

Coleham Primary School COMPUTING progression.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Skills	<ul style="list-style-type: none"> • Know that some devices have touch screen functionality and some do not. • Control devices e.g. using buttons, keys, a mouse, a touch pad. 	<ul style="list-style-type: none"> • Switch on and shut down a computer. • Move the cursor and click, using a mouse and trackpad. • Open and close a program. • Type using a keyboard, locating letters, number keys and some punctuation. • Use the space bar between words. • Use text within work. • Use the mouse, backspace, arrow keys and return buttons to edit. • Use shift and capital lock button to type capital letters. • Paint with different brushes and colours. • Create shapes and fill areas. • Make changes to improve work. 	<ul style="list-style-type: none"> • Save a file. • Open a saved file. • Use bold, italics and underline. • Highlight and edit text. • Change font size, colour, and type. • Copy and paste. • Combine text and images. • Print a file. • Click on a link to open a webpage. 	<ul style="list-style-type: none"> • Choose the correct page set up option when creating a document. • Align text (left, centre, right, justify). • Use bullets and numbering. • Use ctrl to cut, copy, paste. • Locate letters, numbers and symbols on a keyboard. • Insert and format text and pictures including clipart and photos from a variety of sources. • Draw and manipulate shapes and lines. • Use word art. • Minimize and maximise pages. • Use spellcheck features to check text. • Change the shade of a colour for effect including solid, pattern and gradient fills. 	<ul style="list-style-type: none"> • Use 'start' icon to locate and search for programs and files. • Align text using the left, right and centre tools. • Change layout and background. • Edit and enhance photos for presentation. • Create a simple presentation. • Add a slide. • Reorder slides. • Add slide theme, transition and animation to a presentation. • Present a presentation. 	<ul style="list-style-type: none"> • Record own sounds and visuals. • Edit and play own sounds and visuals. • Make choices about page setup. • Use Undo and Redo. • Insert a hyperlink. • Use 'select all' function. • Zoom in and out. • Use in-program tools to support writing such as spellcheck and thesaurus. 	<ul style="list-style-type: none"> • Type at a reasonable speed. • Create and edit a table. • Insert and delete cells in a table. • On spreadsheets, use the terms cells, rows, and columns. • Change row and column size and width. • Enter data on a spreadsheet. • Use spreadsheet formula including = + - / SUM • Highlight data and change it into the correct graph type. • Fill in title and axis details on the graph. • Organise files by creating folders and renaming files. • Order and group objects. • Use find and replace tools to edit text. • Use a wider range of ctrl shortcut keys.
Programming (see recommended apps, software and hardware below).	To understand how to program a device/software by sequencing 2 or more steps.	<p>To understand what an algorithm is and how this creates a program.</p> <p>To understand how to sequence steps to program a device/software.</p>	<p>To understand why algorithms needs to be precise for the program they work in.</p> <p>To use knowledge of precise sequences to create and find errors/debug a simple program.</p>	<p>To write algorithms to accomplish specific sequences.</p> <p>To understand what the term 'debug' means and how to debug programs.</p> <p>To write algorithms with 'if' statements.</p>	<p>To write algorithms to control variables.</p> <p>To use repetitions and loops of algorithms.</p>	<p>To further develop algorithms and control of variables by changing outputs like speed and position.</p> <p>To select sections of algorithms to repeat.</p>	<p>To understand how to apply algorithms using variables to create specific outputs.</p> <p>To design and write programs to control physical systems (e.g. fairgrounds in D+T) or simulated systems (e.g. games).</p>

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<p>Programming apps, software and hardware by year group.</p>	<p>iPad apps: Bee-bot –give a set of simple instructions to direct the bee to the flower. A.L.E.X –give a set of simple instructions to direct a robot through each level. Software: Beebots (programmable device) Remote control cars Internet games</p>	<p>iPad apps: Kodable - give a set of simple instructions to direct a fluffy creature through each level. Sketch Nation – use ‘simple mode’ to create platform games. Draw your own characters, platforms and backgrounds. Software: Espresso Coding Unit 1A & 1B – Lesson plans, video tutorials, activities and apps to teach coding</p>	<p>iPad apps: Daisy the Dinosaur – follow the instructions to programme daisy the dinosaur to move. Use challenge mode to learn the controls, then drag and drop blocks of code in free-play mode (great fun, but some children may need help reading the instructions). Software: Espresso Coding Unit 2A & 2B – Lesson plans, video tutorials, activities and apps to teach coding</p>	<p>iPad apps: Lego Mindstorm: Fix the Factory - give a set of instructions to direct a robot through each level. Tiny Tap – create simple question and answer games for other children to play. Software: Espresso Coding Unit 3A & 3B – Lesson plans, video tutorials, activities and apps to teach coding</p>	<p>iPad apps: Hopscotch – control characters. Drag and drop blocks of code to create your own programmes. Sketch Nation – practise in ‘simple mode’ (used in year 1) then use ‘advanced mode’ to create more complex platform games. Draw your own characters, platforms and backgrounds. Software: Espresso Coding Unit 4A & 4B – Lesson plans, video tutorials, activities and apps to teach coding Flowol – create flowcharts of input/output instructions. Use sensors and control devices (clowns head)</p>	<p>Software: Espresso Coding Unit 5A & 5B – Lesson plans, video tutorials, activities and apps to teach coding Scratch – learn the basics of scratch coding. Create a scene in which your sprites converse.</p>	<p>iPad apps: Kodu – create games through a simple visual programming language. Software: Espresso Coding Unit 6A & 6B – Lesson plans, video tutorials, activities and apps to teach coding Scratch – Apply scratch coding learnt last year to create a basic game for others to play. Crumble – Applying code to a motorised project in D.T.</p>
<p>Creativity</p>	<p>To have experience of the use of technology in supporting/ representing/ enhancing other areas of the curriculum.</p> <p>Suggested iPad apps</p> <ul style="list-style-type: none"> ➤ Book Creator ➤ Puppet Pals ➤ Little writer/digits ➤ Camera and video function ➤ And any other age-appropriate apps <p>Suggested software</p> <ul style="list-style-type: none"> ➤ Espresso ➤ Paint ➤ Internet Browser and any other age- 	<p>To use technology with guidance from adults in how to support/ represent/ enhance/ link other areas of the curriculum.</p> <p>As previous year and:</p> <p>Suggested iPad apps</p> <ul style="list-style-type: none"> ➤ Squeebles ➤ And any other age-appropriate apps <p>Suggested software</p> <ul style="list-style-type: none"> ➤ Word ➤ Publisher ➤ My World ➤ My Story ➤ Number Box ➤ 2 graph ➤ 2 paint ➤ Music Explorer ➤ and any other age-appropriate software. 	<p>To use technology to support/ represent/ enhance /link other areas of the curriculum.</p> <p>To begin to identify and suggest how ideas and topics can be represented using technology.</p> <p>As previous years and:</p> <p>Suggested iPad apps</p> <ul style="list-style-type: none"> ➤ Explain Everything ➤ Do Ink (Green Screen) ➤ And any other age-appropriate apps <p>Suggested software</p> <ul style="list-style-type: none"> ➤ Excel ➤ Powerpoint ➤ Paint.net ➤ Google Earth ➤ Primary Design ➤ Number Gym ➤ Comic Life ➤ Photostory 	<p>To independently suggest and use technology that can support/ represent/ enhance/ link other areas of the curriculum.</p> <p>As previous years and:</p> <p>Suggested iPad apps</p> <ul style="list-style-type: none"> ➤ Garageband ➤ iMovie ➤ I can animate ➤ Morfo ➤ Do Ink (Green Screen) ➤ And any other age-appropriate apps <p>Suggested software</p> <ul style="list-style-type: none"> ➤ QR Code Generator ➤ Comic Life ➤ and any other age-appropriate software. 			

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	appropriate software.			➤ and any other age-appropriate software.			
