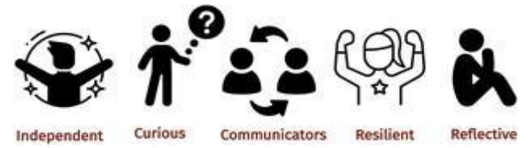
Christ the King
Catholic Primary School

LOVE ASPIRE SERVE



Computing Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer systems and networking	Technology around us Children have access to various technology within their Role play areas (ie. phones in home corner, laptops) and modelling of what they are used for.	**Technology around us** Recognising technology in school and using it responsibly	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond.	**Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Communication and collaboration** Exploring how data is transferred by working collaboratively online.
Creating media	Children may use iPad's to take pictures and use digital painting apps Chatterpics app - Child record their voices to create a moving picture	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally **Digital writing** Using a computer to create and format text, before comparing to writing non-digitally.	**Digital photography** Capturing and changing digital photographs for different purposes. **Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Stop-frame animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story **Desktop publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered. **Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Video production** Planning, capturing, and editing video to produce a short film. **Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects..	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. **3D modelling** Planning, developing, and evaluating 3D computer models of physical objects.
Programming	Moving Robots Children use bee bots to explore direction and computational thinking	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes. **Programming animations** Designing and programming the movement of a character on screen to tell stories.	**Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions. **Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	**Sequencing sounds** Creating sequences in a block-based programming language to make music. **Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions. **Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller. **Variables in games** Exploring variables when designing and coding a game.	**Variables in games** Exploring variables when designing and coding a game **Sensing movement** Designing and coding a project that captures inputs from a physical device.
Data information		**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Branching databases** Building and using branching databases to group objects using yes/no questions.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.