

Computing Curriculum

T

plar jad

hat

Broughton Fields Primary School

Intent

At Broughton Fields we know that technology is everywhere and will play a pivotal role in our children's lives. We want our children to be active, confident and positive participants in the digital world, where they can contribute as creators, not just as consumers. We teach our children about being safe and responsible online through our online-safety curriculum which is woven throughout all areas of our computing curriculum and is explored in our PSHE learning too. We raise our pupils' aspirations by exposing them to links to real-life opportunities and role-models from the world of technology and therefore open their minds to future possibilities.

Our children are encouraged to communicate ideas and information in a variety of forms, recognising and appreciating the positive impact technology can have upon our lives. We understand that to fully embed learning in information technology, skills must be revisited and practised so we exploit technology in order to develop digital literacy and enhance learning in other subject areas. On leaving school, we expect our children to be competent in using a range of technology so that they have the independence and confidence to decide upon the best tool to fulfil tasks set.

We want our children to be skilful computer scientists so we teach programming through the principles of PRIMM, allowing children to use and modify programs as a pathway to confidently and competently creating their own. We allow children opportunities to explore technology and try things out for themselves.

We want our children to confidently choose their own path through the digital world with an awareness of their responsibilities as digital citizens and to be masters of their own destinations within it. We want them to continually add to their skills set and develop into well- rounded and computer literate digital citizens.



"We want our children to

confidently choose their own path through the digital world with an awareness of their responsibilities as digital citizens and to be masters of their own destinations within it."

	×		
Untitled-4	Share	(5	See Pro

See Project Page	

Dinosaur4



atch

_			7	
ore	0			
		H		
			1	P

8 Untitled-4 on Scra.

,	
5	

Stag

Haafi





Leader: Claire Morris

Progression Keys

we track curriculum coverage of the wider National Curriculum half termly. The progression grids created by Subject Leaders are checked against planning and highlighted each half term to ensure that staff know which areas we have taught in order to continue to recap, and which objectives are new teaching.

The following grids show:

- 1) Yearly progression grids for Computing.
- 2) An example of short term planning for a Computing unit.

awing initials

aw your initial in the grid below. Keep it as simple a ssible and only use 90° turns.

Kaio





		Progression	Overview Cor	mputing <u>Yea</u>	<u>r 1</u>		
	Comput	ter Science					
Programming			Technolo	gy in our live	es		
I can give instructions to my friend and follow their instructions to move	around.						
A1 A2 Sp1 Sp2 Su1 S	Su2						I can keep my p
							A1 A2
I can describe what happens when I press buttons on a robot.							
A1 A2 Sp1 Sp2 Su1 S	Su2						I can tell you wh
L can press the buttons in the correct order to make my robot do what L	want	I can recognise the ways	we use techno	ology in our cl	lassroom.	<u>Su2</u>	A1 A2
A1 A2 Sp1 Sp2 Su1 S	Su2	AI AZ	Sp i	Spz	Jui	5u2	I can tell an adu
		I can recognise ways that	t technology is	used in my h	ome and com	munity.	online.
I can describe what actions I will need to do to make something happen	n and begin	A1 A2	Sp1	Sp2	Su1	Su2	A1 A2
to use the word algorithm.	20	Loon use links to website	a to find inform	action			L can talk about
A1 A2 Sp1 Sp2 Su1 S	Suz	A1 A2	Sn1	Sn2	Su1	Su2	A1 A2
I can begin to predict what will happen for a short sequence of instruction	ons.	///		092	Cul	042	
A1 A2 Sp1 Sp2 Su1 S	Su2	I can begin to identify son	ne of the bene	fits of using to	echnology.		I can recognise
		A1 A2	Sp1	Sp2	Su1	Su2	A1 A2
I can begin to use software/apps to create movement and patterns on a	a screen.						I can agree and
A1 A2 Sp1 Sp2 Su1 S	5u2						A1 A2
L can use the word debug when I correct mistakes when I program							
A1 A2 Sp1 Sp2 Su1 S	Su2						
Instruction, algorithm, debug, input, program, Beebot, undo, rewind, f backwards, left turn, right turn, direction, Relevant Technology	forwards,	Computer, tablet, ipad	Voo d, device, web Relevan	cabulary psite, technolo t Technology	ogy, purpose, c y	communicate,	Rules, online, p username, pass
activities on Barefoot Technology)	npiaggea		PM	1 unit 1.9			DigiDu
					Info	ormation Technol	ogy
When Teaching Coding- in order to <u>Develop Computational Thinking</u> child	dren MUST		Hand	dling Data			
Use – be a consumer of other's creations		I can talk about the differe	ent ways in wh	hich informatio	on can be show	wn.	I can be creativ
Create- use skills learnt to create, test, analyse, refine	ing code	A1 A2	Sp1	Sp2	Su1	Su2	A1 A2
		I can use technology to c	ollect informati	ion. includina	photos, video	and sound.	l can use techn
All these elements should be included in a coding unit (opportunities for dis vital)	scussion are	A1 A2	Sp1	Sp2	Su1	Su2	A1 A2
Predict- show code- what will it do? Run- test predictions		I can sort different kinds c	of information a	and present it	to others. ('ur	nplugged',	I can use the ke
Investigate/Explain- what does each line of code mean? (trace code	le)	A1 A2	Sp1	Sp2	Su1	Su2	A1 A2
Modify- Change code ie. From draw a square, to draw a triangle re-using relev	vant parts of		1 - 1	FF			
Make/create/design- same 'nitty gritty' as code modified but solving a new	problem	I can add information to a	a pictograph ar	nd talk to you	about what I h	ave found out.	I can save infor
		A1 A2	Sp1	Sp2	Su1	Su2	AI AZ
Previous Experience FS- Use of ipads to find information and to store data (photos	5)	Pictogram, data,	Voo collate, sort, o	cabulary criteria, curse	or, delete, cell	, digitally	Font, ebook. so camera
			Relevan 2Graph, 2Co	t Technology ount, 2Investi	y gate		2animate, 2Crea

