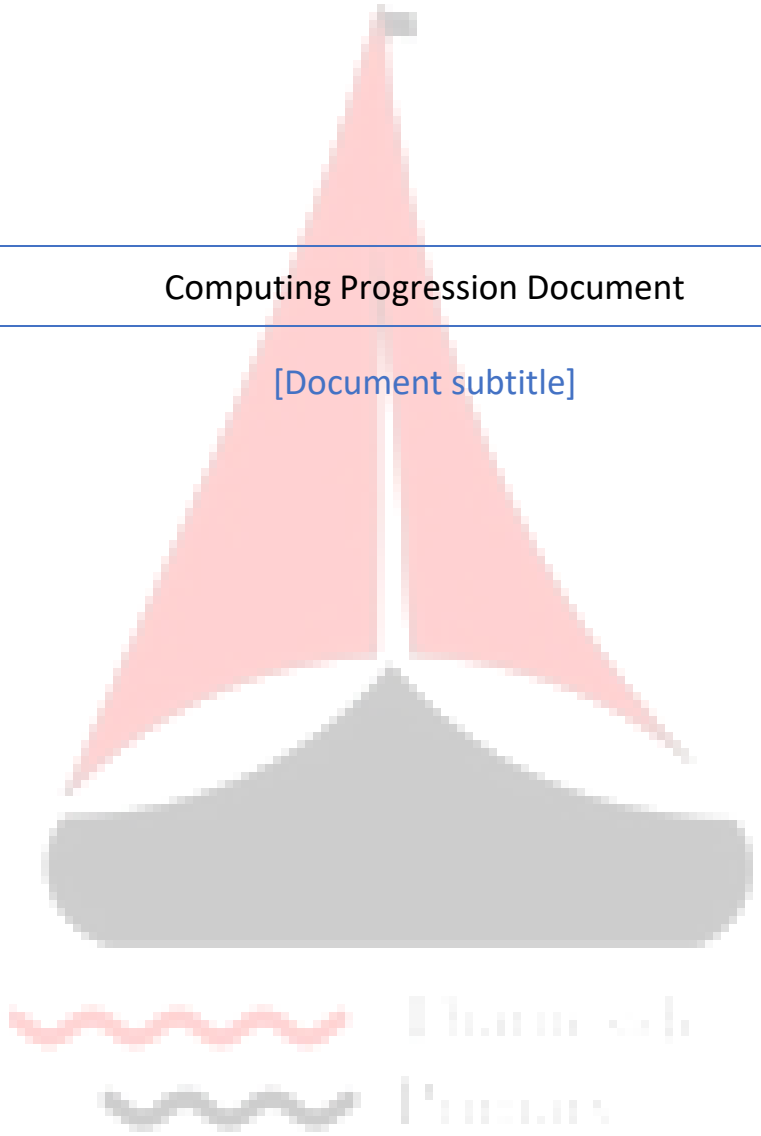

AUTUMN TERM				
	Autumn 1		**Autumn 2**	
	Nursery How Many Colours in a Rainbow		Nursery Why Do Leaves Go Crispy?	
EYFS	Technology • **E. L. Goal 30** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows how to operate simple equipment. • **30-50 months** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Not in this unit	
	Reception Do You Want To Be Friends?		Reception Will You Read Me A Story?	
	• **E. L. Goal 29** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows that information can be retrieved from computers. • **40-60+ months** Interacts with age-appropriate computer software. • **ELG skills** Select and use technology for a particular purpose. • **Exceeding ELG** Select appropriate applications that support an identified need.	Not in this unit	
Year 1	Superheroes		Bright Lights, Big City	
	Skills • Select appropriate software to complete given tasks	Knowledge • Software is the programs that are used by a computer, such as word processing	Skills • Follow a sequence of steps to solve a problem and create instructions	Knowledge • An algorithm is a sequence of steps, instructions or rules that is

	using text, images, audio and video clips. • Use a range of computing hardware for different purposes. • Begin to use a range of software for different purposes. • Observe how collected data can be represented electronically. • Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support. •	software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes. • Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. • Data can be collected manually or using digital technology, such as data loggers. It can be represented in different electronic forms, including charts and tables. • Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult.	that others can follow (for floor robots or onscreen sprites). • Show awareness that work they create and save on a computer or tablet can be shown to others using another device. • Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. • Select appropriate software to complete given tasks using text, images, audio and video clips. • Search for or retrieve digital content, including images and information, in digital folders and, with supervision, online. • Use a range of computing hardware for different purposes. • Begin to use a range of software for different purposes. • Explain simply that digital technology can be used to connect with others locally and globally. • Recognise that work they have created belongs to them. • Understand that there are online tools that can help	used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. • When work is saved electronically, it can be stored on a hard drive, a shared drive called a server or online so that it can be opened on the same device or another device at a later time. • An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes.

