



# Computing Progression Framework

## Whitehouse Primary School

Computing Systems and Networks					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-To identify technology</li> <li>-To identify a computer and its main parts</li> <li>-To use a mouse in different ways</li> <li>-To use a keyboard to type on a computer</li> <li>-To use the keyboard to edit text</li> <li>-To create rules for using technology responsibly</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise the uses and features of information technology</li> <li>-To identify the uses of information technology in the school</li> <li>-To identify information technology beyond school</li> <li>-To explain how information technology helps us</li> <li>-To explain how to use information technology safely</li> <li>-To recognise that choices are made when using information technology</li> </ul>	<ul style="list-style-type: none"> <li>-To explain how digital devices function</li> <li>-To identify input and output devices</li> <li>-To recognise how digital devices can change the way we work</li> <li>-To explain how a computer network can be used to share information</li> <li>-To explore how digital devices can be connected</li> <li>-To recognise the physical components of a network</li> </ul>	<ul style="list-style-type: none"> <li>-To describe how networks physically connect to other networks</li> <li>-To recognise how networked devices make up the internet</li> <li>-To outline how websites can be shared via the World Wide Web (WWW)</li> <li>-To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>-To recognise how the content of the WWW is created by people</li> <li>-To evaluate the consequences of unreliable content</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that computers can be connected together to form systems</li> <li>-To recognise the role of computer systems in our lives</li> <li>-To experiment with search engines</li> <li>-To describe how search engines select results</li> <li>-To explain how search results are ranked</li> <li>-To recognise why the order of results is important, and to whom</li> </ul>	<ul style="list-style-type: none"> <li>-To explain the importance of internet addresses</li> <li>-To recognise how data is transferred across the internet</li> <li>-To explain how sharing information online can help people to work together</li> <li>-To evaluate different ways of working together online</li> <li>-To recognise how we communicate using technology</li> <li>-To evaluate different methods of online communication</li> </ul>

## Creating Media

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-To describe what different freehand tools do</li> <li>-To use the shape tool and the line tools</li> <li>-To make careful choices when painting a digital picture</li> <li>-To explain why I chose the tools I used</li> <li>-To use a computer on my own to paint a picture</li> <li>-To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>-To use a digital device to take a photograph</li> <li>-To make choices when taking a photograph</li> <li>-To describe what makes a good photograph</li> <li>-To decide how photographs can be improved</li> <li>-To use tools to change an image</li> <li>-To recognise that photos can be changed</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that animation is a sequence of drawings or photographs</li> <li>-To relate animated movement with a sequence of images</li> <li>-To plan an animation</li> <li>-To identify the need to work consistently and carefully</li> <li>-To review and improve an animation</li> <li>-To evaluate the impact of adding other media to an animation</li> </ul>	<ul style="list-style-type: none"> <li>-To identify that sound can be recorded</li> <li>-To explain that audio recordings can be edited</li> <li>-To recognise the different parts of creating a podcast project</li> <li>-To apply audio editing skills independently</li> <li>-To combine audio to enhance my podcast project</li> <li>-To evaluate the effective use of audio</li> </ul>	<ul style="list-style-type: none"> <li>-To explain what makes a video effective</li> <li>-To identify digital devices that can record video</li> <li>-To capture video using a range of techniques</li> <li>-To create a storyboard</li> <li>-To identify that video can be improved through reshooting and editing</li> <li>-To consider the impact of the choices made when making and sharing a video</li> </ul>	<ul style="list-style-type: none"> <li>-To review an existing website and consider its structure</li> <li>-To plan the features of a web page</li> <li>-To consider the ownership and use of images (copyright)</li> <li>-To recognise the need to preview pages</li> <li>-To outline the need for a navigation path</li> <li>-To recognise the implications of linking to content owned by other people</li> </ul>
<ul style="list-style-type: none"> <li>-To use a computer to write</li> <li>-To add and remove text on a computer</li> <li>-To identify that the look of text can be changed on a computer</li> <li>-To make careful choices when changing text</li> </ul>	<ul style="list-style-type: none"> <li>-To say how music can make us feel</li> <li>-To identify that there are patterns in music</li> <li>-To experiment with sound using a computer</li> <li>-To use a computer to create a musical pattern</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise how text and images convey information</li> <li>-To recognise that text and layout can be edited</li> <li>-To choose appropriate page settings</li> <li>-To add content to a desktop publishing publication</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that the composition of digital images can be changed</li> <li>-To explain that colours can be changed in digital images</li> <li>-To explain how cloning can be used in photo editing</li> <li>-To explain that images can be combined</li> </ul>	<ul style="list-style-type: none"> <li>-To identify that drawing tools can be used to produce different outcomes</li> <li>-To create a vector drawing by combining shapes</li> <li>-To use tools to achieve a desired effect</li> <li>-To recognise that vector drawings consist of layers</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that you can work in three dimensions on a computer</li> <li>-To identify that digital 3D objects can be modified</li> <li>-To recognise that objects can be combined in a 3D model</li> </ul>

-To explain why I used the tools that I chose	-To create music for a purpose	-To consider how different layouts can suit different purposes	-To combine images for a purpose	-To group objects to make them easier to work with	-To create a 3D model for a given purpose
-To compare typing on a computer to writing on paper	-To review and refine our computer work	-To consider the benefits of desktop publishing	-To evaluate how changes can improve an image	-To apply what I have learned about vector drawings	-To plan my own 3D model
					-To create my own digital 3D model