Digital Literacy								
	E S	afety						
bassv	vord private	e.	Q111	Cu2				
	SPI	J Sh5	JUI	JUZ				
hat p	ersonal info	prmation is.	Su1	Su2				
				JUZ				
ult wh	nen I see so	omething u	nexpected	or worrying				
	Sp1	Sp2	Su1	Su2				
why	it's imports	ant to be kin	id and polit	e				
vviiy	Sp1	Sp2	Su1	Su2				
		=	4	=				
an a	ge appropr	iate websit						
	5p1	5p2	SU1	5u2				
l folla	w simple e	-Safety rule	es.					
	Sp1	Sp2	Su1	Su2				
rivate word	Voca informatio I,	i bulary n, email, lo	og-in, log-ou	Jt,				
	Relevant	Technolog	IУ					
Smart	ie the pengi	uin, <u>www.s</u>	saferintern	<u>et.org.uk/</u> ,				
ick, J	essie and	riends (Tl	nink U Kno	W)				
	Multi	-Media						
ve wit	h different	technoloav	tools.					
	Sp1	Sp2	Su1	Su2				
		and n====	t mu =					
lolog	y iu create	anu preser	IL ITTY IDEAS	Su2				
				JUZ				
eyboa	ard or a wo	rd bank on	my device	to enter				
	Sp1	Sp2	Su1	Su2				
mot	Sp1	Sp2	Su1	Su2				
matio	Sp1 on in a spe Sp1	Sp2 cial place a Sp2	Su1 and retrieve Su1	it again.				
rmatio	Sp1	Sp2 cial place a Sp2 bulary	Su1 and retrieve Su1	it again.				
ound a still	Sp1 on in a spectrum Sp1 Voca effect, anin s, sounds,	Sp2 cial place a Sp2 bulary nation, file, image ban	Su1 nd retrieve Su1 cursor, del k, word bar	<u>Su2</u> it again. Su2 lete, video, nk.				
ound a still	Sp1 on in a spectro Sp1 Voca effect, anin s, sounds, Relevant Story, Clicko Se	<u>Sp2</u> <u>cial place a</u> <u>Sp2</u> bulary nation, file, image ban Technolog er, 2Write, M esaw	Su1 Ind retrieve Su1 cursor, del k, word bar ly fash Cams,	<u>Su2</u> it again. Su2 lete, video, nk. ChatterPix,				

	Progression Overview Computing <u>Year 2</u>	
Comput	er Science	
Programming	Technology in our lives	
I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.	I can tell you why I use technology in the classroom.	l can explain wh information priva
I can tell you the order I need to do things to make something happen and talk about this as an algorithm.	I can tell you why I use technology in my home and community.	I can describe th about.
I can program a robot or software to do a particular task.	I am starting to understand that other people have created the information I use.	I can talk about v
I can look at my friend's program and tell you what will happen.	I can identify benefits of using technology including finding information, creating and communicating.	I can talk about v in real life.
I can use programming software to make objects move.	I can talk about the differences between the Internet and things in the physical world.	I know that not e
I can watch a program execute and spot where it goes wrong so that I can debug it.		
Vocabulary Instruction, algorithm, debug, input, program, Beebot, undo, rewind, forwards, backwards, left turn, right turn, direction, right-angle turn, sequence, predict	Vocabulary Computer, tablet, ipad, device, website, technology, purpose, communicate, information sources, website content	Rules, online, pro password, appro footprint, keywor
Relevant Technology Sratch Jnr (Barefoot Computing for unplugged activities) Beebot Blue app,	Relevant Technology google, duckduckgo.com, kiddle,	Childnet.com- S
	Information Technolo	gy
When Teaching Coding- in order to Develop Computational Thinking children MUST	Information Technolo Handling Data	gy I can use techno
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine	Information Technolo Handling Data	gy I can use techno ways.
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital)	Information Technolo Handling Data	I can use techno ways.
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital) Predict- show code- what will it do?	Information Technolo Handling Data	gy I can use techno ways. I can use the key for others to reac
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital) Predict- show code- what will it do? Run- test predictions Investigate/Explain- what does each line of code mean? (trace code)	Information Technolo Handling Data	gy I can use techno ways. I can use the key for others to reac I can tell you abc ideas with other
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital) Predict- show code- what will it do? Run- test predictions Investigate/Explain- what does each line of code mean? (trace code) Modify- Change code ie. From draw a square, to draw a triangle re-using relevant parts of the code. Make/create/design- same 'nitty gritty' as code modified but solving a new problem	I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question.	gy I can use techno ways. I can use the key for others to reac I can tell you abc ideas with other p I can save and o
When Teaching Coding- in order to Develop Computational Thinking children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital) Predict- show code- what will it do? Run- test predictions Investigate/Explain- what does each line of code mean? (trace code) Modify- Change code ie. From draw a square, to draw a triangle re-using relevant parts of the code. Make/create/design- same 'nitty gritty' as code modified but solving a new problem	Information Technology Handling Data	gy I can use techno ways. I can use the key for others to reac I can tell you abo ideas with other I can save and o
When Teaching Coding- in order to Develop Computational Thinking children MUST Use – be a consumer of other's creations Modify -develop understanding, skills and confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine All these elements should be included in a coding unit (opportunities for discussion are vital) Predict- show code- what will it do? Run- test predictions Investigate/Explain- what does each line of code mean? (trace code) Modify- Change code ie. From draw a square, to draw a triangle re-using relevant parts of the code. Make/create/design- same 'nitty gritty' as code modified but solving a new problem Precious Experience FS- Use of ipads to find information and to store data (photos) Exploration of Beebots.	Information Technolog Handling Data I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question. Vocabulary Pictogram, data, collate, sort, criteria, cursor, delete, cell, digitally, capturing moments, magnified images, questions , data collection, graphs, charts, save, retrieve	gy I can use techno ways. I can use the key for others to reactive ideas with other part of the second sec

Digital Literacy

E Safety

ny I need to keep my password and personal ate.

he things that happen online that I must tell an adult

why I should go online for a short amount of time.

why it is important to be kind and polite online and

everyone is who they say they are on the Internet.

Vocabulary

rivate information, email, log-in, log-out, username, opriate/inappropriate sites, cyber-bullying, digital rd searching,

Relevant Technology

Smartie the penguin, <u>www.saferinternet.org.uk/</u> DigiDuck, Hector's World

Multi-Media

blogy to organise and present my ideas in different

yboard on my device to add, delete and space text d.

out an online tool that will help me to share my people.

pen files on the device I use.

