



EYFS: Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are learning about:	<p>Children recognise that a range of technology is used in places such as homes and schools. They use a range of technological equipment in their role play They begin to select and use technology for particular purposes They can identify somebody they would talk to if they were worried about something they had seen or done on a device</p>					
Development Matters 3-4	<p>PSED Select and use activities and resources, with help when needed. Literacy Use some of their print and letter knowledge in their early writing UTW Explore how things work. Name and describe people who are familiar to them.</p>					
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> • Some electronic devices have a touch screen which can be tapped, dragged and swiped • Some electronic devices have a keyboard or buttons which can be pressed • Letters and words can be typed on a keyboard • I should speak to a trusted adult if I feel unsafe (e-safety) 					
Key Vocabulary:	<p>computer tablet iPad mobile phone safe keyboard</p>					



EYFS: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are learning about:	<p>Children know that technology can be used for different purposes, including communication and entertainment</p> <p>They understand that technology changes over time and was different in the past</p> <p>They select and use technology for particular purposes in their play</p> <p>They use their developing phonic knowledge to read and type using electronic devices</p> <p>They can identify a 'trusted adult' they would talk to if they were worried about something they had seen or done on a digital device</p> <p>They develop the early vocabulary to support them with future learning e.g. that linked to position and direction for programming</p>					
Development Matters	<p>C&L Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>PSED Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</p> <p>PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Literacy Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Maths Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>UTW Name and describe people who are familiar to them. Know some similarities between things in the past and now</p>					
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> • I should limit the amount of time I spend looking at a screen • People use technology for different purposes, for example to communicate with each other • There are activities that are safe for me to do on electronic devices (CORAM PSHE e-safety) • I should speak to a trusted adult if I feel unsafe, at home or in school (CORAM PSHE e-safety) 					



Watermoor C of E Primary School
Subject Progression 2024-2025
Subject: Computing



Key Vocabulary:	communicate device computer iPad mobile phone safe screen time past present trust
<p>Early Learning Goal/s:</p> <p>C&L Speaking: Offer explanations for why things might happen, Express their ideas and feelings about their experiences using full sentences,</p> <p>PSED Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Building Relationships: Form positive attachments to adults and friendships with peers</p> <p>Literacy Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p> <p>Understanding the World Past and Present: Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now</p>	



KS1: Y1	Autumn Term		Spring Term		Summer Term	
What are we learning about?	Digital literacy Digital literacy Online safety	Information Technology Animation 1.6	Computer Science	Digital Literacy	Information technology	Computer Science
What are we learning about?	Digital literacy Online safety & Exploring Purple Mash 1.1 How to be safe online and create a password and know the importance	Animated story books 1.6 We will learn how to save and re-cover a document	Lego builders 1.4 I can follow a set of instructions	Technology outside school 1.9 I know what a monitor tablet keyboard and mouse are used for	Pictogram 1.3 I can use a programme to create a date that can be shared	Coding 1.7 I can follow a set of instructions and use it on digital device
National Curriculum Statements	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs



<p>Sticky Knowledge 'I will know that...'</p>	<ul style="list-style-type: none"> • To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space. 	<p>"To understand the differences between traditional books and e-books. To explore the tools of 2Create a Story's My Simple Story level. To save the page they have created." "To add animation to a picture. To play the pages created so far. To save the additional changes and overwrite the file. " "To add a sound effect to a picture. To add a voice recording to the picture. To add created music to the picture. " "To add a background to the story. To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story."</p>	<p>To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p>	<p>"Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. " Children have recorded 4 examples of where technology is used away from school.</p>	<p>"Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram. " "Children can contribute to a class pictogram. Children can discuss what the pictogram shows. " "Children can collect data from rolling a die 20 times and recording the results. Children can represent the results as a pictogram. "</p>	<p>"Children can give and follow instructions. Children can draw symbols to represent instructions. Children can arrange code blocks to create a set of instructions. " "Children can create a program using code blocks. Children can use object and action code blocks. " "Children can create a simple program using code blocks. Children can use event, object and action code blocks. " "Children can create a simple program using code blocks. Children can use event, object and action code blocks. Children can notice when their code executes when their program is run. " "Children can edit a scene by adding, deleting and moving objects.</p>
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		<p>"To use the copy and paste feature to create additional pages. To continue and complete an animated story. To create a class display board of the story books created by the class. "</p>				<p>Children can change the size of objects using the properties table. " "Children can create a design plan for their Free Code Scene program. Children can use code to make the program they have designed work. "</p>
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<p>Key Vocabulary:</p>	<p>Login password private home screen work area avatar icon typing saving log out</p>	<p>"e-book sound eraser undo redo paint tools text save" "Overwrite animation play mode" "Sound effect voice recording drop-down menu category" "Background clip-art gallery font" "Copy paste features edit"</p>	<p>"Instructions algorithm <a variety of prepositional language>" "Program machine computer" "Recipe debugging code sequence"</p>	<p>technology computer</p>	<p>"Data pictogram visual" title "Collect data record results compare totals"</p>	<p>"Instructions algorithm code programmer coding software code blocks object action " "2Do command Design View Code view debug\ debugging run" "Event click sound when clicked output" "Execute " "Background scale scene properties " plan</p>
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KS1: Y2	Autumn Term	Spring Term	Summer Term			
What are we learning about?	Digital literacy Digital literacy Online safety	Information Technology	Computer Science	Digital Literacy	Information technology Computer Science	
What are we learning about?	Online safety 2.2 I can know how to make personal information safe	Questioning 2.4 I can use a digital programme to show data	Coding 2.1 I can follow instructions and debug simple mistakes in a programme	Effective searching 2.5 Able to use a search engine	Making music 2.7 Able to technology to make a digital programme (music) Understand that music can be made digitally	Maze explorers 1.5/ Able to create simple programmes and debug where thing is not working.
National Curriculum Statements	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs



<p>Sticky Knowledge 'I will know that...'</p>	<p>To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet.</p>	<p>To show that the information provided on pictograms is of limited use beyond answering simple questions To use yes/no questions to separate information To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions "To use a database to answer more complex search questions. To use the Search tool to find information."</p>	<p>"To understand what an algorithm is. To create a computer program using an algorithm." " To create a program using a given design. To understand the collision detection event. " "To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. " "To understand that different objects have different properties. To understand what different events, do in code. " "To create a program using a given design. To understand the function of buttons in a program. " "To know what debugging means. To understand the need to test and</p>	<p>To understand the terminology associated with the Internet and searching. To gain a better understanding of searching the Internet. To create a leaflet to help someone search for information on the Internet.</p>	<p>"To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence." "To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings." "To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section."</p>	<p>"To understand the functionality of the basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully." "To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm). " "To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity."</p>
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			debug a program repeatedly. To debug simple programs."			
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<p>Key Vocabulary:</p>	<p>search filter internet sharing display board email attachment reply personal information private information digital footprint protection identifying secure</p>	<p>"Pictogram data information" "Sort avatar question" binary tree "Database record field search "</p>	<p>"Instruction algorithm event object action command scene background properties scale click events collision detection predict" "Interaction collision detection event collision detection action image implement" "Timer interval sequence output" "Properties turtle object when key event when swiped event when clicked event" "Button object name text" "Bug debugging test"</p>	<p>"Internet World Wide Web network device web page browser website domain web address URL search engine" Digital Footprint</p>	<p>"Tune compose note speed beats volume" "Tempo sound effect repeat bars" "Soundtrack "</p>	<p>" Direction forwards backwards left right keys challenge undo rewind route delete command Unit" "Algorithm debug "</p>
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KS2: Y3	Autumn Term		Spring Term		Summer Term	
What are we learning about?	Digital literacy Online safety	Information technology	Computer science	Digital literacy	Information Technology	Computer Science
What are we learning about?	Online safety 3.2 Be able create password and know the reason we use them. How to behave online	Touch typing 3.4 Able to use a programme to achieve a goal and follow instructions	Coding 3.1 Beginning to write programme which have control.	Email 3.5 Able to understand how email works and how to use it correctly and safely	Presenting 3.9 Present date using a specific programme	Micro bit 3.10 Design and debug a programme using coding
National Curriculum Statements	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