			people to create and communicate. Recognise the ways digital technology can be used in the classroom, home and community.	• To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information. • Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. • Digital technology is used in all parts of everyday life, such as on a tablet to play a game or using a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas. • When work is saved electronically, it needs to have a name that identifies it and is easily remembered. • Software available online, such as email, social media platforms or blogs, can be made by

				individuals to communicate their ideas. Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.
Year 2	Muck, Mess and Mixtures		Street Detectives	
	Skills • Create and edit multimedia components for a range of tasks. • Recognise and demonstrate that some information can be found online and some offline. • Use computing hardware in different ways to collect data. • Use different types of software and identify their purpose. • Use digital technology appropriately to communicate and connect with others locally and globally. • Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website). • Recognise why digital technology is used in the classroom, home and community.	Knowledge • Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks. • A device is online if it is connected to the internet or a network and can communicate with other devices. A device is offline if it is not connected to the internet or network and cannot connect to other devices. • Hardware, such as cameras, scanners and data loggers, can be used to collect data. • Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. • Digital technology, such as email, social media platforms	Skills • Create a simple solution that tests an idea, predict the outcome and test that the intended solution works. • Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn. • Create and edit multimedia components for a range of tasks. • Use computing hardware in different ways to collect data. • Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website). • Recognise that information put online leaves a digital footprint.	Knowledge • Computers' behaviour can be predicted and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely. • Robots can be programmed to follow a series of instructions, using an algorithm. • Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks. • Hardware, such as cameras, scanners and data loggers, can be used to collect data. • Some websites are not age-appropriate and so it is important to tell a

		or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy. • Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries. • Digital technology is used in everyday life and can be used to support learning and connect with others. • Digital technology is used in everyday life and can be used to support learning and connect with others.	• Recognise some uses of the internet, in simple terms. • Recognise why digital technology is used in the classroom, home and community.	trusted adult about any concerns or worries. • A digital footprint is the information that exists on the internet, following a user's online activity. • The internet is used to connect computers or devices around the world. • Digital technology is used in everyday life and can be used to support learning and connect with others.
Year 3	Mighty Metals		Gods and Mortals	
	Skills • Combine a range of text, images, animation and audio and video clips for given purposes. • Use a range of different software to successfully complete a project. • Use digital technology in different ways in the classroom, home and community.	Knowledge • Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation.	Skills • Combine a range of text, images, animation and audio and video clips for given purposes. • Use a range of different software to successfully complete a project. • Describe simple rules for sharing images and data safely. • Use digital technology in different ways in the	Knowledge • Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. • Several pieces of software can be used

		• Several pieces of software can be used together to complete one task,ac such as adding a video to a word processed document. • Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.	classroom, home and community.	together to complete one task, such as adding a video to a word processed document. • Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online. • Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.
Year 4	Burps, Bottoms and Bile		Traders and Raiders	
	Skills • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Explain actions to report and prevent cyberbullying. • Use digital technology in different ways in the classroom, home and community to achieve a set goal.	Knowledge • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Cyberbullying is bullying using technology, such as social media or gaming networks. A trusted adult or child safety organisation should be contacted if there are any concerns or worries. A trusted adult can provide	Skills • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Use new and unfamiliar computing hardware. • Explain actions to report and prevent cyberbullying.	Knowledge • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware.

		help and support or contact the police if needed. • Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.		• Cyberbullying is bullying using technology, such as social media or gaming networks. A trusted adult or child safety organisation should be contacted if there are any concerns or worries. A trusted adult can provide help and support or contact the police if needed.
Year 5	Pharoahs		Stargazers	
	Skills • Create, select and combine a range of texts, images, sound clips and videos for given purposes. • Select, use and combine appropriate technology to create a solution that will have an impact on others.	Knowledge • Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation. • A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.	Skills • Design simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false. • Create, select and combine a range of texts, images, sound clips and videos for given purposes. • Apply computing skills using unfamiliar hardware to solve a problem successfully. • Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.	Knowledge • Sequences of instructions (algorithms) that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not. • Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation. • Using prior knowledge and experience of computing skills can be applied to unfamiliar