Vocabulary

und effect, animation, file, cursor, delete, video, bunds, image bank, word bank. Paint effects, ments, enter/return, caps lock, backspace

Relevant Technology sh Cams, ChatterPix, Book Creator, Pic Collage, Sketches, Seesaw

		Progressior	n Overview (Computing Ye	<u>ear 3</u>					
Con	nputer Science						C	Digital Literacy	/	
Programming	Technology in our lives							E Safety		
I can break an open-ended problem up into smaller parts.						I can talk about wh	at makes a secure	e password and	d why they are	e important.
A1 A2 Sp1 Sp2 Su1 Su2	I can save and retrieve	work on the Inte	ernet, the sch	ool network o	r my own device.	A1 A2	Sp1	Sp2	Su1	Su2
I can put programming commands into a sequence to achieve a specific	A1 A2	Sp1	Sp2	Su1	Su2	I can protect my pe	ersonal informatior	n when I do diff	ferent things c	online.
outcome.	I can talk about the par	ts of a computer				A1 A2	Sp1	Sp2	Su1	Su2
A1 A2 Sp1 Sp2 Su1 Su2	A1 A2	Sp1	Sp2	Su1	Su2	I can use the safety	y features of webs	sites as well as	reporting con	cerns to an adult.
I keep testing my program and can recognise when I need to debug it.	I can tell you ways to c	ommunicate with	n others onlin	e.		A1 A2	Sp1	Sp2	Su1	Su2
A1 A2 Sp1 Sp2 Su1 Su2	A1 A2	Sp1	Sp2	Su1	Su2	I can recognise we	bsites and games	appropriate fo	r my age.	
I can use repeat commands.	I can describe the World	d Wide Web as	the part of th	e Internet that	contains	A1 A2	Sp1	Sp2	Su1	Su2
A1 A2 Sp1 Sp2 Su1 Su2	websites.					I can explain my go	od choices about	how long I spe	and online	
I can describe the algorithm I will need for a simple task.	A1 A2	Sp1	Sp2	Su1	Su2		Sp1	Sn2	Sul	Su2
A1 A2 Sp1 Sp2 Su1 Su2	I can use search tools	to find and use a	in appropriate	e website.					from the later	
I can detect a problem in an algorithm which could result in unsuccessful	A1 A2	Sp1	Sp2	Su1	Su2			es and games		
	I think about whether I	can use images	that I find on	line in my own	work.		501	5p2	Sui	Suz
Al Az Spi Spz Sui Suz	A1 A2	Sp1	Sp2	Su1	Su2	I can post positive	comments online.			
	Maaahulamu infamu			nt devices O		A1 A2	Sp1	Sp2	Su1	Su2
sequence debugging, test + improve, commands, sequence instructions, programming,	computer parts, col	laborate, approp appropriate	priate online o websites, ov	ommunication	h, search tools,	Vocabulary appro searching,E-safety	opriate/inappropria rules, Secure pa	ate sites, cyber sswords, Repo	<i>-bullying, digit</i> ort abuse butto	tal footprint, keyword on, Gaming, Blogs
Relevant Technology 2Code (inc planning on PM) Scratch Jnr		Relevan	t Technolog	у		Relevant Technol Jigsaw unit.	ogy PM unit, See	esaw, BBC Ow	n It, Think Yo	ou Know Band Runner
					Informatio	on Technology				
	Handling Data							Multi-Media		
When Teaching Coding- in order to <u>Develop Computational Thinking</u>		Sn1	Sn2	Su1	Su2	I can create differe	nt effects with diffe	erent technolog	gy tools.	
children MUSI	L can search a ready-m	ade database to		etions	002	A1 A2	Sp1	Sp2	Su1	Su2
Modify -develop understanding, skills and confidence by modifying existing				Sudh3.	Su2	I can combine a mi	ixture of text, grap	hics and sound	d to share my	ideas and learning.
Create- use skills learnt to create, test, analyse, refine				JUI	302	A1 A2	Sp1	Sp2	Su1	Su2
All these elements should be included in a coding unit (opportunities for		ne answer a que				I can use appropria	ate keyboard comr	mands to amer	nd text on my	device, including
discussion are vital)	A1 A2	Sp1	Sp2	Su1	Su2	making use of a sp	ellchecker.			
Run- test predictions	I can add to a databa	se. Sp1	Sp2	Su1	Su2	A1 A2	Sp1	Sp2	Su1	Su2
Investigate/Explain- what does each line of code mean? (trace code) Modify- Change code ie. From draw a square, to draw a triangle re-using relevant	l can make a branchi	ng database				I can evaluate my	work and improve	its effectivenes	SS.	
parts of the code. Make/create/design- same 'nitty gritty' as code modified but solving a new	A1 A2	Sp1	Sp2	Su1	Su2	A1 A2	Sp1	Sp2	Su1	Su2
problem	I can use a data logger	to monitor chan	ges and can	talk about the	information	I can use an appro	priate tool to share	e my work onlii	ne.	
						A1 A2	Sp1	Sp2	Su1	Su2
	A1 A2	Sp1	Sp2	Su1	Su2				_	
Previous Experience-	Vocabulary capturing moments, magnified images, questions, data collection, graphs, charts, save, retrieve, questioning, database, construct, contribute, recording data, data logger, present data,				Vocabulary Pain Multimedia, presen	<i>t effects, template</i> tations, alignment	s <i>, documents,</i> t, brush size, re	<i>enter/return,</i> epeats, reflect	caps lock, backspace ions, green screening	
Y1 - Beebots, 2CAS, 2Animate, 2Publish, Chatterpix	recording data, data log	gger, present da	ta,		 .	, amend, copy, pas	ste		.	

