

Computing

Computing Curricular Goal Progression			
	Autumn	Spring	Summer
Reception	<p><i>Taken from the ELG for PSED (MS) & EA&D (CM) – end points for EYFS</i></p> <p>PSED: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>EA&D: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
Y1	<ul style="list-style-type: none"> • Describe some of the dangers faced when using technology, particularly around interacting with strangers. • Apply knowledge of Bee-Bot directions to design a route to get to a location. 	<ul style="list-style-type: none"> • Select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of Picasso. • Classify objects and describe why objects belong to a specific group. 	<ul style="list-style-type: none"> • Adapt basic text to create a desired effect for a given purpose using word processing tools. • Amend instructions to debug a program to move a sprite.
Y2	<ul style="list-style-type: none"> • Recall some rules for how to stay safe when using IT. • Compose and take a 'best' photograph utilising a range of photographic skills, including editing and improving. 	<ul style="list-style-type: none"> • Create and link a series of algorithms to make a program; test and debug. • Discuss how using computer software for presenting data in graphs compares to creating by hand. 	<ul style="list-style-type: none"> • Identify how music has been made better after editing. • Explain why adding additional features improved their program.
Y3	<ul style="list-style-type: none"> • Explain who can access information stored on a server and how to keep it safe. • Construct an animation using media to create desired effects. 	<ul style="list-style-type: none"> • Create code to fulfil a brief and evaluate its effectiveness. • Discuss and identify real world uses for branching databases. 	<ul style="list-style-type: none"> • Evaluate the effectiveness and purpose of documents and suggest ways to make improvements, referencing desktop publishing features. • Develop programs by identifying bugs and fixing them.
Y4	<ul style="list-style-type: none"> • Explain why people need to think carefully before they share or reshare content. • Record, edit and combine sounds to create a podcast. 	<ul style="list-style-type: none"> • Design a program that includes count-controlled loops to meet a design brief. • Explain the benefits of using a data logger. 	<ul style="list-style-type: none"> • Conclude whether images that are found in the media can be trusted. • Evaluate the use of repetition in a project, debugging and improving in response.
Y5	<ul style="list-style-type: none"> • Summarise how to make an efficient web search and explain what to do if inappropriate content is displayed. • Select the correct tools to edit a video and justify the reasons for choices. 	<ul style="list-style-type: none"> • Construct an algorithm that describes what a model will use using a conditional loop. • Critique real world databases and summarise how they are used to solve problems, giving specific examples. 	<ul style="list-style-type: none"> • Justify when to use vector drawings compared to freehand paint drawings. • Design extensions for the purpose of debugging and evaluate their effectiveness.
Y6	<ul style="list-style-type: none"> • Debate what information is appropriate to share online. • Create hyperlinks to link internet content and explain the implication of including content owned by others. 	<ul style="list-style-type: none"> • Compose algorithms to create a game that includes variables. • Justify choices made about how to present specific data for a purpose. 	<ul style="list-style-type: none"> • Analyse why some companies use computer-based 3D Modelling compared to creating real life models, while others continue to make physical models. • Use a range of approaches to find and fix bugs to ensure programs run as designed.