			Select, use and combine appropriate technology to create a solution that will have an impact on others.	hardware to solve a problem successfully. • Working online requires a level of responsibility and strategies to keep safe, including protecting private information and accounts. This enables people to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations. • A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.
Year 6	Bloodheart		A Child's War	
	Skills • Name some of the positives and negatives of communicating with others online. • Select, use and combine a variety of software, including internet services, to meet a goal. • Critically evaluate search engine results and identify factors that may affect ranking, such as how long	Knowledge • The positives of communicating online include the speed, low cost and ability to communicate globally. The negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity. • A variety of software, such as word processing software, image editing software or	Skills • Select, use and combine a variety of software, including internet services, to meet a goal. • Recognise that sending intimate images and content and using offensive language online is a risk and has a permanent online trail (digital footprint).	Knowledge • A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. • People online are not always who they say they are and may use intimate images or content inappropriately. Once

	the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted. • Identify how using different hardware can increase creativity and productivity. • Recognise that sending intimate images and content and using offensive language online is a risk and has a permanent online trail (digital footprint). • Combine a range of technology to achieve a particular outcome.	internet services, can be selected, used and combined to meet a goal. • Search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching. • Some hardware is more effective than others in particular contexts, such as using virtual reality or a touchscreen rather than a mouse to meet a specific need. Choosing the right hardware can increase creativity and productivity. • People online are not always who they say they are and may use intimate images or content inappropriately. Once something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'. • A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware)	• Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations. • Combine a range of technology to achieve a particular outcome.	something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'. • Digital content may have been edited online by anyone, and so it is important to verify content against other independent or reputable sources. • A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights.

		and lights (hardware) can be used together to create a set of traffic lights.		

SPRING TERM				
	Spring 1		**Spring 2**	
	Nursery Why Can't I Have Chocolate for Breakfast?		Nursery Are Eggs Alive?	
EYFS **All E. L. Goals are to be considered in conjunction with the prime areas of learning.**	Technology • **E. L. Goal 30** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows how to operate simple equipment. • **30-50 months** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Technology • **E. L. Goal 30** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows how to operate simple equipment. • **30-50 months** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
	Reception Will You Read Me A Story?		Reception Are Carrots Orange?	

	• **E. L. Goal 29** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows that information can be retrieved from computers. • **40-60+ months** Interacts with age-appropriate computer software. • **ELG skills** Select and use technology for a particular purpose. • **Exceeding ELG** Select appropriate applications that support an identified need.	• **E. L. Goal 29** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows that information can be retrieved from computers. • **40-60+ months** Interacts with age-appropriate computer software. • **ELG skills** Select and use technology for a particular purpose. • **Exceeding ELG** Select appropriate applications that support an identified need.
Year 1	Dinosaur Planet		Paws, Claws and Whiskers	
	Skills • Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites). • Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. • Select appropriate software to complete given tasks using text, images, audio and video clips. • Search for or retrieve digital content, including images and information, in digital folders and, with supervision, online. • Use a range of computing hardware for different purposes.	Knowledge • An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. • An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed	Skills • Use a range of computing hardware for different purposes. • Begin to use a range of software for different purposes. • Recognise the ways digital technology can be used in the classroom, home and community.	Knowledge • Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. • Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.

	• Begin to use a range of software for different purposes. Recognise the ways digital technology can be used in the classroom, home and community.	sequentially. Mistakes are called bugs and finding and fixing them is called debugging. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes. • To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information. • Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. • Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to		

		do online shopping at home or using scanners in a shop in the community.		
Year 2	Beat Band Boogie		Towers, Tunnels and Turrets	
	Skills • Create and edit multimedia components for a range of tasks.	Knowledge • Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks.	Skills • Recognise that computers can be linked to share resources. • Create and edit multimedia components for a range of tasks. • Use computing hardware in different ways to collect data. • Use different types of software and identify their purpose.	Knowledge • Computers and devices can be linked in different ways, such as through a network, the internet and Bluetooth. This allows the sharing of resources. • Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks. • Hardware, such as cameras, scanners and data loggers, can be used to collect data. • Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters.