<p>Sticky Knowledge 'I will know that...'</p>	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To consider if what can be read on websites is always true. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions, exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p>	<p>"To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. " To practice and improve typing for home, bottom, and top rows. To practice the keys typed with the left hand. To practice the keys typed with the right hand.</p>	<p>"To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming." "To understand that there are different types of timers. To be able to select the right type of timer for a purpose." To understand how to use the repeat command. "To use coding knowledge to create a range of programs. To understand the importance of nesting." To design and create an interactive scene.</p>	<p>To think about the different methods of communication. "To open and respond to an email. To write an email to someone from an address book. " To learn how to use email safely. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.</p>	<ul style="list-style-type: none"> • To create a page in a presentation. • To add media to a presentation • To add animations into a presentation • To use the skills learnt in previous weeks to design and present an effective presentation. • To use the skills learnt in previous weeks to design and present an effective presentation. 	<ul style="list-style-type: none"> "• Understand the micro: bit is a tiny computer which needs instructions in code to make it work. • Use Free Code micro: bit to create instructions in code that the micro: bit can understand and then transfer them to the micro: bit. • Know the micro: bit has an LED display output which it can use to show words (as well as numbers and pictures)." "• Understand that sequence and timing is important when making an animation. • Understand that animations create an illusion of movement by showing a sequence of still images. • Code the micro: bit to show simple animations on its LED display output. " "• Code the micro: bit to make different outputs happen depending on different inputs.
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						<ul style="list-style-type: none">• Understand that inputs and outputs involve the flow of data in and out of computers.• Apply this knowledge using the micro: bit's button inputs and display output. ""• Understand how sensor inputs from the accelerometer can be used to detect movement.• Understand how to create sounds and music using the music editor.• Apply this knowledge using the micro: bit's gesture inputs and sound output."
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Key Vocabulary:	password personal information blog permission vlogs appropriate Internet website spoof verify reputable source Inappropriate Permission	posture typing keys spacebar	"Timer sequence nested" "Repeat input command button right-angle degrees" "Nesting test debug" "Actions object type alert "	"Communication mind mapping node link" "Email compose address book inbox" "Trusted contact personal information password Save to draft" "Attachment CC - carbon copy" BCC - blind carbon copy	"Textbox presentation font formatting" "Media slide editing video" "Animation transition preview" review	Free Code Micro-bit degrees" "Nesting test debug" "Actions object type
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KS2: Y4	Autumn Term		Spring Term		Summer Term	
What are we learning about?	Digital literacy Online safety	Information technology	Computer science	Computer science	Information Technology	Computer Science
What are we learning about?	Online safety 4.2 We are going to use SMART and understand what it means to be safe online	Animation 4.6 Able to use a programme to create a stop animation	Coding 4.1 Create a simple programme which has a back ground and a game	Logo 4.5 Use programme to create a logo	Spreadsheets 4.3 Collect and use date and put them into a spread sheet and be able to produce a graph	Micro bits 4.11 Create a simple programme which has a back ground and a game
National Curriculum Statements	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</i> <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