							Progres	ssion Overvie	ew Computin	ig <u>rear 4</u>			
				Comp	uter Sciend	се							
Programming						Technol	ogy in our liv	/es					
l can use l	logical thinking to so	ve an open-end	led problem h	y breaking it							L choose a		word when La
up into sm	aller parts.	ive an open end		by breaking it							A1	A2	Sp1
A1	A2 Sp1	Sp2	Su1	Su2									
I can use a	an efficient procedur	e to simplify a p	rogram.		I can tell y	ou whether a	resource I a	m using is on	the Internet, t	the school	I can talk	about the way	s I can proteo
A1	A2 Sp1	Sp2	Su1	Su2	network or	r my own devi	ce.		1		A1	A2	Sp1
I can use a	a sensor to detect a	change which ca	an select an a	action within	A1	A2	Sp1	Sp2	Su1	Su2	Luce the set		. Constantina
my progra		Cro	01				4	.	fal		I use the s	safety features	S OF WEDSITES
	AZ Sp1		SU'I	Su2	I can ident	tify key words	to use when	searching sa	tely on the v		AI	AZ	SPT
together	it i need to keep test	ing my program	while I am pu	utting it	AI	AZ	Spi	5p2	Sui	5u2	I know that	at anything I po	ost online car
A1	A2 Sp1	Sp2	Su1	Su2	I think abo	out the reliabili	tv of informa	tion I read on	the World Wi	ide Web.	A1	A2	Sp1
I can use a	a variety of tools to c	reate a program).	0.	A1	A2	Sp1	Sp2	Su1	Su2		l	
A1	A2 Sp1	Sp2	Su1	Su2					1		I choose v	vebsites and g	ames that ar
I can reco	gnise an error in a p	rogram and deb	ug it.		I can tell y	ou how to che	eck who own	s photos, text	and clipart.		A1	A2	Sp1
A1	A2 Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2			
I recognise	e that an algorithm v	ill help me to se	equence more	e complex							I can talk	about why I ne	ed to ask a t
programs.					I can creat	te a hyperlink	to a resourc	e on the World	d Wide Web.		the Intern	et.	
A1	A2 Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	AZ	Spi
l recognise	e that using algorithr	ns will also help	solve probler	ms in other							Lcommon	t positively an	d respectfully
learning si	uch as Maths, Scien	ce and Design a		gy.									Sn1
A I		spz	Sul		Vocabul	any School n	otwork com	putor parte or	laborato an	propriato oplino	Voca	hulary appro	nriate/inannro
VOCA	improve, comma	nds, sequence p	programming,	, ,	communi	ication, search	tools, appro	opriate website	es, owner, diff	ferent networks,	sear	ching,E-safety	rules, Secu
Relevant	Technology Scratc	n, 2Code (PM Ui	nit), activities	including	Delevent	T		,	.,,		Relevant	Technology	PM unit, See
unplugged	at Barefoot Compu	ting	, ·	0	Relevant	rechnology					Interland	Think U Know	- Play Like S
											michana,		
										Infor	mation Tec	hnology	
							Har	ndling Data		Infor	mation Tec	hnology	
							Har	Idling Data		Infor	I can use	hnology photos, video	and sound to
							Har	ndling Data		Infor	I can use audiences	hnology photos, video s.	and sound to
When Tea	ching Coding- in orde	r to Develop Cor	mutational T	hinking			Har	ndling Data		Infor	I can use audiences	hnology photos, video s. A2	and sound to
When Tead	ching Coding- in orde UST	r to <u>Develop Cor</u>	nputational T	hinking			Har	ndling Data		Infor	I can use audiences A1	hnology photos, video S. A2 dent to explore	and sound to Sp1 e new media
When Tead children M	ching Coding- in orde UST	er to <u>Develop Cor</u>	mputational T	hinking	l can orga	nise data in d	Har	ndling Data		Infor	I can use audiences A1 I am confi	hnology photos, video s. A2 dent to explore A2	and sound to Sp1 e new media Sp1
When Teac children M Use – be a Modify -de	ching Coding- in orde UST consumer of other's evelop understanding	r to <u>Develop Cor</u> creations , skills and confid	<u>mputational T</u> dence by moc	<u>hinking</u> difying	I can orga	nise data in d	Har ifferent ways Sp1	adling Data	Su1	Su2	I can use audiences A1 I am confi	hnology photos, video s. A2 dent to explore A2	and sound to Sp1 e new media Sp1
When Tead children M Use – be a Modify -de existing co	ching Coding- in orde UST consumer of other's velop understanding	r to <u>Develop Cor</u> creations , skills and confi	mputational T dence by moc	<u>hinking</u> difying	I can orga	inise data in d	Har ifferent ways Sp1	adling Data	Su1	Infor	I can use audiences A1 I am confi A1 I can char	hnology photos, video s. A2 dent to explore A2 nge the appea	and sound to Sp1 e new media Sp1 rance of text
When Tead children M Use – be a Modify -de existing co Create- us	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre	r to <u>Develop Cor</u> creations , skills and confid ate, test, analyse	<u>mputational T</u> dence by moc , refine	<u>hinking</u> difying	I can orga A1	nise data in d A2	Har ifferent ways Sp1	adling Data	Su1	Su2	I can use audiences A1 I am confi A1 I can char A1	hnology photos, video s. A2 dent to explore A2 nge the appear A2	and sound to Sp1 e new media Sp1 rance of text Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in	r to <u>Develop Cor</u> creations , skills and confi ate, test, analyse cluded in a codir	mputational T dence by moc , refine ng unit (opport	<u>hinking</u> Jifying tunities for	I can orga A1 I can colle A1	inise data in d A2 ect data and id	Har ifferent ways Sp1 lentify where Sp1	adling Data s. Sp2 it could be ina Sp2	Su1 accurate. Su1	Su2 Su2	I can use audiences A1 I am confi A1 I can char A1	hnology photos, video s. A2 dent to explore A2 nge the appear A2	and sound to Sp1 e new media Sp1 rance of text Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital)	r to <u>Develop Cor</u> creations , skills and confi ate, test, analyse cluded in a codir	mputational T dence by moc e, refine ng unit (opport	hinking difying tunities for	I can orga A1 I can colle A1 I can plan	nise data in d A2 ect data and id A2 , create and s	Har ifferent ways Sp1 lentify where Sp1 earch a data	adling Data	Su1 accurate. Su1 er questions.	Su2 Su2	I can use audiences A1 I am confi A1 I can char A1 I can crea	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and	and sound to Sp1 e new media Sp1 rance of text Sp1
When Teac children M Use – be a Modify -de existing cc Create- us All these e discussion	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh	r to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil	mputational T dence by moc , refine ng unit (opport	<u>hinking</u> difying tunities for	I can orga A1 I can colle A1 I can plan A1	nise data in d A2 ect data and id A2 , create and s A2	Har ifferent ways Sp1 lentify where Sp1 earch a data	adling Data	Su1 accurate. Su1 er questions.	Su2 Su2 Su2	I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can crea	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doc Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil a- test predictions	mputational T dence by moc , refine ng unit (opport Il it do?	hinking difying tunities for	I can orga A1 I can colle A1 I can plan A1 I can choc	nise data in d A2 ect data and id A2 , create and s A2 ose the best w	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser	Adling Data	Su1 accurate. Su1 er questions. Su1 riends.	Su2 Su2 Su2 Su2	I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can char A1 I can crea A1 I can crea A1	hnology photos, video s. A2 dent to explore A2 nge the appea A2 te, modify and A2 te, modify and	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doc Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil t- test predictions oes each line of c o draw a square t	mputational T dence by mod , refine ng unit (opport Il it do?	hinking difying tunities for ace code)	I can orga A1 I can colle A1 I can plan A1 I can choc A1	nise data in d A2 ect data and id A2 , create and s A2 ose the best w	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser	Adling Data	Su1 accurate. Su1 er questions. Su1 riends.	Su2 Su2 Su2 Su2 Su2	I can use audiences A1 I am confi A1 I am confi A1 I can char A1 I can crea A1 I can use work.	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co	and sound to Sp1 e new media Sp1 rance of text Sp1 I present doct Sp1 unfidently and
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil to test predictions oes each line of c in draw a square, t ot parts of the cod	mputational T dence by moc , refine ng unit (opport Il it do? to draw a triang le.	hinking difying tunities for ace code) gle re-using	I can orga A1 I can colle A1 I can plan A1 I can choc A1	Inise data in d A2 A2 A2 A2 , create and s A2 See the best w A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1	adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 Su1	Su2 Su2 Su2 Su2 Su2 Su2	mation Tec I can use audiences A1 I am confi A1 I can char I can crea A1 I can use use I can use A1 I can use A1 I can use Work. A1	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co	and sound to Sp1 e new media Sp1 rance of text Sp1 I present doc Sp1 infidently and
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil to test predictions oes each line of c in draw a square, t ot parts of the cod tty gritty' as code i	mputational T dence by mod e, refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can choc	nise data in d A2 ect data and id A2 , create and s A2 ose the best w A2 a data logger	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m	Su2 Su2 Su2 Su2 Su2 Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can crea A1 I can crea A1 I can use work. A1	hnology photos, video s. A2 dent to explore A2 nge the appea A2 te, modify and A2 te, modify and A2 a keyboard co	and sound to Sp1 e new media Sp1 rance of text Sp1 I present doc Sp1 infidently and Sp1
When Tead children M Use – be a Modify -de existing cc Create- u: All these e discussion	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil t- test predictions oes each line of c n draw a square, t nt parts of the cod tty gritty' as code n problem	mputational T dence by moo , refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use a A1	nise data in d A2 ect data and id A2 , create and s A2 ose the best w A2 a data logger A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an Sp1	adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 hy friends. Su2	mation Tec I can use audiences A1 I am confi A1 I can char I can crea A1 I can use work. A1 I can use work. I can use	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a nappropriate	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 unfidently and Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva seate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil ow code- what wil ow code- what wil oes each line of c n draw a square, t nt parts of the cod tty gritty' as code n problem	mputational T dence by moc e, refine ng unit (opport ll it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use a A1	Inise data in d A2 A2 A2 , create and id A2 , create and s A2 Dise the best w A2 a data logger A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an Sp1	adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Ny friends. Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can crea A1 I can crea A1 I can use work. A1 I can use work. A1	hnology photos, video s. A2 dent to explore A2 nge the appea A2 te, modify and A2 te, modify and A2 a keyboard co A2 a happropriate A2	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doc Sp1 unfidently and Sp1 e tool to share Sp1
When Teac children M Use – be a Modify -de existing cc Create- u: All these e discussion	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil to test predictions oes each line of c in draw a square, t th parts of the cod ty gritty' as code n problem	mputational T dence by mod , refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choo A1 I can use a A1	Inise data in d A2 A2 A2 , create and s A2 ose the best w A2 a data logger A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an Sp1	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 hy friends. Su2	I can use audiences A1 I am confi A1 I can char I can char A1 I can crea A1 I can use work. A1 I can use work. A1	hnology photos, video s. A2 dent to explore A2 dent to explore dent	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 unfidently and Sp1 e tool to share Sp1
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil the test predictions oes each line of c in draw a square, t out parts of the cod tty gritty' as code n problem	mputational T dence by moc e, refine ng unit (opport ll it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using plving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use a A1	Inise data in d A2 A2 A2 A2 , create and id A2 , create and s A2 Dise the best w A2 A2 A2 A2 A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an Sp1	adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 hy friends. Su2	I can use audiences A1 I am confi A1 I can char I can char I can crea A1 I can crea A1 I can use work. A1 I can use Work. A1 I can use Work. I can use A1	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a nappropriate A2 constructive fe	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 infidently and Sp1 e tool to share Sp1 e tool to share Sp1 eedback to m
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil the test predictions oes each line of c in draw a square, t of the cod thy gritty' as code in problem	mputational T dence by mod e, refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use a A1	nise data in d A2 ect data and id A2 , create and s A2 ose the best w A2 a data logger A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ay to preser Sp1 to record an Sp1	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 Ny friends. Su2	I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can crea A1 I can use work. A1 I can use work. A1 I can use work. A1 I can use A1 I can give own work. A1	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 a keyboard co A2 a keyboard co A2 constructive fe	and sound to Sp1 e new media Sp1 rance of text Sp1 I present doct Sp1 I present doct Sp1 I present doct Sp1 etool to share Sp1 eedback to m
When Tead children M Use – be a Modify -de existing cc Create- u: All these e discussion Inves Modify Make/cr	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil to test predictions oes each line of c in draw a square, t of the cod ty gritty' as code n problem	mputational T dence by moc e, refine ng unit (opport ll it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use A1	Inise data in d A2 A2 A2 A2 , create and s A2 See the best w A2 A2 A2 A2 A2 A2	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ray to preser Sp1 to record an Sp1	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 Ny friends. Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can char A1 I can crea A1 I can use work. A1 I can use A1 I can use A1 I can use A1 I can give own work. A1 Vocabula	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a keyboard co A2 constructive fe A2	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 infidently and Sp1 e tool to share Sp1 eedback to m Sp1 a, presentatio
When Tead children M Use – be a Modify -de existing co Create- us All these e discussion Invess Modify- Make/cr	ching Coding- in orde UST consumer of other's velop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil to test predictions oes each line of c in draw a square, t int parts of the cod tty gritty' as code in problem	mputational T dence by mod e, refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can choc A1 I can use a A1 Vocabula	nise data in d A2 ect data and id A2 , create and s A2 ose the best w A2 a data logger A2	Har ifferent ways Sp1 entify where Sp1 earch a data Sp1 ay to preser Sp1 to record an Sp1	Adding Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can char A1 I can crea A1 I can use work. A1 I can use work. A1 I can give own work. A1 Vocabula screening	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a keyboard co A2 constructive fe A2 constructive fe A2	and sound to Sp1 e new media Sp1 rance of text Sp1 I present doct Sp1 infidently and Sp1 e tool to share Sp1 eedback to m Sp1 a, presentatio y, paste, creation
When Teac children M Use – be a Modify -de existing cc Create- u: All these e discussion Inves Modify Make/cr	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil - test predictions oes each line of c in draw a square, t in t parts of the cod tty gritty' as code in problem	mputational T dence by mod , refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can plan A1 I can choc A1 I can use a A1 Vocabula logger, pre	Inise data in d A2 Ext data and id A2 , create and s A2 ose the best w A2 a data logger A2 ry questioning esent data, da	Har ifferent ways Sp1 lentify where Sp1 earch a data Sp1 ay to preser Sp1 to record an Sp1 to record an Sp1	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can char A1 I can crea A1 I can use work. A1 I can use A1 I can use A1 I can give own work. A1 Vocabula screening keyboard	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a keyboard co A2 constructive fe A2 constructive fe A2 constructive fe an appropriate A2	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 onfidently and Sp1 e tool to share Sp1 e tool to share Sp1 eedback to m Sp1 a, presentation y, paste, created et points, spe
When Tead children M Use – be a Modify -de existing cc Create- u: All these e discussion Inves: Modify Make/cr	ching Coding- in orde UST consumer of other's evelop understanding ode se skills learnt to cre elements should be in are vital) Predict- sh Rur tigate/Explain- what c - Change code ie. Fror releva reate/design- same 'ni	er to <u>Develop Cor</u> creations , skills and confid ate, test, analyse cluded in a codir ow code- what wil - test predictions oes each line of c in draw a square, t in t parts of the cod tty gritty' as code in problem	mputational T dence by mod e, refine ng unit (opport Il it do? to draw a triang le. modified but so	hinking difying tunities for ace code) gle re-using olving a new	I can orga A1 I can colle A1 I can plan A1 I can plan A1 I can choc A1 I can choc A1 I can use a A1 Vocabula <i>logger, pre</i> Relevant	Inise data in d A2 Ext data and id A2 , create and s A2 ose the best w A2 a data logger A2 ry questioning esent data, da Technology 2 o (Branching D	Har ifferent ways Sp1 earch a data Sp1 earch a data Sp1 ay to preser Sp1 to record an Sp1 to record an Sp1	Adling Data	Su1 accurate. Su1 er questions. Su1 riends. Su1 adings with m Su1 adings with m Su1	Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2 Su2	mation Tec I can use audiences A1 I am confi A1 I can char A1 I can char A1 I can crea A1 I can crea A1 I can use work. A1 I can use A1 I can use A1 I can give own work. A1 Vocabula screening keyboard	hnology photos, video s. A2 dent to explore A2 nge the appear A2 te, modify and A2 te, modify and A2 a keyboard co A2 a keyboard co A2 constructive fe A2 constructive fe A2 try <i>Multimedia</i> <i>s</i> , <i>amend, cop</i> shortcuts, bull	and sound to Sp1 e new media Sp1 rance of text Sp1 l present doct Sp1 onfidently and Sp1 e tool to share Sp1 e tool to share Sp1 eedback to m Sp1 a, presentation y, paste, created et points, spe R 2Publish+, 20

