



Sequencing and Progression

Subject: Computing

INTENT	At Long Mead community Primary School we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is given the best opportunities to be the best version of themselves.
Computing Intent	We aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.
Scheme/planning used and reason for use:	All teachers (Y1-6) are to follow the National Curriculum to ensure all areas of computing are being covered. Within EYFS we follow the development matters document and use our skills progression document to ensure the progression of skills are clearly seen. The teachers within EYFS will also follow the children's learning and develop their understanding further through play, access to the interactive whiteboard is available throughout child initiated times.
Adaptions made to scheme, including within classrooms and reasons for this:	All children will take part in Computing lessons. Adaptations will be made to ensure all children can access the learning within their year group – this is through the pillars of excellence. (Modelling, scaffolding, feedback, questioning and differentiation) Adaptations to the scheme may also be made dependent on the class and their needs/particular learning styles.
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	Computing will be taught throughout the school on weekly basis. Computing skills and knowledge are revisited each lesson based on prior learning. Internet and computer safety will take place at the beginning of each term. The use of the ICT suite, laptops and beebots are to be used to support the children's learning.
How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	Key skills such as; typing, logging on and saving documents are revisited each lesson. A homework 'menu' is also designed linked to the children's topic to consolidate learning and promote this within the family.

TOPIC	Algorithms and Programs
EYFS	<p>Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Year 1	<ul style="list-style-type: none"> • Can they create a simple series of instructions - left and right? • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey?
Year 2	<ul style="list-style-type: none"> • Can they predict the outcomes of a set of instructions? • Can they use right angle turns? • Can they use the repeat commands? • Can they test and amend a set of instructions? • Can they write a simple program and test it? • Can they predict what the outcome of a simple program will be?
Year 3	<ul style="list-style-type: none"> • Can they experiment with variables to control models? • Can they use 90 degree and 45 degree turns? • Can they give an on-screen robot directional instructions? • Can they draw a square, rectangle and other regular shapes on screen, using commands? • Can they write more complex programs?
Year 4	<ul style="list-style-type: none"> • Can they use repeat instructions to draw regular shapes on screen, using commands? • Can they experiment with variables to control models? • Can they make turns specifying the degrees? • Can they give an on-screen robot specific directional instructions that takes them from x to y? • Can they make accurate predictions about the outcomes of a program they have written?
Year 5	<ul style="list-style-type: none"> • Can they use repeat instructions to draw regular shapes on screen, using commands? • Can they experiment with variables to control models? • Can they make turns specifically the degrees? • Can they give an on-screen robot specific directional instructions that takes them from x to y? • Can they make accurate predictions about the outcome of a program they have written?
Year 6	<ul style="list-style-type: none"> • Can they explain how an algorithm works? • Can they detect errors in a program and correct them? • Can they use an ICT program to control a number of events for an external device? • Can they use ICT to measure sound, light or temperature using sensors and interpret the data? • Can they explore 'what if' questions by planning different scenarios for controlled devices? • Can they use input from sensors to trigger events? • Can they check and refine a series of instructions?

TOPIC	Communicating
EYFS	<p>Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Year 1	<ul style="list-style-type: none"> • Do they recognise what an email address looks like? • Have they joined in sending a class email? • Can they use the @ key and type an email address? • Can they word process ideas using a keyboard? • Can they use the spacebar, backspace, enter, shift and arrow keys? • Can they print out a page from the internet? <p>Challenge:</p> <ul style="list-style-type: none"> • Can they record pupils' voices as a voice over? • Can they use a teacher prepared photo story to create a slideshow of photos?
Year 2	<ul style="list-style-type: none"> • Can they send and reply messages sent by a safe email partner (within school)? • Can they word process a piece of text? • Can they insert/delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, U, I)? <p>Challenge</p> <ul style="list-style-type: none"> • Can they create a presentation in a small group and record the narration? • Can they record sounds into software and playback? • Can they insert prerecorded sounds into a presentation? • Can they capture still and moving images?
Year 3	<ul style="list-style-type: none"> • Can they use the email address book? • Can they open and send an attachment?
Year 4	<ul style="list-style-type: none"> • Do they appreciate the benefits of ICT to send messages and to communicate? • Can they use the automatic spell checker to edit spellings? <p>Challenge</p> <ul style="list-style-type: none"> • Can they use photo editing software to crop photographs and add effects?
Year 5	<ul style="list-style-type: none"> • Can they use instant messaging to communicate with class members? • Can they conduct a video chat with someone elsewhere in the school or in another school? <p>Challenge</p> <ul style="list-style-type: none"> • Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or I peg. File format using the 'save as' command?
Year 6	<ul style="list-style-type: none"> • Can they conduct a video chat with people in another country or organization? <p>Challenge</p> <ul style="list-style-type: none"> • Can they conduct a video chat with more that one person at a time?