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Year 3	Heroes and Villains		Tribal Tales	
	Skills • Use familiar computer hardware to successfully complete a task. • Use a range of different software to successfully complete a project. • Use digital technology in different ways in the classroom, home and community.	Knowledge • Several pieces of hardware can be used together to complete one task, such as using a camera to take a photograph, uploading it to a computer and then printing it using a printer. • Several pieces of software can be used together to complete one task, such as adding a video to a word processed document. • Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.	Skills • Recognise that saved work can be retrieved from another device on the same network. • Combine a range of text, images, animation and audio and video clips for given purposes. • Use familiar computer hardware to successfully complete a task.	Knowledge • When work is saved, it is stored on a storage device, such as the computer's hard drive, a USB flash drive, a shared server or online. This work can then be retrieved from another device (except if it is saved on the computer's hard drive). • Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. • Several pieces of hardware can be used together to complete one task, such as using a camera to take a photograph, uploading it to a computer and then printing it using a printer. • Several pieces of software can be used together to complete one task, such as adding a video to a word processed document.

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Year 4	Playlist		Potions	
	Skills • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Use new and unfamiliar computing hardware. • Use digital technology in different ways in the classroom, home and community to achieve a set goal.	Knowledge • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware. • Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.	Skills • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Use new and unfamiliar computing hardware. • Apply computing skills to use new computing software. • Use digital technology in different ways in the classroom, home and community to achieve a set goal.	Knowledge • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware. • New computing software commonly has features that should be familiar to users, such as icons or terminology. • Digital technology can be used in different ways and settings to achieve a specific goal, such as using data collection in the community and home to answer a classroom based question.
Year 5	Peasants, Princes and Pestilence		Sow and Grow	
	Skills • Create, select and combine a range of texts, images, sound clips and videos for given purposes.	Knowledge • Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes	Skills • Create, select and combine a range of texts, images, sound clips and	Knowledge • Creating, selecting and combining a range of texts, images, sound clips and videos for given

	• Apply computing skills to create content using unfamiliar programs or apps. Select, use and combine appropriate technology to create a solution that will have an impact on others.	could include creating a web page, slide show presentation, short film or an animation. • Using prior knowledge and experience of computing skills can be applied to create content using unfamiliar programs or apps. • A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.	videos for given purposes. • Apply computing skills to create content using unfamiliar programs or apps. • Use sensing tools or apps for an investigation and interpret the findings. • Select, use and combine appropriate technology to create a solution that will have an impact on others.	purposes could include creating a web page, slide show presentation, short film or an animation. • Using prior knowledge and experience of computing skills can be applied to create content using unfamiliar programs or apps. • Sensing tools or apps have features that can be used for an investigation and the findings can be interpreted. For example, a sound sensor or app can be used to investigate the pitch of instruments. • A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.
Year 6	Frozen Kingdom		Darwin's Delights	
	Skills • Select, use and combine a variety of software, including internet services, to meet a goal. • Critically evaluate search engine results and identify factors that may affect ranking, such as how long the site has existed, the number of links to the site	Knowledge • A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. • Search engines take many factors into account, such as the quality of the site, number of updates or	Skills • Name some of the positives and negatives of communicating with others online. • Select, use and combine a variety of software, including internet services, to meet a goal. • Critically evaluate search engine results and identify	Knowledge • The positives of communicating online include the speed, low cost and ability to communicate globally. The negatives of communicating online include the threat to privacy, influencing of

	and whether the organisation has paid to have their site promoted. • Identify how using different hardware can increase creativity and productivity. • Exchange online communications, making use of a growing range of available features and being aware of security settings. • Combine a range of technology to achieve a particular outcome.	number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching. • Some hardware is more effective than others in particular contexts, such as using virtual reality or a touchscreen rather than a mouse to meet a specific need. Choosing the right hardware can increase creativity and productivity. • There are a wide variety of online communication platforms, such as social media, blogs, vlogs, email or messaging, which have different available features, including the option to comment. It is important to be aware of security settings, such as age restrictions or property rights. • A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights.	factors that may affect ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted. • Identify how using different hardware can increase creativity and productivity. • Identify how a new piece of software or an app can increase creativity.	others, access to technology and anonymity. • A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. • Search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching. • Some hardware is more effective than others in particular contexts, such as using virtual reality or a touchscreen rather than a mouse to meet a specific need. Choosing the right hardware can increase creativity and productivity. • Some software or apps are designed to help increase creativity by saving time or making tasks easier, such as being able to combine text, images, audio or

				video content into one place.