D .			
Dig	jital Literacy		
	E Safety		
am us	sing a website).	
	Sp2	Su1	Su2
t mv	self and my fi	riends from ha	irm online.
<i>x</i> my	Sp2	Su1	Su2
	•		
as we	ell as reportin	g concerns to	an adult.
	Sp2	Sul	Su2
n be s	seen by others	S.	
	Sp2	Su1	Su2
e ap	propriate for n	ny age.	Su 2
	Spz	Sul	Suz
ruste	d adult before	e downloading	files and games from
	Sp2	Su1	Su2
onlir		Su1	Sug
nria	Sp2	SUI	SUZ
re pa	sswords, Rep	oort abuse but	ton, Gaming, Blogs
saw, hare	BBC Own It	, Think U Knov	w- Band Runner,
N	ulti-Modia		
crea	ite an atmosp	here when pre	esenting to different
			<u> </u>
	Sp2	Su1	Su2
to ov	tood what I a	on achieve	
	Sn2	Su1	Su2
	002	Out	002
to inc	crease its effe	ctiveness.	
	Sp2	Su1	Su2
um or	to for a north		
umer	Sp2	Su1	Su2
	002	Out	Ouz
mak	e use of a sp	ellchecker to v	write and review my
	Sp2	Su1	Su2
	work and a d	oboroto calle	
e my	Sn2	Su1	e. Su2
	Opz	Jui	502
ny frie	ends to help th	nem improve t	heir work and refine my
	Sp2	Su1	Su2
ns, a ating	<i>lignment, bru</i> + modifying, eck, construc	s <i>h size, repea</i> specific purpo tive feedback	ets, reflections, green use, photo modifying,
eleva	ant Technolo	ogy	
241	Book Creator	: Stop Motion	Kevnote, Seesaw