TOPIC	Data Retrieving and Organising
EYFS	<p>Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Year 1	<ul style="list-style-type: none"> • Can they capture images with a camera? • Can they print out a photograph from a camera with help? • Can they record a sound and play it back? • Can they enter information into a template to make a graph? • Can they talk about the results shown on a graph? <p>Challenge</p> <ul style="list-style-type: none"> • Can they record pupils' voices as a voice over? • Can they use a teacher prepared photo story to create a slideshow of photos?
Year 2	<ul style="list-style-type: none"> • Can they find information on a website? • Can they click links in a website? • Can they print a web page to use a resource? • Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw? <p>Challenge</p> <ul style="list-style-type: none"> • Can they create a presentation in a small group and record the narration? • Can they record sounds into software and playback? • Can they insert prerecorded sounds into a presentation? • Can they capture still and moving images?
Year 3	<ul style="list-style-type: none"> • Can they review images on a camera and delete unwanted images? • Have they experienced downloading images from camera into files on the computer? • Can they use photo editing software to crop photos and add effects? • Can they manipulative sound when using simple recording story boarding?
Year 4	<ul style="list-style-type: none"> • Can they capture images using webcams, screen capture, scanning, visualizer and internet? • Can they choose images and download into a file? • Can they download images from the camera into files on the computer? • Can they copy graphics from a range of sources and paste into a desktop publishing program? <p>Challenge</p> <ul style="list-style-type: none"> • Can they use photo editing software to crop photographs and add effects?
Year 5	<ul style="list-style-type: none"> • Can they listen to streaming audio such as online radio? • Can they download and listen to podcasts? • Can they produce and upload a podcast? • Can they manipulate sounds using Audacity? • Can they select music from open sources and incorporate it into multimedia presentations? • Can they work on simple film editing? <p>Challenge</p> <ul style="list-style-type: none"> • Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or I peg. File format using the 'save as' command?
Year 6	<ul style="list-style-type: none"> • Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? • Can they add special effects to alter the appearance of a graphic? • Can they 'save as' gif or I peg. Wherever possible to make the file size smaller (for emailing or downloading)?

	<ul style="list-style-type: none"> Can they make an information poster using their graphics skills to good effect?
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Topic	Databases
EYFS	Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Year 1	
Year 2	
Year 3	<ul style="list-style-type: none"> Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database? Challenge <ul style="list-style-type: none"> Can they search by keyword using a child friendly search engine? Can they bookmark a page into your favourites? Can they contribute to a class blog? Can they use repeat command in logo to create a pattern?
Year 4	<ul style="list-style-type: none"> Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the terms 'cells', 'rows' and 'columns'? Can they enter data, highlight it and make bar charts?
Year 5	<ul style="list-style-type: none"> Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? Challenge <ul style="list-style-type: none"> Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? Can they save an image document as a gif or i peg. file format using the 'save as' command?
Year 6	<ul style="list-style-type: none"> Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?

Topic	E - Safety
EYFS	Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Year 1	<ul style="list-style-type: none"> Can they understand the different methods of communication (e.g. email, online forums etc)?
Year 2	<ul style="list-style-type: none"> Do they know you should only open email from a known source? • Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly?