SUMMER TERM				
	Summer 1		**Summer 2**	
	Nursery How High Can I Jump?		Nursery Why Is Water Wet?	
EYFS **All E. L. Goals are to be considered in conjunction with the prime areas of learning.**	Technology **E. L. Goal 30** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows how to operate simple equipment. • **30-50 months** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Technology **E. L. Goal 30** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows how to operate simple equipment. • **30-50 months** Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
	Reception Why Do Ladybirds Have Spots?		Reception Are We There Yet?	
	• **E. L. Goal 29** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows that information can be retrieved from computers. • **40-60+ months** Interacts with age-appropriate computer software. • **ELG skills** Select and use technology for a particular purpose.	• **E. L. Goal 29** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• **30-50 months** Knows that information can be retrieved from computers. • **40-60+ months** Interacts with age-appropriate computer software. • **ELG skills** Select and use technology for a particular purpose.

		• **Exceeding ELG** Select appropriate applications that support an identified need.		• **Exceeding ELG** Select appropriate applications that support an identified need.
Year 1	Splendid Skies		Rio de Vida	
	Taught through the Bare Foot Computing Curriculum		Skills • Select appropriate software to complete given tasks using text, images, audio and video clips. • Begin to use a range of software for different purposes. • Explain simply that digital technology can be used to connect with others locally and globally. Recognise that some websites ask for private information and discuss how to handle these requests.	Knowledge • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes. • Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software. • Digital technology is used in all parts of everyday life, such as on a tablet to play a game or using a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas. • Private information includes name, address,

				date of birth or school and this information should not be shared online. Any concerns or worries should be reported to a trusted adult.
Year 2	Wriggle and Crawl		Coastline	
	Skills • Create a simple solution that tests an idea, predict the outcome and test that the intended solution works. • Recognise that computers can be linked to share resources. • Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn. • Create and edit multimedia components for a range of tasks. • Recognise and demonstrate that some information can be found online and some offline. • Use different types of software and identify their purpose. • Use data handling skills to represent data digitally. • Use digital technology appropriately to communicate and connect with others locally and globally. Recognise why digital technology is used in the	Knowledge • Computers' behaviour can be predicted and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely. • Computers and devices can be linked in different ways, such as through a network, the internet and Bluetooth. This allows the sharing of resources. • Robots can be programmed to follow a series of instructions, using an algorithm. • Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks. • A device is online if it is connected to the internet or a network and can communicate with other devices. A device is offline if it is not connected to the internet or network and	Taught through the Barefoot curriculum	

	classroom, home and community.	cannot connect to other devices. • Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. • Software is available that can be used to represent collected data digitally, such as in a pictogram or bar chart. • Digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy. • Digital technology is used in everyday life and can be used to support learning and connect with others.		
Year 3	Scrumdiddlyumpticious		Flow	
	Skills • Combine a range of text, images, animation and audio and video clips for given purposes.	Knowledge • Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be	Skills • Combine a range of text, images, animation and audio and video clips for given purposes. • Explain that the World Wide Web contains lots of	Knowledge • Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an

	• Use familiar computer hardware to successfully complete a task. • Describe simple rules for sharing images and data safely. • Compose clear and appropriate messages in online communities.	inserted into a word processing document or a video could be inserted into a presentation. • Several pieces of hardware can be used together to complete one task, such as using a camera to take a photograph, uploading it to a computer and then printing it using a printer. • Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online. Online communication should be done respectfully and responsibly, considering the impact on others.	web pages about different subjects that can be searched. • Use a range of different software to successfully complete a project. • Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues. • Compose clear and appropriate messages in online communities. • Use appropriate tools (software, websites and apps) to collaborate and communicate safely online. • Use digital technology in different ways in the classroom, home and community.	image could be inserted into a word processing document or a video could be inserted into a presentation. • The World Wide Web is a collection of web pages that are run via the internet. The information requested can be displayed as text, images or videos. • Advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, lack of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult. • Online communication should be done respectfully and responsibly, considering the impact on others. • Different software, websites and apps can be used to collaborate and communicate online. Each one has different terms and conditions that

