Lightmoor Village Primary School Progression Grid

Computing

	R/Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	**Year 6**
'To code' (using Scratch)							
		Unplugged activities (Beebot) / 'Scratch Jnr' or 'Daisy Dinosaur' apps on Ipads.	'Scratch Jnr' or 'ALEX' apps on ipads.	Scratch on laptops.	Scratch on laptops.	Scratch on laptops.	Scratch on laptops.
	Complete a simple program on a piece of technology e.g. computer/ipad.	Begin to understand the term 'algorithm' and what it means.	Specify the nature of events (such as a single event or a loop).	Set the appearance of objects and create sequences of changes.	Specify conditions to trigger events.	Set IF conditions for movements.	Use IF THEN ELSE conditions to control events or objects.
		Control motion by specifying the number of steps to travel, direction and turn.	Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Use the functions define, set, change, show and hide to control the variables.	Specify types of rotation giving the number of degrees.	Change the position of objects between screen layers (send to back, bring to front).
		Specify user inputs (such as clicks) to control events.	Control when drawings appear and set the pen colour, size and shape.	Control the shade of pens.	Use variables to store a value.	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.	Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round ()

							() of ().
		Select sounds and control when they are heard, their duration and volume.	Add text strings, show and hide objects and change the features of an object.	Use 'IF THEN' conditions to control events or objects.	Begin to use the Reporter operators () + () () - () () * () () / () to perform calculations. (Create times table game)	Combine the use of pens with movement to create interesting effects.	Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions.
				Use specified screen coordinates to control movement.	Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.	Set events to control other events by 'broadcasting' information as a trigger.
						Use lists to create a set of variables.	
'To connect' (E-safety)							
	Interacts with age appropriate computer software.	Participate in class social media accounts.	Understand online risks and the age rules for sites. **(E-safety – age restrictions)**	Contribute to blogs that are moderated by teachers.	Understand the term 'copyright'.	Collaborate with others online on sites approved and moderated by teachers.	Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from

							the copyright holder.
	Recognise that a range of technology is used in places such as home and schools.			Give examples of the risks posed by online communications – sending texts and emails. **(E-safety - Messaging)**	Understand that comments made online that are hurtful or offensive are the same as bullying. **(E-safety - Social Media)**	Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.**(E-safety – Online Gaming)**	Understand the effect of online comments and show responsibility and sensitivity when online. **(E-safety - Social Media)**
	Select and use technology for a particular purpose.				Understand how online services work.		Understand how simple networks are set up and used.
'To communicate'							
		Use a range of applications and devices.	Use a range of applications and devices in order to communicate ideas, work and messages.	Use some advanced features of applications and devices in order to communicate ideas, work or messages.	Explore the advanced features of applications and devices to communicate ideas, work or messages more effectively.	Choose the most suitable applications and devices for the purposes of communication.	Use many of the advanced features in order to create high quality, professional or efficient communications.
'To collect'							
		Use simple databases to record information in areas across the curriculum, for example: Maths – pictograms.	Use simple databases to record information in areas across the curriculum, for example: Science – collecting results from an investigation (Y2)	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	Select appropriate applications to devise, construct and manipulate data.	Select appropriate applications to devise, construct and manipulate data to then present in an effective and professional manner.

Vocabulary							
	Computer, technology, ipad, programme, internet, game.	Algorithm, command, programme, sequence, error, unplugged.	Debug, program, data, application.	Database, word process, keys, search engine, website, URL, repeat, simulation, background, sprite, cyber bullying.	Input, variables, spreadsheets, formula(e), cells, documents, multimedia, trigger, digital, footprint, spam, copyright.	Incorporate, sensor, detecting, correcting, modify, input and output, interrogate, manipulate, broadcast.	Boolean, simulation, network, podcast.