<p>Sticky Knowledge 'I will know that...'</p>	<ul style="list-style-type: none"> • "To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. <p>"</p> <p>To identify the risks and benefits of installing software including apps.</p> <p>"To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. <p>"</p> <p>"To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time</p>	<p>"• To decide what makes a good, animated film or cartoon and discuss favourite animations.</p> <ul style="list-style-type: none"> • To learn how animations are created by hand. • To find out how 2Animate animations can be created in a similar way using technology." <p>"• To learn about onion skinning in animation.</p> <ul style="list-style-type: none"> • To add backgrounds and sounds to animations." • "Introducing 'stop motion' animation. • To share animation the class blog." 	<p>"• To review coding vocabulary and knowledge.</p> <ul style="list-style-type: none"> • To create a simple computer program. <p>"</p> <p>"• To begin to understand selection in computer programming.</p> <ul style="list-style-type: none"> • To understand how an IF statement works." <p>"• To understand how to use co-ordinates in computer programming.</p> <ul style="list-style-type: none"> • To understand how an IF statement works." <p>"</p> <p>"• To understand the Repeat until command.</p> <ul style="list-style-type: none"> • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works." <p>"• To understand what a variable is in programming.</p> <ul style="list-style-type: none"> • To use a number variable. 	<p>"• To learn the structure of the language of 2Logo.</p> <ul style="list-style-type: none"> • To input simple instructions in 2Logo" • To use 2Logo to create letter shapes. • To use the Repeat command in 2Logo to create shapes. • To use and build procedures in 2Logo. 	<p>"• To explore how the numbers entered into cells can be set to either currency or decimal.</p> <ul style="list-style-type: none"> • To explore the use of the display of decimal places. • To find out how to add formulae to a cell." <p>"• To explore how tools can be combined to use 2Calculate to make number games.</p> <ul style="list-style-type: none"> • To explore the use of the timer, random number and spin button tools." • "To use the line graphing tool in 2Calculate with appropriate data. • To interpret a line graph to estimate values between data readings. <p>"</p> <p>"• To use the currency formatting tool in 2Calculate.</p> <ul style="list-style-type: none"> • To use 2Calculate to create a model of a real-life situation. <p>"</p> <ul style="list-style-type: none"> • To use the functions of allocating value to images in 2Calculate to 	<p>"• Understand how inputs, outputs, and computer code work together to make control systems.</p> <ul style="list-style-type: none"> • Understand how logic (conditional 'IF/ELSE' instructions) is used to make different outputs happen depending on changes in data from a sensor. • Use 'repeat forever' infinite loops to keep control systems responding to changes in the environment." • "Use the accelerometer via the 'when gesture: shake' block to start the code running. • Make use of logical 'IF' conditional instructions. • Apply these concepts to make a computer simulation of a real-world game." • "Use the accelerometer via the 'when gesture: shake' command to start the code running. • Make use of more complex logical 'IF' conditional instructions.
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	with other parts of their lives.".		" <ul style="list-style-type: none"> • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game. "		make a resource to teach place value.	•Apply these concepts to make a computer simulation of a real-world tool."
Key Vocabulary:	"Report SMART rules Spam attachment phishing digital footprint" "Malware software virus AdFly ransomware cookies" "Plagiarism watermark citation copyright collaborating" "Data analysis collaborative database"	"Animation frame fps (frames per second) pause" onion skinning stop motion	"Background button object properties code block predict event debugging action" "Selection if statement decision command" "Coordinate flowchart" "Repeat until if/else statement inputs execute" "Variable number variable" "Alert prompt"	"2Logo grid run speed Logo commands (e.g. FD BK RT LT) prediction" "Pen up Pen down multi line mode debugging" Repeat "Procedure SETPC SETPS"	"Formula wizard percentages decimal place format cell average" "Equal tool random number tool spinner tool timer" "Line graph data chart resize" "Budget totals calculations" "Place value 'Is equals to' tool set image"	"Infinite loop Logic Light sensor Variable" "Conditionals Gestures Selection Simulation Variable" "Conditionals Gestures Selection Simulation Logic"



KS2: Y5	Autumn Term		Spring Term		Summer Term	
What are we learning about?	Digital literacy Online safety	Information technology	Computer science	Computer science	Information Technology	Computer Science
What are we learning about?	On line safety5.2 How to act and behave online	Spreadsheet 5.6 Collect data create a spread sheet and present data	Coding 5.1 Create background and moving parts	Game creator 5.5 Create a computer game	3d Modelling 5.6 Use a programme to create model.	Using external devices 5.9 Able to write a simple programme from a set of instructions
National Curriculum Statements	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