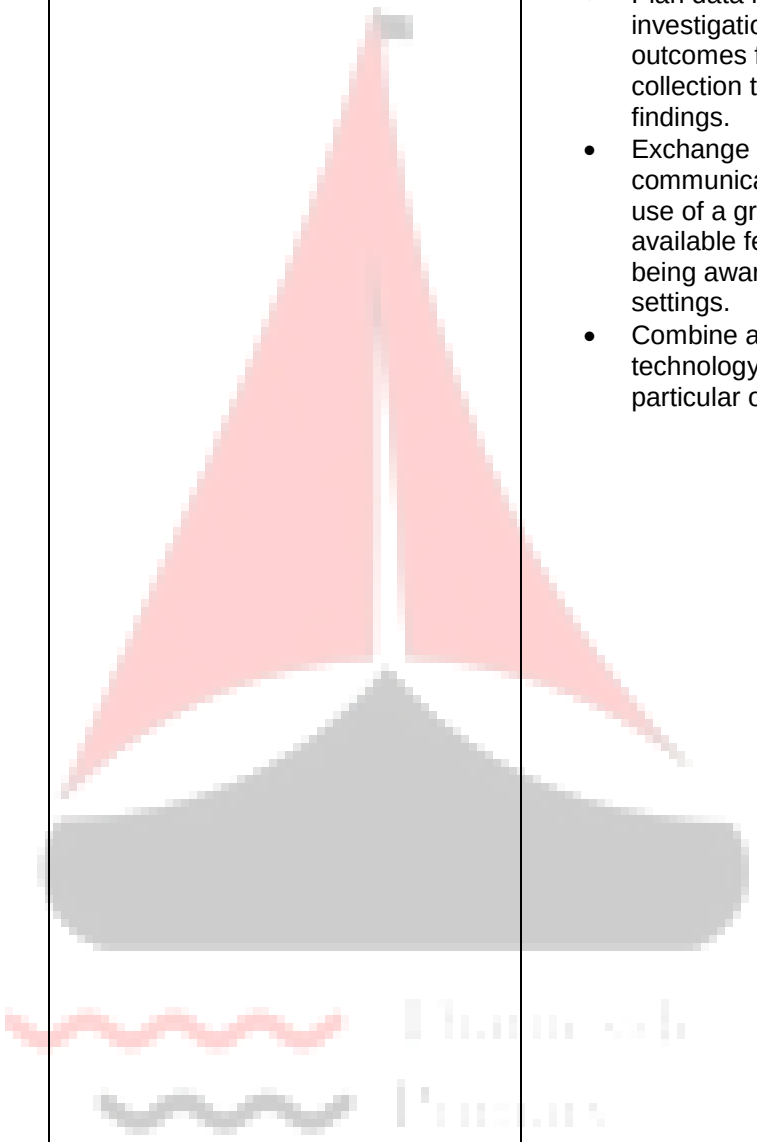
				need to be adhered to stay safe, such as age restrictions. • Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.
Year 4	Road Trip USA		Blue Abyss	
	Skills • Describe and demonstrate a simple program that contains a looping element and how part of a program may need repetition. • Recognise that the school network links computers to allow the sharing of resources. • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Explain that when searching online, some web pages may contain adverts or pop-ups that encourage people to click on them. • Apply computing skills to use new computing software. • Identify the positive and negative influences of technology on health and the	Knowledge • A loop is a sequence of instructions that repeats continually until a certain condition is met. A program that contains a looping element is useful for a wide range of scenarios, such as controlling traffic lights. • A school network has computers that are connected together so they can share hardware, software and data. • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Pop-ups or adverts are a form of online advertising that companies use to encourage users to buy	Skills • Manipulate a range of text, images, sound or video clips and animation for given purposes. • Use new and unfamiliar computing hardware. • Apply computing skills to use new computing software. • Log light level, temperature or sound level using a program or app, over a period of time. • Use digital technology in different ways in the classroom, home and community to achieve a set goal.	Knowledge • Manipulating a range of text, images, sound or video clips and animation may include changing their style, size, colour, effect, shape, location or format. • Interacting regularly with hardware enables users to recognise common features and become confident in working with new or unfamiliar hardware. • New computing software commonly has features that should be familiar to users, such as icons or terminology. • An input device receives information about the outside world, such as light level, temperature or

	environment and how to protect themselves. • Identify appropriate behaviour when contributing to collaborative online projects for learning. • Exchange online communications with other learners, adding and responding to comments, such as in a blog. • Use digital technology in different ways in the classroom, home and community to achieve a set goal.	something or go to another website. Some pop-ups can be malicious and lead to a virus, whereas some are helpful and give information. Pop-ups can be blocked by computer software. Concerns should be reported to a trusted adult before clicking on anything. • New computing software commonly has features that should be familiar to users, such as icons or terminology. • Technology can have positive influences on health, such as enabling people to hear using a hearing aid or helping doctors to diagnose or treat illnesses using special machines. Negative influences on health include problems like eye strain and poor posture. Technology can have positive influences on the environment, such as using systems to monitor and control energy usage. Negative influences on the environment include contributing to pollution by travelling and using a lot of power. • Appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe.		sound level, and sends it to a computer. This information can be tracked over time using a program or app. • Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.

