



Progression Map

Subject: Computing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia: Text and Images	<p>Develop mouse/pad control – moving, clicking, dragging etc.</p> <p>Begin to use a keyboard/interactive screen</p> <p>Use (with support) applications to begin to understand what a computer is and what it can do.</p> <p>Interact with technology via the interactive whiteboard/screen</p> <p>Use key vocabulary: Mouse, keyboard, pad, screen, touch, click, drag, move</p>	<p>Add text strings and text boxes.</p> <p>Use various tools such as brushes, pens, eraser and shapes.</p> <p>Show and hide objects and images, manipulating the features.</p> <p>Save and retrieve work.</p> <p>Use applications and devices in order to communicate ideas.</p> <p>Use key vocabulary: paint, colour, brush, tools, undo, text, image, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, double click, save, retrieve.</p>	<p>Show and hide objects and images manipulating features, setting the size, shape and colour.</p> <p>Save, retrieve and organise work.</p> <p>Use applications and devices in order to communicate ideas, work and demonstrate control.</p> <p>Use key vocabulary: Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch application, software, window, minimise, restore, move, screen, close, click, drag, double click, present, object, save, retrieve, organise.</p>	<p>Create different effects with different technological tools, demonstrating control.</p> <p>Use appropriate keyboard commands to amend text on a device.</p> <p>Insert a text, image, graph, hyperlink from the internet or a personal file</p> <p>Save, retrieve and evaluate work</p> <p>Use key vocabulary: draw, object, shape, line, line colour, fill colour, font, size, text, bold, image, minimise, restore, move, screen, split, create, file, folder, close, exit, print, password, snipping tool, shift, highlight, cursor, dictionary, spell check, toolbar</p>	<p>Develop further skills of formatting using keyboard commands.</p> <p>Use appropriate keyboard commands to amend text and images on a device.</p> <p>Refine typing skills and speed</p> <p>Use formatting tools to improve layout</p> <p>Use the spellcheck tool</p> <p>Insert, edit and refine text, images, graphs and hyperlinks into work.</p> <p>Use key vocabulary: draw, object, shape, line, line colour, fill colour, font, size, text, bold, image, minimise, restore, move, screen, split, create, file, folder, close, exit, print, password, snipping tool, shift, highlight, cursor, dictionary, spell check, toolbar</p>	<p>Investigate new software, creating 3D models, learning how to orbit, zoom and develop their editing skills further.</p> <p>Select, use and combine the appropriate technological tools to create effect.</p> <p>Save, retrieve and evaluate work, making amendments.</p> <p>Review and improve work.</p> <p>Use key vocabulary: window, layout, text, font, colour, format, zoom, orbit, evaluate, 2D shape, 3D shape, eraser, measurement guide</p>	<p>Use skills already developed to create content using unfamiliar technology.</p> <p>Select, sue and combine the appropriate technology to create and improve effect.</p> <p>Save, retrieve, and evaluate work, making and suggesting amendments.</p> <p>Review and improve own work and support others to improve their work.</p> <p>Use key vocabulary: window, layout, text, font, colour, format, review, heading, hyperlink, collect, analyse, interpret, present, data,</p>



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Multimedia: Sound and Motion	<p>Listen to music on a range of technology – tablet, laptop, radio, tape recorder etc</p> <p>Use simple music / animation applications</p> <p>Record their own voice and listen to it on playback</p> <p>Use electronic keyboards to make sound</p> <p>Use key vocabulary: Sound, tablet, laptop, play, listen, move, record, watch</p>	<p>Use software to record sounds</p> <p>Save, retrieve and organise work</p> <p>Use key vocabulary: save, retrieve, organise, add sound.</p>	<p>Use software to record and change sounds recorded.</p> <p>Save and retrieve and organise work</p> <p>Use key vocabulary: save, retrieve, organise, commands, add sound, multimedia.</p>	<p>Use software to record, create and edit sounds and capture still images.</p> <p>Change recorded sounds, volume and pauses.</p> <p>Add audio and video clips to a slide or presentation</p> <p>Use key vocabulary: audio, sound, video, embed, link, hyperlink, file format, still image, capture.</p>	<p>Use software to capture video purposefully.</p> <p>Use software to record, create and edit sounds and add them to a desired place in a slide, animation or presentation.</p> <p>Play an animation and move items within each animation for playback.</p> <p>Use key vocabulary: audio, sounds, video, movie, embed, link, file format, animate, animation, flip book, thaumatrope, zoetrope, zoopraxiscope, stereoscope, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.</p>	<p>Investigate multimedia broadcasting.</p> <p>Collect audio from a variety of resources including own recordings and internet clips.</p> <p>Use a digital device to record sounds and present audio.</p> <p>Plan and record appropriate audio content</p> <p>Use key vocabulary: audio, record, play, stop, edit, skip, wave form, input, output, digital content, voiceover, upload, mute, broadcast</p>	<p>Investigate post-production with trimming, editing and refining work.</p> <p>Use digital devices to record, edit, rearrange and present audio.</p> <p>Trim, arrange and edit audio levels to improve quality.</p> <p>Publish animation/movie and use a movie editing package to edit/refine and add titles.</p> <p>Use key vocabulary: audio, record, play, stop, edit, skip, wave form, input, output, digital content, voiceover, upload, mute, broadcast, gain, production, post-production, documentary, evaluation, project, screening, ceremony, upload.</p>