<p>Sticky Knowledge 'I will know that...'</p>	<ul style="list-style-type: none"> "• To gain a greater understanding of the impact that sharing digital content can have. <ul style="list-style-type: none"> • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour." "• To know how to maintain secure passwords. <ul style="list-style-type: none"> • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online." "• To learn about how to reference sources in their work. <ul style="list-style-type: none"> • To search the Internet with a consideration for the reliability of the results of sources to check 	<ul style="list-style-type: none"> "• To use formulae within a spreadsheet to convert measurements of length and distance." <ul style="list-style-type: none"> "• To use the count tool to answer hypotheses about common letters in use." "• To use a spreadsheet to model a real-life problem. <ul style="list-style-type: none"> • To use formulae to calculate area and perimeter of shapes." "• To create formulae that use text variables." "• To use a spreadsheet to help plan a school cake sale." 	<ul style="list-style-type: none"> "• To review existing coding knowledge. <ul style="list-style-type: none"> • To be able to simplify code. • To create a playable game." "• To understand what a simulation is. <ul style="list-style-type: none"> • To program a simulation using 2Code." "• To know what decomposition and abstraction are in Computer Science. <ul style="list-style-type: none"> • To take a real-life situation, decompose it and think about the level of abstraction. • To use decomposition to make a plan of a real-life situation." "• To understand how to use friction in code. <ul style="list-style-type: none"> • To begin to understand what a function is and how functions work in code." "• To understand what the different variable 	<ul style="list-style-type: none"> "• To introduce the 2DIY 3D tool. <ul style="list-style-type: none"> • To begin planning a game." "• To design the game environment. <ul style="list-style-type: none"> "• To design the game quest to make it a playable game." "• To finish and share the game." "• To self- and peer-evaluate." 	<ul style="list-style-type: none"> "• To be introduced to the 2Design and Make tool. <ul style="list-style-type: none"> "• To explore the effect of moving points when designing. " "• To design a 3D model to fit certain criteria." "• To refine and print a model. " 	<ul style="list-style-type: none"> "• To understand what the different variable types are and how they are used differently. <ul style="list-style-type: none"> • To understand how to create a string." "• To begin to explore text variables when coding. <ul style="list-style-type: none"> • To understand what concatenation is and how it works." "• To understand what Purple Chip is. <ul style="list-style-type: none"> • To be able to upload a program to an external device. • To adapt a program and operate it using Purple Chip" • To understand how a device can be programmed to be used as a game controller. "• To explore the text functions available and appraise their uses. <ul style="list-style-type: none"> • To create a simple quiz program that can be answered using an external device." • To create a program in which an external device can be used to
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	<p>validity and understand the impact of incorrect information. [code]</p> <p>"• Ensuring reliability through using different methods of communication."</p>		<p>types are and how they are used differently.</p> <ul style="list-style-type: none"> • To understand how to create a string." <p>"• To begin to explore text variables when coding.</p> <ul style="list-style-type: none"> • To understand what concatenation is and how it works." 			<p>monitor real world conditions.</p> <ul style="list-style-type: none"> • To design a program for the Purple Chip • To code, test, debug and share a program for the Purple Chip
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<p>Key Vocabulary:</p>	<p>"Responsibility SMART rules" "Encrypt critical thinking image manipulation avatar" "Citation validity reliability plagiarism bibliography copyright creative commons licence" communication</p>	<p>"Formula formulae conversion advanced mode copy and paste" "Advanced mode 'How many?' tool Variable" "Perimeter area modelling" "Text variables cell format totalling tool" "Budget profit"</p>	<p>"Event key press collision object action variable selection if/else statements coordinates simplify efficient computer generated variable" "Simulation physical system algorithm properties" "Decomposition abstraction" "Friction function predict " "String variables values tabs text variable collision when key random output" "Concatenation print to screen tabs</p>	<p>"Evaluation theme scene textures images" screenshot quest instructions "Feedback promotion"</p>	<p>"Net template 3D view pattern fill" points design brief 3D Printing</p>	<p>"QR code design view code view input output URL external device simulator\ emulator host" "Algorithm event debug variable" "Print to screen alert function if/else chip show text" sensor</p>
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			'if' statement 'if/else' statement"			
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KS2: Y6	Autumn Term		Spring Term		Summer Term	
What are we learning about?	Digital literacy Online safety	Information technology	Computer science	Digital literacy	Information Technology	Computer Science
What are we learning about?	Online safety 6.2 Behaviour online and know what is acceptable	Quizzing 6.7 Use a computer programme to create a information	Coding 6.1 Design, write and debug a programme	Blogging 6.4 Write using a technology be able to safe and input media into a programme	Spreadsheets 6.3 Use a programme to collect and analyse date	Text Adventures 6.5 Design, write and debug a programme
National Curriculum Statements	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<i>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.