		• There are various forms of online communication, such as email, blogging, vlogging and video chatting. Online communication should be used responsibly, remembering that online actions affect other people and there are rules that need to be followed. • Digital technology can be used in different ways and settings to achieve a set goal, such as using data collection in the community and home to answer a classroom-based question.		
Year 5	Time Travellers		Scream Machine	
	Skills • Create, select and combine a range of texts, images, sound clips and videos for given purposes. • Discern where web content might originate from and recognise that this gives clues to its authenticity, reliability and security. • Apply computing skills to create content using unfamiliar programs or apps. • Use sensing tools or apps for an investigation and interpret the findings. Select, use and combine appropriate technology to create a solution that will have an impact on others.	Knowledge • Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation. • Some websites have more reliable content than others and content should be verified with another independent source. • Using prior knowledge and experience of computing skills can be applied to create content using unfamiliar programs or apps.	Skills • Design simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false. • Create, select and combine a range of texts, images, sound clips and videos for given purposes. • Discern where web content might originate from and recognise that this gives clues to its authenticity, reliability and security. • Apply computing skills using unfamiliar hardware	Knowledge • Sequences of instructions (algorithms) that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not. • Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation.

		• Sensing tools or apps have features that can be used for an investigation and the findings can be interpreted. For example, a sound sensor or app can be used to investigate the pitch of instruments. • A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.	to solve a problem successfully. • Apply computing skills to create content using unfamiliar programs or apps. • Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult. • Create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members. • Select, use and combine appropriate technology to create a solution that will have an impact on others.	• Some websites have more reliable content than others and content should be verified with another independent source. • Using prior knowledge and experience of computing skills can be applied to unfamiliar hardware to solve a problem successfully. • Using prior knowledge and experience of computing skills can be applied to create content using unfamiliar programs or apps. • Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To keep safe, it is important to discuss technology use with a trusted adult. • Online collaborative projects can be shared with different permission settings, such as who can view, edit or comment on the documents. Privacy settings can be restricted to those who are invited, those who have access to the link or can be made open to the public. • A range of technologies can be selected, used and combined, such as

				using different hardware and software to create a solution that will have an impact on others.
Year 6	Hola Mexico		Tomorrow's World	
	Skills • Select, use and combine a variety of software, including internet services, to meet a goal. • Combine a range of technology to achieve a particular outcome.	Knowledge • A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal. • A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights.	Skills • Demonstrate how programs run in an exact order by following a sequence of instructions, and test and debug programs. • Name some of the positives and negatives of communicating with others online. • Design, write and debug a program to control a physical system, which may include output devices, such as motors, lights and buzzers. • Select, use and combine a variety of software, including internet services, to meet a goal. • Critically evaluate search engine results and identify factors that may affect ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted. • Identify how a new piece of software or an app can increase creativity.	Knowledge • Decomposition is breaking down a problem down into smaller parts to make it easier to process and following a sequence of instructions. Decomposition is useful for checking programs and debugging because it saves time. • The positives of communicating online include the speed, low cost and ability to communicate globally. The negatives of communicating online include the threat to privacy, influencing of others, access to technology and anonymity. • Input and output devices can be combined with programming software to control a physical system, such as using sensors to create a sensory station that incorporates motors, lights and buzzers. • A variety of software, such as word processing

			• Plan data handling investigations and use the outcomes from data collection to show the findings. • Exchange online communications, making use of a growing range of available features and being aware of security settings. • Combine a range of technology to achieve a particular outcome.	software, image editing software or internet services, can be selected, used and combined to meet a goal. • Search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching. • Some software or apps are designed to help increase creativity by saving time or making tasks easier, such as being able to combine text, images, audio or video content into one place. • Data handling includes databases, graphs, charts and tables. These can be used to present the findings of investigations. • There are a wide variety of online communication platforms, such as social media, blogs, vlogs, email or messaging, which have different available features, including the option to comment. It is

				important to be aware of security settings, such as age restrictions or property rights. • A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights.