

Progression sheet

Subject: Computing information

The following grid shows what computing knowledge and skills are being taught in each year group at Lapage.

Teachers use creative approaches and make links to other subjects being taught in order to make learning more exciting and purposeful for the children.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming	Program a Beebot with simple instructions.	Program a Beebot to follow a route or <i>achieve a goal</i> .	Create a simple programme that includes multiple instructions . <i>Debug</i> prewritten programs that have faults in them.	Create a programme which includes sequence, select and repeat blocks. <i>Debug</i> programs that have faults in them.	Add routines to the programming constructs	Use a second programming language.	Program a robotic unit (e.g. micro.bit) to complete different tasks. https://microbit.org/guide/features/
Multimedia (present and Publish)	Choose a picture and text to add to a presentation. Copy text and write simple original work.	Choose a picture and text to add to a presentation. Copy text and write simple original work.	Add a selection of simple objects (media, pictures, text etc...) to a pre-created presentation about a topic. Bog?	Use a wider range of software (multiple programs) to create and give a presentation. Design and create books, documents etc... which combine text and images.	Add hyperlinks, graphs/charts and licenced media to a presentation. Design and create a multimedia publication (eBook) using a combination of text, audio and video.	Deliver a structured, fully planned and rehearsed presentation within school to a specific audience. Embed externally created media into a regular class blog.	Deliver a structured, fully planned and rehearsed presentation within school to a specific audience. Embed self-produced media using HTML into a webpage / blog.
Visual Media (Film and Animation)	Record video clips. Create a simple stop motion	Record video clips planning and rehearsing the lines from a script.	Record a short film that they have written a script for and make some	Use different types of shots to create a film with narrative. Use equipment to keep a camera	As Year 3, introducing use of green screen backgrounds to reflect the time and	Use PC based movie editing suite to look at higher editing skills and	Produce a film using more technical aspects, both in filming and post production.

Progression sheet

	animation where one object moves.	Create a simple stop motion animation where more than one object moves.	minor edits (length, order) Create a stop motion animation using a drawing programme.	steady. Make some post production edits and add effects. Create a stop motion animation with a narrative	place studied in a topic. Create a stop motion animation with a narrative using backdrops and different moving characters.	post production effects Create a stop motion animation with a narrative using backdrops and different moving objects.	Create a stop motion animation with a narrative using backdrops and different moving objects.
Sound and Music	Explores the different sounds of instruments.	Experiment with a range of devices which create and record sounds and musical phrases.	Explore a range of sounds on an electronic keyboard, choose appropriate sounds for a purpose.	Use ICT to select and record voice and sounds for a specific purpose.	Use ICT to combine a variety of sounds and edit them into one piece of audio appropriate to task.	Edit existing sound files using computer software e.g. layer sound and change pitch/tempo/volume.	To learn how to effectively edit, repurpose and combine digital elements.
Information Literacy	Knows that information can be retrieved from computers.	Talk about their use of ICT and other methods to find information within and beyond school.	Recognise information in its different forms and use it to answer questions (pictures, text, sounds and video).	Convert questions into keywords to search for specific information.	Understand the dynamics of a search engine and know that there are different search engines.	Select appropriate search engines to find information related to their topic.	To understand the dynamics of different search engines and how results are ranked.
Modelling	How best to make a record of a special event in their lives, such as a journey on a steam train.	Using an art package or drag and drop software to create a representation of a real or a fantasy situation.	Use a computer simulation / adventure package to explore and discuss the effects of their decisions and changing the variables.	Enter data into a computer simulation to explore the effect of changing the variables (different options).	Enter labels and numbers into a spreadsheet.	Use a prepared spreadsheet and manipulate the data to answer questions supporting work in mathematical /	Use prepared spreadsheets to solve mathematical problems.

Progression sheet

<i>Data Handling</i>	Uses ICT hardware to interact with age-appropriate computer software.	Use ICT to sort objects into groups according to given criteria.	Use a simple graphing package to record information; add labels and numbers as appropriate.	Be able to answer straight forward questions and produce charts.	Determine the data needed to answer a specific question and use ICT to organise, present, analyse and interpret the data appropriately in tables, diagrams, tally charts, pictograms and bar charts.	scientific investigations. Determine the data needed to answer a set of related questions; create a simple database to organise the relevant data.	Solve problems involving selecting, processing, presenting and interpreting data.
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