<p>Sticky Knowledge 'I will know that...'</p>	<p>"•To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. •To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. •To identify the benefits and risks of giving personal information and device access to different software." "•To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. •To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. •To begin to understand how information online can persist and give</p>	<p>"•To create a picture-based quiz for young children." "•To learn how to use the question types within 2Quiz." "•To learn how to use the question types within 2Quiz." "•To explore the grammar quizzes." "•To make a quiz that requires the player to search a database." "•To develop skills in creating surveys and questionnaires. •To use a survey to gain information rather than scores."</p>	<p>"To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. " "To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. " "To use functions and understand why they are useful. To understand how functions are created and called. " "To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled." "To understand the different options of</p>	<p>"•To identify the purpose of writing a blog. •To identify the features of successful blog writing." • To plan the theme and content for a blog. "•To understand how to write a blog and a blog post. •To consider the effect upon the audience of changing the visual properties of the blog. •To understand how to contribute to an existing blog." "•To understand the importance of commenting on blogs. •To peer-assess blogs against the agreed success criteria. •To understand how and why blog posts and comments are approved by the teacher."</p>	<p>To use a spreadsheet to investigate the probability of the results of throwing many dice. "•To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale." "•To use a spreadsheet to plan how to spend pocket money and the effect of saving money." "•To use a spreadsheet to plan a school charity day to maximise the money donated to charity." "•To use a spreadsheet to plan a school charity day to maximise the money donated to charity."</p>	<p>"• To find out what a text-based adventure game is and to explore an example made in 2Create a Story. • To use 2Connect to plan a 'Choose your own Adventure' type story." "• To use 2Connect plans for a story adventure to make the adventure using 2Create a Story." •To read and understand given code for a text adventure game.</p>
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	<p>away details of those who share or modify it." "To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment."</p>		<p>generating user input in 2Code. To understand how user input can be used in a program." To understand how 2Code can be used to make a text-based adventure game.</p>			
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<p>Key Vocabulary:</p>	<p>"Secure websites location sharing spooof websites phising password PEGI" "Digital footprint inappropriate " "Print screen screen time data analysis"</p>	<p>"Quiz audience copy\paste selfie undo\redo audio clipart image filter " "Preview case-sensitive" "Preview case-sensitive" cloze "Database record field statistics " "Data survey participants data analysis"</p>	<p>"Algorithm action output selection variables repeat timer launch command debug alert string x and y properties coordinates decomposition object event" "Algorithm action output selection variables repeat timer launch command debug alert string x and y properties coordinates decomposition object event" "Function turtle object text object"</p>	<p>"Blog vlog archive blog post" "Collaborate nodes connections " "Commenting approval"</p>	<p>"Count tool dice tool chart Formula wizard" "Computational model percentage format move tool" "Budget Advanced mode" "Profit expenses" "Profit expenses"</p>	<p>text adventure "Sprite link" "Functions selection variables repeat step through flow of control" "Functions selection variables repeat debugging QR code"</p>
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			execute function call tabs" "Flowchart simulation procedure" "Input concatenation" text adventure			
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