



# Progression of Knowledge and End Points

## Computing

Computing	End of term 1		End of term 2		End of term 3	
EYFS	<u>PSED</u> • Remember rules without needing an adult to remind them <u>PD</u> Match their developing physical skills to tasks and activities in the setting. <u>UW</u> Explore how things work.		<u>PSED</u> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'. <u>PD</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>EAD</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.		<u>PSED</u> • 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. <u>EAD</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
Year 1	<u>Video creation – chatterpix</u> Animate a simple image to speak in role Add filters and stickers to enhance an animation of a character. <u>Online reputation</u> Describe what information I should not put online without asking a trusted adult first	<u>Video creation – shadow puppets</u> Select images and record a voiceover. <u>Online bullying</u> Describe how to behave online in ways that do not upset others and can give examples	<u>Programming</u> <u>Animation– scratch jr</u> Write simple algorithms Locate and fix bugs <u>Managing information online</u> Give simple examples of how to find information using digital technologies	<u>Animations Creating a Cartoon - Puppet pals</u> Create a simple animation to tell a story including more than one character. <u>Online relationships</u> Give examples of when I should ask permission to do something online and explain why this is important	<u>Data handling – pictograms</u> Collect data on a topic. Create a tally chart and pictogram. <u>Self image and identity</u> Recognise that there may be people online who could make someone feel sad, embarrassed or upset <u>Copyright and Ownership</u>	<u>Presentations – storyboard</u> Order images to create a simple storyboard <u>Health ,Wellbeing and Lifestyle</u> Explain rules to keep myself safe when using technology both in and beyond the home <u>Privacy and security</u> Explain how passwords are used to protect information, accounts and devices

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					Explain why work I create using technology belongs to me	
Year 2	<u>Presentation – thinglink</u> Add voice labels to an image. <u>Self Image and Identity</u> Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	<u>Programming – knock knock joke</u> Understand programs follow precise instructions. Debug programs of increasing complexity <u>Online reputation</u> Explain how information put online about someone can last for a long time <u>Online bullying</u> Talk about how anyone experiencing bullying can get help	<u>Data handling – venn diagram</u> Sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. <u>Online relationships</u> Explain who I should ask before sharing things about myself or others online	<u>Digital art – photo shopping</u> Edit a photo with simple tools. Cut images with accuracy to layer on other images. <u>Managing online information</u> Explain why some information I find online may not be real or true	<u>AR &amp; VR – Storytelling with AR</u> Choose and create different types of animations to best explain my learning. <u>Health ,Wellbeing and Lifestyle</u> Say how those rules / guides can help anyone accessing online technologies	<u>Video creation – masking storytime</u> Use tools to add effects to a video. Begin to use green screen techniques and masking with support <u>Privacy and security</u> Describe and explain some rules for keeping personal information private <u>Copyright and Ownership</u> Recognise that content on the internet may belong to other people.
Year 3	<u>Programming – animations in scratch</u> Design and create a program <u>Self Image and Identity</u> Explain ways in which someone might change their identity depending on	<u>Presentations – digital comic</u> Edit the style and effect of text and images <u>Online bullying</u> Describe appropriate ways to behave towards	<u>Video creation – voiceover film</u> Sequence clips of mixed media in a timeline and record a voiceover <u>Managing online information</u>	<u>Data handling – interactive story graphs</u> Create a sorting diagram and complete a data handling activity with it using images and text.	<u>Sound – Podcasting</u> Edit sound effects for a purpose. Record a radio broadcast or audiobook. <u>Online Relationships</u> Explain what it means to ‘know someone’ online and why this	<u>Digital Art – Digital self portraits</u> Create a digital image using a range of tools, pens, brushes and effects <u>Privacy and security</u>

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Year 4	<p><u>Sound – Garage band movie soundtrack</u> Edit sound effects for a purpose. Compose a soundtrack that can be added to a film project. <u>Self Image and identity</u> Explain how my online identity can be different to the identity I present in 'real life'</p>	<p><u>Data handling – questionnaire</u> Create and publish an online questionnaire and analyse the results <u>Online reputation</u> Describe how to find out information about others by searching online <u>Online bullying</u> Describe ways people can be bullied through a range of media</p>	<p><u>Presentation – digital posters</u> Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks <u>Online relationships</u> Give examples of how to be respectful to others online and describe how to recognise healthy and</p>	<p><u>Programming – crumble powered robot orchestra</u> Use repetition in programs and use logical reasoning to systematically detect and correct errors in programs <u>Managing online information</u> Describe how to search for information within a wide group of</p>	<p><u>Video Creation – visual storytelling</u> Sequence clips of mixed media in a timeline and record a voiceover <u>Health, well-being and lifestyle</u> Explain how using technology can be a distraction from other things, in both a positive and negative way</p>	<p><u>Animation – line draw</u> Use shapes and drawing tools to create digital art. <u>Privacy and security</u> Describe strategies for keeping personal information private, depending on context <u>Copyright and ownership</u> Give some simple examples of content which I must not use</p>

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Year 5	<u>Video Creation – Greenscreen news report</u> Evaluate and improve the best video tools to best explain my understanding. <u>Self Image and identity</u> Explain how identity online can be copied, modified or altered	<u>Programming – Scratch platform game</u> Use a variety of selection commands in programs <u>Online reputation</u> Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect <u>Online bullying</u> Identify a range of ways to report concerns and access support both in school and at home about online bullying.	<b><u>Programming – Quizzes in Scratch</u></b> Create programs by decomposing them into smaller parts <u>Online relationships</u> Explain how sharing something online may have an impact either positively or negatively	<u>AR &amp; VR – Interactive displays</u> Create an interactive poster using AR and enhance digital photos and images using crop, brightness and resize tools <u>Managing online information</u> Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence <u>Copyright and ownership</u> Assess and justify when it is acceptable to use the work of others	<u>Sound – Four Chord remix</u> Create a simple four chord song following the correct rhythm <u>Privacy and security</u> Explain what a strong password is and demonstrate how to create one	<u>Data Handling – Google sheets</u> Edit and format difference cells in a spreadsheet <u>Health, well-being and lifestyle</u> Describe some strategies, tips or advice to promote health and wellbeing with regards to technology
Year 6	<u>Video creation - Greenscreen Special Effects</u> Create videos using a range of media - green screen, animations, film and image. <u>Online reputation</u>	<u>Presentation - App Prototype</u> Design an app prototype that links multimedia pages	<u>Animation - 3D Animated cartoon</u> Plan, script and create a 3D animation to explain a concept or tell a story <u>Privacy and security</u>	<u>Programming - 3D Letters Beetle Blocks</u> Identify the need for, and work with, variables.	<u>AR &amp; VR - Interactive VR experience</u> Create an interactive VR experience and explain how VR and AR works. <u>Self image and identity</u>	<u>Sound - podcasting</u> Experiment with live loops to create a song and edit sound effects for a purpose

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	<p>Explain the ways in which anyone can develop a positive online reputation</p>	<p>together with hyperlinks</p> <p><u>Online relationships</u></p> <p>Explain how sharing something online may have an impact either positively or negatively</p> <p><u>Online bullying</u></p> <p>Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me</p>	<p>Describe simple ways to increase privacy on apps and services that provide privacy settings</p> <p><u>Copyright and ownership</u></p> <p>Demonstrate how to make references to and acknowledge sources I have used from the internet</p>	<p><u>Health, well-being and lifestyle</u></p> <p>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</p>	<p>Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online</p>	<p><u>Managing online information</u></p> <p>Describe how some online information can be opinion and can offer examples</p>
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