Progression Overview Computing <u>Year 5</u>				
Com	puter Science	Digital Literacy		
Programming	Technology in our lives	E Safety		
I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.		I protect my password and other personal information.		
A1 A2 Sp1 Sp2 Su1 Su2	I can describe different parts of the Internet.	A1 A2 Sp1 Sp2 Su1 Su2		
I can refine a procedure using repeat commands to improve a program.	A1 A2 Sp1 Sp2 Su1 Su2 I can explain why I need to protect myself and my friends and the best ways to do this, in reporting concerns to an adult.			
A1 A2 Sp1 Sp2 Su1 Su2	I can use different online communication tools for different purposes.	A1 A2 Sp1 Sp2 Su1 Su2		
I can use a variable to increase programming possibilities.	A1 A2 Sp1 Sp2 Su1 Su2	I know that anything I post online can be seen, used and may affect others.		
A1 A2 Sp1 Sp2 Su1 Su2		A1 A2 Sp1 Sp2 Su1 Su2		
I can change an input to a program to achieve a different output.	I can use a search engine to find appropriate information and check its reliability.			
A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2		
L can use 'if' and 'then' commands to select an action	I can recognise and evaluate different types of information I find on the World Wide Web	L can explain the importance of communicating kindly and respectfully		
A1 A2 Sp1 Sp2 Su1 Su2	Al Az Spi Spz Sui Suz	A1 AZ Sp1 Sp2 Su1 Su2		
I can talk about how a computer model can provide information about a physical system.	I can describe the different parts of a webpage.	I can discuss the importance of choosing an age-appropriate website or game.		
	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2		
Lean use logical reasoning to detect and debug mistakes in a program		I can explain why I need to protect my computer or device from harm.		
	I can find out who the information on a webpage belongs to.	A1 A2 Sp1 Sp2 Su1 Su2		
A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2	I know which resources on the Internet I can download and use.		
I use logical thinking, imagination and creativity to extend a program		A1 A2 Sp1 Sp2 Su1 Su2		
A1 A2 Sp1 Sp2 Su1 Su2		Vocabulary Despensible online communication informed choices virus threats blogs		
Vocabulary Explore procedures, refine procedures, variable, hardware + software control, change inputs, different outputs, articulate solutions, commands	Vocabulary Computing devices, Internet parts, collaboration, responsibility, searching strategies, webpages			
Relevant Technology Scratch, 2Code (PM Unit), further activities including	Relevant Technology Relevant Technology PM unit, Seesaw, BBC Own It, Think You Know Band Runner, Ji			
unplugged at Barefoot Computing and STEM,	Informat	tion Technology		
	Handling Data	Multi-Media		
When Teaching Coding- in order to <u>Develop Computational Thinking</u> children MUST	I can use a spreadsheet and database to collect and record data.	I can use text, photo, sound and video editing tools to refine my work.		
Use – be a consumer of other's creations	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2		
code		I can use the skills I have already developed to create content using unfamiliar technology.		
Create- use skills learnt to create, test, analyse, refine	appropriate way.	A1 A2 Sp1 Sp2 Su1 Su2		
All these elements should be included in a coding unit (opportunities for discussion are vital)	A1 A2 Sp1 Sp2 Su1 Su2	I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.		
Predict- show code- what will it do?	I can search a database using different operators to refine my search	A1 A2 Sp1 Sp2 Su1 Su2		
Investigate/Explain- what does each line of code mean? (trace code)		I can select an appropriate online or offline tool to create and share ideas.		
Modify- Change code ie. From draw a square, to draw a triangle re-using relevant parts of the code.	AI AZ Spi Spz Sui Suz	A1 A2 Sp1 Sp2 Su1 Su2		
Make/create/design- same 'nitty gritty' as code modified but solving a new problem	I can talk about mistakes in data and suggest how it could be checked.	L can review and improve my own work and support others to improve their work		
	A1 A2 Sp1 Sp2 Su1 Su2			
		A1 A2 Sp1 Sp2 Su1 Su2 Versebulary Online sharing multimedia effects multimedia medification tractifiers humediate humediate		
Previous experiences: Y3-	Vocabulary Spreadsheets, complex searches (and/or:), problem solving, present answers, analyse information, question data, interpret	nt answers, tools, refining, online sharing		
Y4-	2Question (Branching Databases incl planning on PM) 2 Investigate (databases and graphs) Data	PowerPoint, 2Publish+, 2Commect, 2CAS, (link programmes across PM) Clips, Seesaw		

