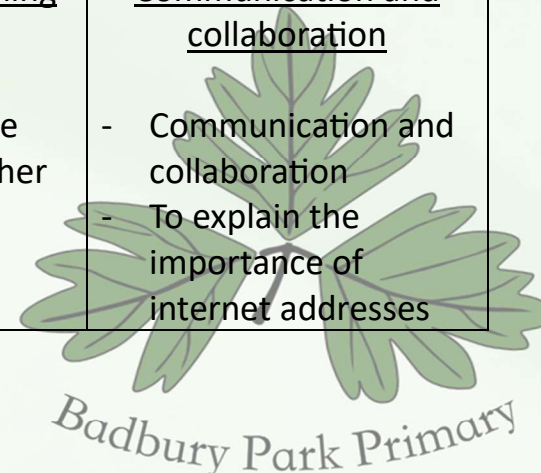


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online safety	<p>EYFS goal: Personal, Social and Emotional Development -Manging Self;</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you. Understand that they must ask an adult whether they can use a game or app. Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private. Recognise who they can ask for help and know when they need help.</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>	<p>Self-image and identity Online relationships Online reputation Online bullying Managing online information Health, well-being and lifestyle Privacy and security Copyright and ownership</p>
Computing systems and networks	<p>EYFS goal: Personal, Social and Emotional Development -Manging Self;</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p><u>Technology around us</u></p> <ul style="list-style-type: none"> - To identify technology - To identify a computer and its main parts - To use a mouse in different ways 	<p><u>Information technology around us</u></p> <ul style="list-style-type: none"> - To recognise the uses and features of information technology - To identify information 	<p><u>Connecting computers</u></p> <ul style="list-style-type: none"> - To explain how digital devices function - To identify input and output devices 	<p><u>The internet</u></p> <ul style="list-style-type: none"> - To describe how networks physically connect to other networks 	<p><u>Systems and searching</u></p> <ul style="list-style-type: none"> - To explain that computers can be connected together to form systems 	<p><u>Communication and collaboration</u></p> <ul style="list-style-type: none"> - Communication and collaboration - To explain the importance of internet addresses



	<ul style="list-style-type: none"> -Begin to identify technology in their environment. -Recognise purposes for using technology in school and at home. - Understand that things they create belong to them and can be shared with others using technology. - Recognise that they can use the Internet to play and learn. -Role play using technology. -Help adults operate equipment around school. -Operate simple equipment independently. 	<ul style="list-style-type: none"> - To use a keyboard to type - To use the keyboard to edit text - To create rules for using technology responsibly 	<p>technology in the home</p> <ul style="list-style-type: none"> - To identify information technology beyond school - To explain how information technology benefits us - To show how to use information technology safely - To recognise that choices are made when using information technology 	<ul style="list-style-type: none"> - To recognise how digital devices can change the way we work - To explain how a computer network can be used to share information - To explore how digital devices can be connected - To recognise the physical components of a network 	<ul style="list-style-type: none"> - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web - To describe how content can be added and accessed on the World Wide Web - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content 	<ul style="list-style-type: none"> - To recognise the role of computer systems in our lives - To experiment with search engines - To describe how search engines select results - To explain how search results are ranked - To recognise why the order of results is important, and to whom 	<ul style="list-style-type: none"> - To recognise how data is transferred across the internet - To explain how sharing information online can help people to work together - To evaluate different ways of working together online - To recognise how we communicate using technology - To evaluate different methods of online communication
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creating media</p>	<p>Expressive Art and Design – Creating with Materials;</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Develop an interest in ICT by using age appropriate websites or programs. -Use a mouse to arrange objects on a screen. 	<p><u>Digital painting</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Digital photography</u></p> <ul style="list-style-type: none"> - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image 	<p><u>Stop frame animation</u></p> <ul style="list-style-type: none"> - To explain that animation is a sequence of drawings or photographs - To relate animated movement with a sequence of images - To plan an animation - To identify the need to work consistently and carefully 	<p><u>Audio Production</u></p> <ul style="list-style-type: none"> - To identify that sound can be recorded - To explain that audio recordings can be edited - To recognise the different parts of creating a podcast project - To apply audio editing skills independently 	<p><u>Video Production</u></p> <ul style="list-style-type: none"> - To explain what makes a video effective - To use a digital device to record video - To capture video using a range of techniques - To create a storyboard - To identify that video can be improved 	<p><u>Webpage creation</u></p> <ul style="list-style-type: none"> - To review an existing website and consider its structure - To plan the features of a web page - To consider the ownership and use of images (copyright) - To recognise the need to preview pages - To outline the need for a navigation path