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Handling Data				<p>Begin to explore expressing information in tables and charts</p> <p>Talk about different ways data can be organised</p> <p>Sort and organise information to use in other ways</p> <p>Use key vocabulary: insert, search, data, table</p>	<p>Search a ready-made database to find answers to questions</p> <p>Investigate how data can be organised in different ways</p> <p>Sort and organise information</p> <p>Use key vocabulary: insert, search, data, table, sort, organise.</p>	<p>Select the correct method to display data.</p> <p>Know how to interpret data, including spotting inaccurate data and comparing data</p> <p>Add data to an existing database</p> <p>Use key vocabulary: insert, table, spreadsheet, cell, row, column, ascending, descending.</p>	<p>Construct data on the most appropriate application</p> <p>Know how to interpret data, including spotting inaccurate data and comparing data</p> <p>Use keyboard shortcuts and functions to input data on a spreadsheet</p> <p>Use key vocabulary: insert, table, spreadsheet, cell, row, column, ascending, descending, format, calculate, edit.</p>



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Technology in Our Lives	<p>Use (with support) applications to begin to understand what a computer is and what it can do.</p> <p>Identify and Investigate technology around us at school and at home</p> <p>Use telephones/ tills/ laptops/ computers during role play</p> <p>Interact with technology via the interactive whiteboard/screen</p> <p>Use key vocabulary: keyboard, tablet, computer, screen, phone, mobile, technology</p>	<p>Know what a computer is</p> <p>Log on and off onto a computer independently</p> <p>Launch an application by double clicking</p> <p>Recognise ways in which technology is used in the home and beyond school</p> <p>Use key vocabulary: Google, search engine, image, keyboard, internet,</p>	<p>Use links to websites to find information</p> <p>Think about the benefits technology makes to their lives and link with online safety</p> <p>Recognise age-appropriate websites</p> <p>Use key vocabulary: Google, search engine, image, keyboard, internet, email, subject, address, communicate, sender, safe, secure, website,</p>	<p>Navigate between websites and begin to use safe search terms on trusted search engines</p> <p>Explain ways to communicate with others online</p> <p>Describe the World Wide Web as 'Part of the internet that contains websites</p> <p>Use key vocabulary: Google, search engine, image, keyboard, internet, email, subject, address, communicate, sender, safe, secure, world wide web, social media, website, navigate</p>	<p>Use search tools to find and use appropriate websites and content</p> <p>Add websites to a favourites list</p> <p>Use strategies to improve results when searching online.</p> <p>Use key vocabulary: Google, search engine, image, keyboard, internet, email, subject, address, communicate, sender, safe, secure, world wide web, social media, website, navigate</p>	<p>Use safe-search terms on trusted search engines</p> <p>Search for information using appropriate websites and advanced search functions.</p> <p>Understand computer networks including the Internet and the opportunities they offer for communication and collaboration</p> <p>Use key vocabulary: Google, search engine, world wide web, advanced search, results, browser, terms of use, bias, authority, citation, plagiarism, source website, secure https, site, domain, address bar, website.</p>	<p>Talk about the way search results are selected and ranked</p> <p>Check the reliability of a website including photos onsite</p> <p>Talk about copyright and acknowledge the sources of information</p> <p>Use search technologies effectively</p> <p>Use key vocabulary: Google, search engine, world wide web, advanced search, results, browser, terms of use, bias, authority, citation, plagiarism, source website, secure https, site, domain, address bar, website, reliability, copyright, rank, source of information.</p>



