

White Hall Academy Progression of Skills document 2019-2020

SUBJECT NAME- Computing

Reception						Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
Unit name						Unit name						Unit name						Unit name						Unit name						Unit name											
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Introduction to technology (Children recognise that a range of technology is used in places such as homes and schools.) Ideas- drawing on wb, using simple city to create a world)</p> <p>I can use technology to explore the world around me.</p>						<p>Online Safety (Understand the idea of ownership)</p> <p>Exploring Purple Mash (understand the idea of icons and simple instructions- save, print etc)</p> <p>I can save and open my own work.</p> <p>I can create an avatar and understand why we need to use them.</p>						<p>Online Safety (communication online including E-mails)</p> <p>I can explain a digital footprint.</p> <p>I can begin to use the internet to search.</p> <p>Coding (understand algorithms and begin to debug programs)</p> <p>I can create an algorithm that includes a timer.</p> <p>I can debug a code.</p>						<p>Online Safety (To think about why these sites might exist and how to check that the information is accurate.)</p> <p>I can choose an appropriate password.</p> <p>I understand that some information on the internet is not reliable.</p> <p>I can deal with online bullying in the correct way.</p> <p>Coding (To create a program with an object that repeats actions)</p>						<p>Online Safety (To identify the positive and negative influences of technology on health and the environment)</p> <p>I can identify risks and benefits of installing software onto a device.</p> <p>I know the difference between using research and copying it.</p> <p>Coding (To design a decomposed feature of a real-life situation.)</p>						<p>Online Safety (To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.)</p> <p>I am aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>I understand the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p> <p>Coding (To explore the launch command and use buttons within a program that launch other programs or</p>						<p>Online Safety (To begin to understand how information online can persist and give away details of those who share or modify it.)</p> <p>I understand how what they share impacts upon themselves and upon others in the long-term.</p> <p>I know about the consequences of promoting inappropriate content online and how to put a stop to it.</p> <p>Coding (To explore how 2Code can be used to make a text-based adventure game.)</p>					

			<p><i>indefinitely.)</i></p> <p>I can create an algorithm that includes a variable.</p> <p>I can debug simple programs.</p> <p>I can explain how an action can be repeated.</p>	<p>I can create an algorithm using the if/else button.</p> <p>I can explain what a variable is and adjust it.</p> <p>I can create an algorithm modelling on a simple event.</p>	<p><i>open websites.)</i></p> <p>I can create an algorithm after decomposing a simulation.</p> <p>I can read code so that it can be adapted, personalised and improved.</p> <p>I can include buttons to launch into other windows.</p>	<p>I can use functions and understand why they are useful in coding.</p> <p>I can follow flowcharts to create and debug code.</p> <p>I can plan a program before coding to anticipate the variables that will be required to achieve the desired effect.</p>
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Use of technology around them (Taking pictures of the technology in their classrooms and around the school- this should include microwaves, ovens etc)</p> <p>I can tell you about technology in school and at home.</p>	<p>Grouping and Sorting (Sort items and group them.)</p> <p>I can group items.</p> <p>Pictograms (understand what a pictogram is and begin to record data)</p> <p>I can show data as a picture. I can create a pictogram.</p>	<p>Spreadsheets (Creating spreadsheet and a block graph)</p> <p>I can use copy and paste buttons.</p> <p>I can use a spreadsheet to total amounts.</p>	<p>Spreadsheets (Children can use a spreadsheet program to automatically create charts and graphs from data.)</p> <p>I can create a pie chart from a spreadsheet.</p> <p>I can describe a cell location.</p>	<p>Spreadsheets (Children can allocate values to images and use these to explore place value. Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.)</p> <p>I can use a formula in my spreadsheet.</p> <p>I can use a spreadsheet for budgeting.</p>	<p>Spreadsheets (Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.)</p> <p>I can create simple formulae that use different variables</p> <p>I can use a spreadsheet to model a real life situation.</p>	<p>Spreadsheets (Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.)</p> <p>I can use the formula wizard to create formulae.</p> <p>I can take copy and paste shortcuts.</p> <p>I can use a spreadsheet to model a real-life situation and come up with solutions.</p>

