

Langley Park Primary Academy Computing Progression Map

COMP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Technology around us To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	Moving a robot: DIS To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Grouping Data TRANSDIS To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Digital Painting:TRANSDIS To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper Moving a robot: DIS To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Digital Writing TRANSDIS To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	Introducing Animation: TRANSDIS To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program
Year 2	E-Safety Knowledge and Understanding- Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?	E-Safety Skills - Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?	E-Safety Knowledge and Understanding - Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? Do they know that personal information should not be shared online? Safe internet day	Data Retrieving and Organising- Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource? Find information on an animal/plant and create a fact file.	Algorithms and Programs- Can they predict the outcomes of a set of instructions? Can they use right angle turns? Can they use the repeat command? Can they test and amend a set of instructions? Can they write a simple program and test it? Can they predict what the outcome of a simple program will be? Working together to achieve an outcome and programme a beebot	Data Retrieving and Organising - Can they experiment with text, pictures and animation to make a simple slideshow? Can they use the shape tools to draw? Communicating - Can they send and reply to messages sent by a safe email partner (within school)? Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)? Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert pre recorded sounds into a presentation? Can they capture still and moving images? Create a powerpoint about civil rights, present this to each other. Have a debate and record the information on a word document
Year 3	E safety (follow the school's safer internet rules,use different search engines) Presentations (presentation that moves from slide to slide and is aimed at a specific audience,combine text, images and sounds and show awareness of audience,know how to manipulate text, underline text, centre text, change font and size and save text to a folder)	E safety (follow the school's safer internet rules,use different search engines) Presentations(know how to manipulate text, underline text, centre text, change font and size and save text to a folder) Using the internet	E safety(understand the need for rules to keep them safe when exchanging learning and ideas online, recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion, understand that the internet contains fact, fiction and opinion and begin to distinguish between them, recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy) Presentations (create a presentation that moves from slide to slide and is aimed at a specific audience)	Algorithms and programmes (experiment with variables to control models, use 90 degree and 45 degree turns, give an on-screen robot directional instructions,draw a square, rectangle and other regular shapes on screen, using commands,use repeat command in logo to create a pattern, write more complex programs) E safety (follow the school's safer internet rules,use different search engines) Presentations) they combine text, images and sounds and show awareness of audience)	Databases (input data into a prepared database, sort and search a database to answer simple questions, use a branching database) E safety Presentations	Data retrieval and organising (review images on a camera and delete unwanted images, experienced downloading images from a camera into files on the computer, use photo editing software to crop photos and add effects, manipulate sound when using simple recording story boarding)
Year 4	Using The Internet	Data Retrieving / Organising	Communicating	Presentation / E-Safety	Databases	Algorithms / Programmes

			<p>Disciplinary - Online safety when playing games focus on Roblox.</p> <p>Selection in physical programming.</p> <p>E-Safety Knowledge and Understanding</p> <p>Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</p> <p>Do they understand the potential risk of providing personal information online?</p> <p>Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</p> <p>Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</p> <p>Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</p> <p>Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</p> <p>Do they understand that some messages may be malicious and know how to deal with this?</p> <p>Do they understand that online environments have security settings, which can be altered, to protect the user?</p> <p>Do they understand the benefits of developing a 'nickname' for online use?</p> <p>Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</p> <p>Do they know that it is unsafe to arrange to meet unknown people online?</p> <p>Do they know how to report any suspicions?</p> <p>Do they understand they should not publish other people's pictures or tag them on the internet without permission?</p> <p>Do they know that content put online is extremely difficult to remove?</p> <p>Do they know what to do if they discover something malicious or inappropriate?</p> <p>E-Safety Skills</p> <p>Do they follow the school's safer internet rules?</p> <p>Can they make safe choices about use of technology?</p> <p>Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</p> <p>Can they create strong passwords and manage them so that they remain strong?</p> <p>Can they competently use the internet as a search tool?</p>		
Year 5			<p>Transdisciplinary - Vactor Drawing; Use of google docs, slides, jamboard.</p> <p>Disciplinary - Scratch coding game/selection in physical programming and christmas cards.</p> <p>Presentation</p> <p>Can they use a range of presentation applications?</p> <p>Can they use ICT to record sounds and capture both still and video images?</p> <p>Can they make a home page for a website that contains links to other pages?</p> <p>Can they capture sounds, images and video?</p> <p>Can they use the word count tool to check the length of a document?</p> <p>Can they use bullets and numbering tools?</p> <p>Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?</p> <p>Can they save an image document as a gif or i peg. file format using the 'save as' command?</p> <p>Can they make an information poster using graphics skills to good effect?</p>	<p>Transdisciplinary - Coding fitbit and sphero for communication.</p> <p>Communicating</p> <p>Can they use instant messaging to communicate with class members?</p> <p>Can they conduct a video chat with someone elsewhere in the school or in another school?</p> <p>Presentation</p> <p>Can they use a range of presentation applications?</p> <p>Do they consider audience when editing a simple film?</p> <p>Do they know how to prepare and then present a simple film?</p> <p>Can they use ICT to record sounds and capture both still and video images?</p> <p>Can they make a home page for a website that contains links to other pages?</p> <p>Can they capture sounds, images and video?</p> <p>Can they use the word count tool to check the length of a document?</p> <p>Can they use bullets and numbering tools?</p> <p>Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?</p> <p>Can they save an image document as a gif or i peg. file format using the 'save as' command?</p> <p>Can they make an information poster using graphics skills to good effect?</p>	<p>Transdisciplinary: Video Editing: Presentation</p> <p>Can they use a range of presentation applications?</p> <p>Can they use ICT to record sounds and capture both still and video images?</p> <p>Can they make a home page for a website that contains links to other pages?</p> <p>Can they capture sounds, images and video?</p> <p>Can they use the word count tool to check the length of a document?</p> <p>Can they use bullets and numbering tools?</p> <p>Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?</p> <p>Can they save an image document as a gif or i peg. file format using the 'save as' command?</p> <p>Can they make an information poster using graphics skills to good effect?</p>

Year 6	<p>USING THE INTERNET</p> <p>Can they contribute to discussions online? Can they use a search engine using keyword searches?</p> <p>Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?</p> <p>Can they compare the information provided on two tabbed websites looking for bias and perspective?</p>	<p>USING THE INTERNET</p> <p>Can they contribute to discussions online? Can they use a search engine using keyword searches?</p> <p>Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?</p> <p>Can they compare the information provided on two tabbed websites looking for bias and perspective?</p>		<p>E-SAFETY KNOWLEDGE AND UNDERSTANDING</p> <p>Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</p> <p>Do they understand the potential risk of providing personal information online?</p> <p>Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</p> <p>Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</p> <p>Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</p>	<p>E-SAFETY KNOWLEDGE AND UNDERSTANDING - Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know that it is unsafe to arrange to meet unknown people online? Do they know how to report any suspicions? Do they understand they should not publish other people's pictures or tag them on the internet without permission? Do they know that content put online is extremely difficult to remove? Do they know what to do if they discover something malicious or inappropriate?</p>	<p>PRESENTATION</p> <p>Can they present a film for a specific audience and then adapt same film for a different audience?</p> <p>Can they create a sophisticated multimedia presentation?</p> <p>Can they confidently choose the correct page setup option when creating a document?</p> <p>Can they confidently use text formatting tools, including heading and body text?</p> <p>Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?</p> <p>Can they incorporate graphics where appropriate, using the most effective text wrapping formats?</p>
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