Programming					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--To explain what a given command will do  -To act out a given word  -To combine forwards and backwards commands to make a sequence  -To combine four direction commands to make sequences  -To plan a simple program  -To find more than one solution to a problem	-To describe a series of instructions as a sequence  -To explain what happens when we change the order of instructions  -To use logical reasoning to predict the outcome of a program  -To explain that programming projects can have code and artwork  -To design an algorithm  -To create and debug a program that I have written	-To explore a new programming environment  -To identify that commands have an outcome  -To explain that a program has a start  -To recognise that a sequence of commands can have an order  -To change the appearance of my project  -To create a project from a task description	-To identify that accuracy in programming is important  -To create a program in a text-based language  -To explain what 'repeat' means  -To modify a count-controlled loop to produce a given outcome  -To decompose a task into small steps  -To create a program that uses count-controlled loops to produce a given outcome	-To control a simple circuit connected to a computer  -To write a program that includes count-controlled loops  -To explain that a loop can stop when a condition is met  -To explain that a loop can be used to repeatedly check whether a condition has been met  -To design a physical project that includes selection  -To create a program that controls a physical computing project	-To define a 'variable' as something that is changeable  -To explain why a variable is used in a program  -To choose how to improve a game by using variables  -To design a project that builds on a given example  -To use my design to create a project  -To evaluate my project

<ul style="list-style-type: none"> <li>-To choose a command for a given purpose</li> <li>-To show that a series of commands can be joined together</li> <li>-To identify the effect of changing a value</li> <li>-To explain that each sprite has its own instructions</li> <li>-To design the parts of a project</li> <li>-To use my algorithm to create a program</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that a sequence of commands has a start</li> <li>-To explain that a sequence of commands has an outcome</li> <li>-To create a program using a given design</li> <li>-To change a given design</li> <li>-To create a program using my own design</li> <li>-To decide how my project can be improved</li> </ul>	<ul style="list-style-type: none"> <li>-To explain how a sprite moves in an existing project</li> <li>-To create a program to move a sprite in four directions</li> <li>-To adapt a program to a new context</li> <li>-To develop my program by adding features</li> <li>-To identify and fix bugs in a program</li> <li>-To design and create a maze-based challenge</li> </ul>	<ul style="list-style-type: none"> <li>-To develop the use of count-controlled loops in a different programming environment</li> <li>-To explain that in programming there are infinite loops and count controlled loops</li> <li>-To develop a design that includes two or more loops which run at the same time</li> <li>-To modify an infinite loop in a given program</li> <li>-To design a project that includes repetition</li> <li>-To create a project that includes repetition</li> </ul>	<ul style="list-style-type: none"> <li>-To explain how selection is used in computer programs</li> <li>-To relate that a conditional statement connects a condition to an outcome</li> <li>-To explain how selection directs the flow of a program</li> <li>-To design a program which uses selection</li> <li>-To create a program which uses selection</li> <li>-To evaluate my program</li> </ul>	<ul style="list-style-type: none"> <li>-To create a program to run on a controllable device</li> <li>-To explain that selection can control the flow of a program</li> <li>-To update a variable with a user input</li> <li>-To use a conditional statement to compare a variable to a value</li> <li>-To design a project that uses inputs and outputs on a controllable device</li> <li>-To develop a program to use inputs and outputs on a controllable device</li> </ul>
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Data and Information					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-To label objects</li> <li>-To identify that objects can be counted</li> <li>-To describe objects in different ways</li> <li>-To count objects with the same properties</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that we can count and compare objects using tally charts</li> <li>-To recognise that objects can be represented as pictures</li> <li>-To create a pictogram</li> </ul>	<ul style="list-style-type: none"> <li>-To create questions with yes/no answers</li> <li>-To identify the attributes needed to collect data about an object</li> <li>-To create a branching database</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that data gathered over time can be used to answer questions</li> <li>-To use a digital device to collect data automatically</li> <li>-To explain that a data logger collects 'data points' from sensors over time</li> </ul>	<ul style="list-style-type: none"> <li>-To use a form to record information</li> <li>-To compare paper and computer-based databases</li> <li>-To outline how you can answer questions by grouping and then sorting data</li> </ul>	<ul style="list-style-type: none"> <li>-To create a data set in a spreadsheet</li> <li>-To build a data set in a spreadsheet</li> <li>-To explain that formulas can be used to produce calculated data</li> </ul>

<ul style="list-style-type: none"> <li>-To compare groups of objects</li> <li>-To answer questions about groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>-To select objects by attribute and make comparisons</li> <li>-To recognise that people can be described by attributes</li> <li>-To explain that we can present information using a computer</li> </ul>	<ul style="list-style-type: none"> <li>-To explain why it is helpful for a database to be well structured</li> <li>-To plan the structure of a branching database</li> <li>-To independently create an identification tool</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise how a computer can help us analyse data</li> <li>-To identify the data needed to answer questions</li> <li>-To use data from sensors to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that tools can be used to select specific data</li> <li>-To explain that computer programs can be used to compare data visually</li> <li>-To use a real-world database to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>-To apply formulas to data</li> <li>-To create a spreadsheet to plan an event</li> <li>-To choose suitable ways to present data</li> </ul>
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