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<p>How technology changes jobs (Take pictures of children acting ut using technology in jobs farming, building, teaching etc)</p> <p>I can see how technology changes people’s jobs.</p>						<p>Lego Builders (To emphasise the importance of instructions)</p> <p>I can follow instructions. I know what an algorithm is.</p> <p>Maze Explorers (Understand the direction keys)</p> <p>I can move objects on the screen.</p> <p>I can make an algorithm longer.</p>						<p>Questioning (to construct a binary tree and use it to answer questions)</p> <p>I can design a binary tree with pictures.</p> <p>I can use a database to answer more complex questions.</p>						<p>Typing (develop touch typing skill in both hands)</p> <p>I can type with both hands.</p>						<p>Writing for different audiences (To use a simulated scenario to write for a community campaign)</p> <p>I can assess my work depending on the audience.</p>						<p>Databases (To create a database around a chosen topic.)</p> <p>I can search a database to answer questions.</p> <p>I can create a database.</p>						<p>Blogging (To understand the importance of commenting on blogs).</p> <p>I can create a blog with a specific purpose.</p> <p>I understand that the way in which information is presented has an impact upon the audience.</p> <p>I can assess the effectiveness and impact of a blog.</p>					
<p>How technology changes jobs (use simple city to simulate jobs in the world and using the technology to make it easier)</p> <p>I can use technology to make a job easier.</p>						<p>Animated story books (To continue a saved document and use additional features to a e-book)</p> <p>I can create an ebook with sounds and visual effects.</p>						<p>Effective Searching (begin understanding information from the internet and produce a leaflet)</p> <p>I can recall the meanings of basic internet terms.</p> <p>I can recognise the basic parts of a web search.</p>						<p>Email (Children can read and respond to a series of email communications and can attach files appropriately and use email communication to explore ideas.)</p> <p>I can open and respond to an email.</p> <p>I can add an</p>						<p>Logo (To use and build procedures in Logo)</p> <p>I can follow simple instructions to create shapes.</p> <p>I can write and use the repeat function of logo instructions to draw shapes.</p>						<p>Game Creator (create and evaluate a game)</p> <p>I can analyse and review a computer game.</p> <p>I can design a computer game.</p> <p>I can change the sounds and visuals to make a game more</p>						<p>Text adventure (To code a map-based text adventure)</p> <p>I can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code my game.</p> <p>I can debug my game.</p>					

			<p>attachment to an email.</p> <p>Branching database (Children understanding sorting through questions and create a branching database)</p> <p>I can sort objects using yes or no questions.</p> <p>I can create a branching database.</p>	<p>Animation (To be introduced to 'stop motion' animation.)</p> <p>I can use the onion skin tool to create an animation.</p> <p>I can create an idea for a stop motion animation.</p>	<p>unique.</p>	
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<p>All about me (Understanding their own feelings and what makes them different to others. Using mini-mash to set own profile with feelings and info)</p> <p>I can create a profile that shows I am different to others.</p>	<p>Coding (Understand what coding means and get a character to move)</p> <p>I can code interactions between 2 objects.</p>	<p>Creating Pictures (use 2paint to explore different artists and produce similar art)</p> <p>I can use 2Paint a Picture to create art based upon different styles.</p> <p>Making Music (Use 2sequence to understand rhythm and create music)</p> <p>I can create a tune.</p> <p>I can create a tune</p>	<p>Simulation (explore and evaluate simulations)</p> <p>I can give advantages and disadvantages of simulations.</p> <p>I can evaluate a simulation.</p>	<p>Effective Searching (To assess whether an information source is true and reliable.)</p> <p>I can locate information on a search site.</p> <p>I can assess whether information is true or reliable.</p>	<p>Modelling (creating 3D models)</p> <p>I can edit the polygon 3D models to design a 3D model for a purpose.</p> <p>I can create a 2D net to build a 3D model.</p>	<p>Networks (Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult)</p> <p>I know the difference between the World Wide Web and the internet.</p> <p>I know about their</p>																													

		that shows feelings. I can upload a sound into my tune.				school network.																																			
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
Expressive Arts and creativity <i>(using 2paint to create art. Also working on motor skills.)</i> I can make shapes and text of a screen.						Spreadsheets <i>(Introduction to spreadsheets and give images a value)</i> I can use images within spreadsheets. Technology outside the classroom <i>(Understand the use of technology in the community)</i> I can record examples of technology at school and at home.						Present <i>(Children can use a variety of software to manipulate and present digital content and information.)</i> I can collect, organise and present data and information in digital content.						Graphs <i>(To solve an investigation and present the results in graphic form)</i> I can create a graph. I can solve a problem using data in a graph.						Hardware <i>(To recall the different parts that make up a computer.)</i> I can name and recall the function of the different parts of a desktop.						Concept Map <i>(To create a collaborative concept map and present this to an audience.)</i> I can make connections between thoughts and ideas. I understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'. I can create and present my concept map.						Quizzing <i>(to create a quiz suitable for its audience)</i> I understand different types of quizzes. I can create a quiz with a variety of style of questions. Binary <i>(Representing the state of an object in a game as active or inactive using the respective binary values of 1 or 0)</i> I can explain how all data in a computer is saved in the computer memory in a binary format. I can convert numbers to binary using the division by two method.					