	<ul style="list-style-type: none"> • Can they begin to evaluate websites and know that everything on the internet is not true? • Do they know that it is not always possible to copy some text and pictures from the internet? • Do they know that personal information should not be shared online? • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? • Can they follow the school's safer internet rules? • Can they use the search engines agreed by the school? • Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? • Can they use the internet for learning and communicating with others, making choices when navigating through sites? • Can they send and receive email as a class? • Can they recognise advertising on websites and learn to ignore it? • Can they use a password to access the secure network?
Year 3	<ul style="list-style-type: none"> • Do they understand the need for rules to keep them safe when exchanging learning and ideas online?
Year 4	<ul style="list-style-type: none"> • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. crosschecking? • Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they understand that copyright exists on most digital images, video and recorded music? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know how to report an incident of cyber bullying? • Do they know the difference between online communication tools used in school and those used at home? • Do they understand the need to develop an alias for some public online use? • Do they understand that the outcome of internet searches at home may be different than at school? • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and representing materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? • Can they use different search engines?
Year 5	<ul style="list-style-type: none"> • Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?
Year 6	<ul style="list-style-type: none"> • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and

	<p>understand how to minimise those risks (including scams and phishing)?</p> <ul style="list-style-type: none"> • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate? • Do they follow the school's safer internet rules? • Can they make safe choices about use of technology? • Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong? • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?
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TOPIC	Presentation
EYFS	<p>Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Year 1	
Year 2	
Year 3	<ul style="list-style-type: none"> • Can they create a presentation that moves from slide to slide and is aimed at a specific audience? • Can they combine text, images and sounds and show awareness of audience? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Challenge</p> <ul style="list-style-type: none"> • Can they search by keyword using a child friendly search engine? • Can they bookmark a page into your favourites? • Can they contribute to a class blog? • Can they use repeat command in logo to create a pattern?

Year 4	<ul style="list-style-type: none"> • Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? • Can they insert sound recordings into a multi media presentation? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Challenge</p> <ul style="list-style-type: none"> • Can they use animation in their presentation?
Year 5	<ul style="list-style-type: none"> • Can they use a range of presentation applications? • Do they consider audience when editing a simple film? • Do they know how to prepare and then present a simple film? • Can they use ICT to record sounds and capture both still and video images? • Can they make a home page for a website that contains links to other pages? • Can they capture sounds, images and video? • Can they use the word count tool to check the length of a document? • Can they use bullets and numbering tools? <p>Challenge</p> <ul style="list-style-type: none"> • Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or i peg. file format using the 'save as' command? • Can they make an information poster using graphics skills to good effect?
Year 6	<ul style="list-style-type: none"> • Can they present a film for a specific audience and then adapt same film for a different audience? • Can they create a sophisticated multimedia presentation? • Can they confidently choose the correct page set up option when creating a document? • Can they confidently use text formatting tools, including heading and body text? • Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?

TOPIC	Using the internet
EYFS	<p>Technology: 40-60 Use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Year 1	
Year 2	
Year 3	<ul style="list-style-type: none"> • Can they find relevant information by browsing a menu. • Can they search for an image, then copy and paste it into a document? • Can they use 'Save picture as' to save an image to the computer? • Can they copy and paste text into a document? • Do they begin to use note making skills to decide what text to copy? <p>Challenge</p> <ul style="list-style-type: none"> • Can they search by keyword using a child friendly search engine? • Can they bookmark a page into your favourites? • Can they contribute to a class blog? • Can they use repeat command in logo to create a pattern?
Year 4	<ul style="list-style-type: none"> • Can they use a search engine to find a specific website? • Can they use note-taking skills to decide which text to copy and paste into a document? • Can they use tabbed browsing to open two or more web pages at the same time? • Can they open a link to a new window? • Can they open a document (PDF) and view it? <p>Challenge</p> <ul style="list-style-type: none"> • Can they use photo editing software to crop photographs and add effects?
Year 5	<ul style="list-style-type: none"> • Can they use a search engine using keyword searches? • Can they compare the results of different searches? • Can they decide which sections are appropriate to copy and paste from at least two web pages?

	<ul style="list-style-type: none"> • Can they save stored information following simple lines of enquiry? • Can they download a document and save it to the computer? <p>Challenge</p> <ul style="list-style-type: none"> • Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or i peg. file format using the 'save as' command?
Year 6	<ul style="list-style-type: none"> • Can they contribute to discussions online? • Can they use a search engine using keyword searches? • Can they use complex searches using such as '+ 'OR' "Find the phrase in inverted commas"? <p>Challenge</p> <ul style="list-style-type: none"> • Can they compare the information provided on two tabbed websites looking for bias and perspective?