Computing in Society	<ul style="list-style-type: none"> •Pupils should experience a range of technologies in the classroom. •Discussion with pupils about technology at home and in school. 	<ul style="list-style-type: none"> •Pupils will identify technology used at school and home and look for similarities and differences. 	<ul style="list-style-type: none"> •Pupils will identify technology used at school, home and public places. •Pupils will explore the school website. • Search the internet using a key word. 	<ul style="list-style-type: none"> •Pupils to understand what a network is. •Search the internet using several key words. •Pupils will continue to explore websites and understand how to quickly navigate them. •Understand that not all information on the internet is truthful. •Pupils to research Carol Shaw – 1st female game designer. 	<ul style="list-style-type: none"> • Pupils to understand how the school network is organised e.g. folders per year group. •Identify how word selection and order affects search results. •Evaluate webpages. •Begin to be more discerning about information found on the internet. • Pupils to research Bill Gates – Microsoft. 	<ul style="list-style-type: none"> • Pupils will know the difference between the internet and the world wide web. • Pupils will understand how search results are selected, ranked and displayed and choose relevant webpages. • Be discerning about information found on the internet. • Pupils to research Steve Jobs – Apple . 	<ul style="list-style-type: none"> • Pupils to understand how the internet provides an opportunity to communicate and collaborate and its advantages. E.g. Email over letters, Skype over phone calls etc. • Pupils will continue to evaluate webpages and their relevance. • Be critical of information found on the internet. • Pupils to research Alan Turing – WWII coded messages.
E-Safety	<p>E-Safety will follow the Coleham School Acceptable Use Policy for KS1. E-Safety lessons will be delivered half termly (via teaching staff/outside agencies) and cover the AUP and relevant current issues that arise. Understand to:</p> <ul style="list-style-type: none"> • Always keep passwords safe and not share them with anyone. • Only open website pages which the teacher has said are OK. • Only communicate with people pupils know in real life. • Tell the teacher if anything makes pupils feel scared or unhappy on the internet. • Make sure all messages pupils send are polite. • Show the teacher if pupils get a nasty message. • Not reply to any nasty message or anything which makes pupils feel sad or worried. • Not give my contact details to anyone who is not a friend in real life. • Only email people pupils know or if an adult agrees. • Check with the teacher/adult at home before using the internet. • Talk to the teacher before using anything a pupil is unsure of on the internet. 			<p>E-Safety will follow the Coleham School Acceptable Use Policy for KS2. E-Safety lessons will be delivered half termly (via teaching staff/outside agencies) and cover the AUP and relevant current issues that arise. Understand to:</p> <ul style="list-style-type: none"> • Always keep passwords safe and not share them with anyone. • Only use, move and share personal data securely. • Only visit websites which are appropriate to work at the time. • Work in collaboration only with people school has approved and deny access to others. • Respect the school network security. • Make sure all messages pupils send are respectful. • Show a responsible adult any content that makes pupils feel unsafe, worried or uncomfortable. • Not reply to strangers or any message that seems offensive or unpleasant and report it straight away to an adult. • Not reply to any nasty message or anything which makes me feel unhappy or worried. • Only bring mobile phones to school (years 5 and 6) if parent/carer has signed the written agreement. Mobile phones to be handed to the class teacher on arrival to school. • Not use a mobile phone or other personal devices on school premises. • Only give mobile phone numbers to friends pupils know and trust in real life. 			

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	<ul style="list-style-type: none">• Not tell people about themselves online. (e.g. name, home, address, school, family, pets).• Not upload photographs of themselves without asking a teacher .• Never agree to meet a stranger.	<ul style="list-style-type: none">• In school time, only email people who are approved by the school.• Only use email in school time which has been provided by school, as part of a lesson.• Always follow the terms and conditions when using a website.• Always keep personal details private. (name, family information, journey to school, pets and hobbies are all examples of personal details).• Always check with a responsible adult before sharing images.• Only create and share content that is legal.• Talk to a responsible adult if a friend met online wants to meet. Never arrange to meet an online friend.
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