Progression Overview Computing Year 6					
Computer	Digital Literacy				
Programming	Technology in our lives	E Safety			
I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.A1A2Sp1Sp2Su1Su2	I can tell you the Internet services I need to use for	I protect my password and other personal information.			
I can explain and program each of the steps in my	A1 A2 Sp1 Sp2 Su1 Su2				
algorithm. A1 A2 Sp1 Sp2 Su1 Su2	I can describe how information is transported on the Internet.	I can explain the consequences of sharing too much about myself online.			
I can evaluate the effectiveness and efficiency of my algorithm while I continually test the	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			
programming of that algorithm. A1 A2 Sp1 Sp2 Su1 Su2	I can select an appropriate tool to communicate and collaborate online.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult			
I can recognise when I need to use a variable to	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			
achieve a required output.A1A2Sp1Sp2Su1Su2	I can talk about the way search results are selected and ranked.	I can explain the consequences of spending too much time online or on a game.			
I can use a variable and operators to stop a	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			
A1 A2 Sp1 Sp2 Su1 Su2	I can check the reliability of a website.	I can explain the consequences to myself and			
I can use different inputs (including sensors) to control a device or onscreen action and predict	A1 A2 Sp1 Sp2 Su1 Su2 I can tell you about copyright and acknowledge the	others of not communicating kindly and respectfully.			
what will happen.	sources of information that I find online.	A1 A2 Sp1 Sp2 Su1 Su2			
I can use logical reasoning to detect and correct		I protect my computer or device from harm on the Internet.			
A1A2Sp1Sp2Su1Su2		AT AZ SPT SPZ SUT SUZ			
Vocabulary <i>Explore procedures, refine</i> <i>procedures, variable, hardware + software control,</i> <i>change inputs, different outputs, articulate</i> <i>solutions, commands,</i> predicting outputs, plan, program, test & review a program, program writing, control mimics + devices, sensors, measure input, create variables, link errors	Vocabulary Computing devices, Internet parts, collaboration, responsibility, searching strategies, webpages, information movement, connecting devices, different audiences, research strategies, search result rankings, acknowledge resources				
Relevant Technology Scratch, 2Code (PM Unit), further activities including unplugged at Barefoot Computing and STEM,	Relevant Technology 2Calculate (PM and planning unit) Excel, Data loggers	Relevant Technology PM unit, Seesaw, BBC Own It, Interland, Think U Know- Play Like Shar			
	Information	Technology			
When Teaching Coding- in order to <u>Develop</u> Computational Thinking children MUST	Handling Data	Multi-Media I can talk about audience, atmosphere and structure			
Use – be a consumer of other's creations Modify -develop understanding skills and	world around me. A1 A2 Sp1 Sp2 Su1 Su2	when planning a particular outcome.			
confidence by modifying existing code Create- use skills learnt to create, test, analyse, refine	I can select the most effective tool to collect data for my investigation.	I can confidently identify the potential of unfamiliar technology to increase my creativity.			
All these elements should be included in a	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			
coding unit (opportunities for discussion are vital)	I can check the data I collect for accuracy and	e data I collect for accuracy and I can combine a range of media, recognising the contribution of each to achieve a particular outcome.			
Predict- show code- what will it do? Run- test predictions	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			
Investigate/Explain- what does each line of code mean? (trace code)	I can interpret the data I collect.	I can tell you why I select a particular online tool for a specific purpose.			
Modify- Change code ie. From draw a square, to draw a triangle re-using relevant parts of the code.	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2			