	<p>-With support, use a keyboard for simple typing.</p> <p>-Interact and explore their environment using different ICT equipment e.g. cameras, microscopes, visualisers.</p> <p>-Collect information, e.g., by taking photographs or collecting object</p>	<ul style="list-style-type: none"> - To use a computer on my own to paint a picture - To compare painting a picture on a computer and on paper <p><u>Digital writing</u></p> <ul style="list-style-type: none"> - 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 with writing on paper 	<ul style="list-style-type: none"> - To recognise that photos can be changed <p><u>Digital music</u></p> <ul style="list-style-type: none"> - To say how music can make us feel - To identify that there are patterns in music - To experiment with sound using a computer - To use a computer to create a musical pattern - To create music for a purpose - To review and refine our computer work 	<ul style="list-style-type: none"> - To review and improve an animation - To evaluate the impact of adding other media to an animation <p><u>Desktop Publishing</u></p> <ul style="list-style-type: none"> - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing 	<ul style="list-style-type: none"> - To combine audio to enhance my podcast project - To evaluate the effective use of audio <p><u>Photo editing</u></p> <ul style="list-style-type: none"> - To explain that the composition of digital images can be changed - To explain that colours can be changed in digital images - To explain how cloning can be used in photo editing - To explain that images can be combined - To combine images for a purpose - To evaluate how changes can improve an image 	<p>through reshooting and editing</p> <ul style="list-style-type: none"> - To consider the impact of the choices made when making and sharing a video <p><u>Introduction to vector graphics</u></p> <ul style="list-style-type: none"> - To identify that drawing tools can be used to produce different outcomes - To create a vector drawing by combining shapes - To use tools to achieve a desired effect - To recognise that vector drawings consist of layers - To group objects to make them easier to work with - To apply what I have learned about vector drawings 	<ul style="list-style-type: none"> - To recognise the implications of linking to content owned by other people <p><u>3D Modelling</u></p> <ul style="list-style-type: none"> - To recognise that you can work in three dimensions on a computer - To identify that digital 3D objects can be modified - To recognise that objects can be combined in a 3D model - To create a 3D model for a given purpose - To plan my own 3D model - To create my own digital 3D model
<p>Data and information</p>	<p>Communication and Language – Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; 	<p><u>Grouping data</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Pictograms</u></p> <ul style="list-style-type: none"> - To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - To create a pictogram 	<p><u>Branching databases</u></p> <ul style="list-style-type: none"> - To create questions with yes/no answers - To identify the object attributes needed to collect relevant data - To create a branching database - To explain why it is helpful for a 	<p><u>Data logging</u></p> <ul style="list-style-type: none"> - To explain that data gathered over time can be used to answer questions - To use a digital device to collect data automatically - To explain that a data logger collects 	<p><u>Flat-file databases</u></p> <ul style="list-style-type: none"> - To use a form to record information - To compare paper and computer-based databases - To outline how grouping and then sorting data allows us to answer questions 	<p><u>Introduction to spreadsheets</u></p> <ul style="list-style-type: none"> - To create a data set in a spreadsheet - To build a data set in a spreadsheet - To explain that formulas can be used to produce calculated data

	<ul style="list-style-type: none"> -Begin to sort, classify or group various objects progressing from practical activities to the use of ICT e.g., practically sorting fruit into colours, types or shapes, and then on-screen. -Use ICT to sort and sequence objects on a screen or interactive whiteboard. -Produce simple pictograms with help. - Collect information as photos or sound files. 	<ul style="list-style-type: none"> - To answer questions about groups of objects 	<ul style="list-style-type: none"> - To select objects by attribute and make comparisons - To recognise that people can be described by attributes - To explain that we can present information using a computer 	<p>database to be well structured</p> <ul style="list-style-type: none"> - To plan the structure of a branching database - To independently create an identification tool 	<p>'data points' from sensors over time</p> <ul style="list-style-type: none"> - To recognise how a computer can help us analyse data - To identify the data needed to answer questions - To use data from sensors to answer questions 	<ul style="list-style-type: none"> - To explain that tools can be used to select specific data - To explain that computer programs can be used to compare data visually - To use a real-world database to answer questions 	<ul style="list-style-type: none"> - To apply formulas to data - To create a spreadsheet to plan an event - To choose suitable ways to present data
Programming	<p>Communication and Language – Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; <ul style="list-style-type: none"> - Help adults operate equipment around the school. - Use simple software to make things happen - Press buttons on a floor robot and talk about the movements - Explore options and make choices with toys, software and websites 	<p><u>Moving a robot</u></p> <ul style="list-style-type: none"> - 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 <p><u>Programming animations</u></p>	<p><u>Robot algorithms</u></p> <ul style="list-style-type: none"> - To describe a series of instructions as a sequence - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program - To explain that programming projects can have code and artwork - To design an algorithm - To create and debug a program that I have written <p><u>Programming quizzes</u></p>	<p><u>Sequencing Sounds</u></p> <ul style="list-style-type: none"> - To explore a new programming environment - To identify that commands have an outcome - To explain that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create a project from a task description <p><u>Events and actions in programs</u></p>	<p><u>Repetition in shapes</u></p> <ul style="list-style-type: none"> - To identify that accuracy in programming is important - To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome <p><u>Repetition in games</u></p>	<p><u>Selection in Physical computing</u></p> <ul style="list-style-type: none"> - To control a simple circuit connected to a computer - To write a program that includes count-controlled loops - To explain that a loop can stop when a condition is met - To explain that a loop can be used to repeatedly check whether a condition has been met - To design a physical project that includes selection - To create a program that controls a physical computing project 	<p><u>Variables in games</u></p> <ul style="list-style-type: none"> - To define a 'variable' as something that is changeable - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example - To use my design to create a project - To evaluate my project <p><u>Sensing movement</u></p> <ul style="list-style-type: none"> - To create a program to run on a controllable device

Computing progression of skills

<ul style="list-style-type: none"> -Explore a variety of controlled and programmable devices. -Explore simple simulations, finding out what happened. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - To explain that a sequence of commands has a start - To explain that a sequence of commands has an outcome - To create a program using a given design - To change a given design - To create a program using my own design - To decide how my project can be improved 	<ul style="list-style-type: none"> - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge 	<ul style="list-style-type: none"> - To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program - To design a project that includes repetition - To create a project that includes repetition 	<p style="text-align: center;"><u>Selection in quizzes</u></p> <ul style="list-style-type: none"> - To explain how selection is used in computer programs - To relate that a conditional statement connects a condition to an outcome - To explain how selection directs the flow of a program - To design a program which uses selection - To create a program which uses selection - To evaluate my program 	<ul style="list-style-type: none"> - To explain that selection can control the flow of a program - To update a variable with a user input - To use a conditional statement to compare a variable to a value - To design a project that uses inputs and outputs on a controllable device - To develop a program to use inputs and outputs on a controllable device
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