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Coding and Programming	<p>Play with a variety of electronic toys</p> <p>Interact with the beebots/programmable cars and begin to investigate simple commands to make things happen</p> <p>Use simple applications (with support) to carry out short sequences of instructions</p> <p>Use key vocabulary: move, step, command, forwards, backwards, turn</p>	<p>Begin to understand what an algorithm is</p> <p>Begin to debug / change a sequence of commands</p> <p>Give commands one at a time, to control direction and movement</p> <p>Give a set of instructions and predict what will happen</p> <p>Use key vocabulary: algorithm, instruction, order, step, command, debug, turn, left, right, forward, blocks, sequence, invisible, grow.</p>	<p>Know what an algorithm is</p> <p>Plan out and enter a sequence of commands to carry out a specific task</p> <p>Control the nature of events using repeat, loops, single events and add and delete features</p> <p>Improve/change a sequence of commands by debugging</p> <p>Use key vocabulary: algorithm, instruction, order, step, command, debug, turn, left, right, forward, clockwise, anticlockwise, project, repeat, repeat forever, grow, shrink, invisible, loop.</p>	<p>Debug simple programs</p> <p>Use logical thinking to solve an open-ended problem by breaking it up into smaller parts</p> <p>Give a set of instructions to follow and predict what will happen</p> <p>Use key vocabulary: decompose, compose, logical sequence, flowchart, block, command, sprite, algorithm, answer, correct, errors, program, debug, ft, lt, rt, clear screen cs, variable</p>	<p>Write a program putting commands into a sequence to achieve a specific outcome</p> <p>Keep testing a program and recognise when it needs to be debugged</p> <p>Use variables to create an effect such as repeat, if, when and loop</p> <p>Use key vocabulary: decompose, compose, logical sequence, flowchart, block, command, sprite, algorithm, answer, correct, errors, program, debug, ft, lt, rt, clear screen cs, variable, outcome, debugging, repeat, loop</p>	<p>Breakdown problems and create algorithms to solve them.</p> <p>Design, write and debug programs to accomplish specific goals.</p> <p>Use external triggers and infinite loops to demonstrate control.</p> <p>Follow a sequence of instructions e.g. in a flowchart and modify a flowchart using symbols.</p> <p>Begin to use conditional statements and edit variables.</p> <p>Use key vocabulary: Flowchart, algorithm, control, output, symbol, debug, triggers, lops, infinite, start, stop, decision, delay, backdrop, script, repeat, sequence, program, Kodu, world, object, tool, palette, program environment, smooth, flatten, raise, sequence, commentary, consequence.</p>	<p>Use algorithms created to solve problems effectively.</p> <p>Use external triggers and infinite loops to demonstrate control and achieve a desired outcome.</p> <p>Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p>Keep testing a program and recognise when it needs debugging.</p> <p>Use key vocabulary: algorithm, control, output, symbol, debug, triggers, lops, infinite, start, stop, decision, delay, backdrop, script, repeat, sequence, program, Kodu, world, object, tool, palette, program environment, smooth, flatten, raise, sequence, commentary, consequence.</p>



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Online Safety	<p>Begin to investigate what being online means</p> <p>Know that we have to stay safe when using computers just like we do in the world around us</p> <p>Learn to seek help from an adult if they see something unexpected or worrying</p> <p>Use key vocabulary: safe, tell, online, adult, personal.</p>	<p>Identify what things count as personal information.</p> <p>Seek help from an adult when they see something that is unexpected or worrying.</p> <p>Begin to recognise information that should be kept safe.</p> <p>Use key vocabulary: safe, tell, online, trusted, adult, information, safety, personal, share, stranger, danger, internet.</p>	<p>Identify what is appropriate and inappropriate behaviour on the internet.</p> <p>Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.</p> <p>Demonstrate how to safely open and close applications and log on and log off from websites.</p> <p>Use key vocabulary: safe, tell, online, trusted, adult, information, safety, personal, share, stranger, danger, internet, sensible, rules, password, log on, log off, key question, reliable, meet, accept.</p>	<p>Begin to develop awareness of what a digital footprint is.</p> <p>Reflect on their own digital footprint and behaviour online</p> <p>Identify what is appropriate and inappropriate behaviour on the internet, recognising the term 'cyberbullying'.</p> <p>Know how to seek help from an adult when they see something worrying or inappropriate on the internet</p> <p>Use key vocabulary: safe, tell, online, trusted, adult, information, safety, personal, share, stranger, danger, internet, sensible, rules, password, log on, log off, key question, reliable, meet, accept.</p>	<p>Reflect on their own digital footprint and behaviour online</p> <p>Know how to share and report something worrying or inappropriate seen online.</p> <p>Investigate cyberbullying and what it's effect may be on people.</p> <p>Demonstrate an understanding of age appropriate websites and adverts</p> <p>Use key vocabulary: safe, meet accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, communicate, message, social media, age appropriate, cyberbullying, bullying, plagiarism, profile, account, secure, private, public</p>	<p>Identify dangerous spam email</p> <p>Know how to protect a password and other personal information</p> <p>Investigate what it means to be a good online citizen and friend.</p> <p>Discuss scenarios involving online risk</p> <p>Know how to share and report something worrying or inappropriate seen online.</p> <p>Use key vocabulary: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, secure, safe, account, online, private, public, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, personal.</p>	<p>Protect a password and other personal information.</p> <p>Judge what sorts of privacy settings might be relevant to reducing different risks.</p> <p>Know how to share and report something worrying or inappropriate seen online.</p> <p>Be a good online citizen and friend.</p> <p>Investigate scenarios involving online risk.</p> <p>Use key vocabulary: privacy settings, risk, scenario, secure, safe, account, online, private, public, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, personal.</p>