Make/create/design- same 'nitty gritty' as code modified but solving a new problem	I can present the data I collect in an appropriate way.	I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.	
	A1 A2 Sp1 Sp2 Su1 Su2	A1 A2 Sp1 Sp2 Su1 Su2	
	I use the skills I have developed to interrogate a database		
	A1 A2 Sp1 Sp2 Su1 Su2		
Previous experiences: Y4: Scratch, Y5: Scratch,	Vocabulary <i>Spreadsheets, complex searches</i> (<i>and/or:), problem solving, present answers, analyse information, question data, interpret, generate, process, store, present information, plausibility, appropriate data tool, interrogate, investigations</i>	Vocabulary Online sharing, multimedia effects, multimedia modification, transitions, hyperlinks, editing tools, refining, online sharing, appropriate online tools, audience, atmosphere, structure, Copyright, information collection, HTML code, storing	
	Relevant Technology 2Calculate (PM and planning unit) Excel, Data loggers	Relevant Technology PowerPoint, 2Publish+, 2Commect, 2CAS, (link programmes across PM), CLIPS, Seesaw	

.Year 6 Computing Planning: Programming	Autumn 2 – Danger, Danger!			
Prior Learning:				
Children should have broken problems into smaller parts and designed algorithms for a specific outcome.				
Children have used repeat commands to refine procedures.				
Children have used variables to increase possibilities.				
Children have changed input to achieve different outputs.				
Children have used if and then commands to select an action.				
Children have detected errors and debugged using logical reasoning.				
Children have used logic, imagination and creativity to extend programs.				
Objectives:				
To know to deconstruct problems into smaller steps, recognising similarities to solutions used before.				
To be able to explain and program each step in my algorithm.				

To be able to evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of the algorithm.

To recognise when to use a variable to achieve a required output.

To use **variables** and **operators** to stop a program.

To be able to use different inputs (including sensors) to control a device or onscreen action and predict what will happen.

To know how to use logical reasoning to detect and correct errors in an algorithms and programs.

	Learning Objectives	Lesson Input, Modelling & Activities	Vocabulary	Resources
-	To recognise that changing variables changes outcomes.	What is programming? Remind children of what it is, the vocabulary associated with it.	Program Alogorithm	
	To understand the importance of keeping their passwords and personal information safe.	Introduce Scratch online- share passwords and explain safety implications of working and sharing work online. Relate to our school online safety agreement.	Bug debug	
		Remind children of how Scratch works- show how to add, delete and edit Sprites, backdrops, and need for trigger block to start their program.		iPads Scratch online passwords Seesaw password
		Ask children to open 'Animate a word!' and choose to remix.		
		Challenge children to use explore the code for this. To change the costumes so it looks different. To change the variables and see how it changes what happens to the sprites and to explore unused block to see what they do.		
		Children to change the appearance of the animation (but not change the word).		
	To be able to explain each step in my algorithm	Log into Seesaw.	Program	iPads
	Allow children 10 minutes to complete last lessons challenge.		Alogorithm	Scratch online passwords
		Bug	Seesaw password	
		Code blocks		
2		Ask children to look in detail at the code for one sprite and ensure they understand what each line of the code does.	Trigger	
		Children share their project on Scratch and copy the address to paste	Infinite loop	
		into Seesaw.	Repeat	
		Children take a screen shot of the code for one of their sprites. Paste link and cropped photograph into Seesaw.	spine	
		Model to children annotating the blocks of code to explain what each block does.		

		Can you animate your name/ a short word starting from scratch?		
		Share and upload to Seesaw.		
	To be able to program each step in an algorithm and understand what it does.	On board- QR code- log straight into seesaw.	Trigger,	PPT
	-	Opener challenge to recap previous learning.	Variables	
	I o choose how to improve a game by using variables	Speed challenge. Display on IWB a list of challenges which children have time limits to	Algorithms	
		complete.	Infinite loop	
			Counted loop	
		same way? Has anyone done it differently and it still done the same thing?		
		Things that we can change in our code are called 'variables'. What are the variables in		
		our code today? (number of repeats) (steps moves)		
		Show children a screen shot from 'bat catching.'		
		TTYP What do you predict will happen in this game?		
		TTYP What do you think each line of code does?		
e		Ask children to open Bat Catching! What variables can you identify in the code for the bats?		
		Is each bat programmed the same? (no- different wait time)		
		Why is my code not working? Show children 3 examples code where the code is incorrect (missing a trigger,		
		Model adding another bat and copying the code over.		
		Can we change it so that our bats are all only pressed 3 times and then the game ends?		
		(change infinite loop for a numbered loop).		
		Next lesson we will adapt the game to give it extra levels and a score.		
	To design a project that builds on a given example	Log into Seesaw.	If and then commands	lpads
	T W W	Opener Challenge- Open Bat Catcher and Bat Catcher Remix Spot the Difference.	Repeats	Seesaw QR
	an action	Ask children to note down differences in original game and remixed version.(Levels, score,) How do you think the programmer achieved this? What do you expect to see in the code?	Infinite and count controlled	Scratch password
			Sprites	Planning sheet
		Seesaw activity- code tracing. This is the code for one of the bat sprites. What do you think each line of the code does? Save	Code	Completed planning sheet
N		Discuss answers and test theory.	Program	WAGOLL
			Algorithm,	
		Show children the design sheet and discuss different sections. Show completed version for Bats		
		Remix Spot the Difference.		
		You are to design your own game based in Bat Catcher. You can choose your theme- sprites, backgrounds, etc.		

		You must have a score.	
		You must use if then commands to select an action (new level)	
		Different inputs?	
		Plan own game based on bats using planning sneet and writing algorithm for each part.	
	To use my design to create a	Create own game based on bats.	
	project		
	 I can create the artwork 		
	for my project		
2	I can choose a name that		
	identifies the role of a		
	 I can test the code that I 		
	have written		
	To evaluate my project	Save tp seesaw with an evaluation.	
	 I can identify ways that my game could be 	Have you used if/then commands?	
	improved	What variables have you used?	
	 I can extend my game 		
	further using more	What different inputs have you used?	
	variables		
	 I can share my game with others 	Share game with partner and give feedback	
(0)			
9			