Whole School Computing Curriculum Progression

Curriculum Intent Statement:

The breath of our **Computing** curriculum is adapted to our beliefs about the needs of our pupils and our values as a school. We have agreed that within our **Computing** curriculum, Welton children need:

- To be vigilant and aware of using technology safely
- Opportunities to experience the use of computing technology in the wider world
- To develop an emotional understanding and become digitally literate
- To appreciate the subject through aspirational visitors, role models and events for future STEM careers

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of study (NC Ref)	**ELG 4 - Managing Self** i) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG 13 - Past and Present** ii) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**Online Safety** *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.* **Grouping and Sorting** *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Pictograms**	**Coding** *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; use logical reasoning to predict the behaviour of simple programs* **Online Safety** *use technology safely and respectfully, keeping personal*	**Coding** *design, write and debug programs that accomplish specific goals, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* **Online Safety** *use technology safely, respectfully and responsibly; use search technologies effectively* **Spreadsheets** *select, use and combine a variety*	**Coding** *design, write and debug programs that accomplish specific goals, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* **Online Safety** *use technology safely, respectfully and responsibly; use search technologies effectively* **Spreadsheets**	**Coding** *design, write and debug programs that accomplish specific goals, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* **Online Safety** *use technology safely, respectfully and responsibly; use search technologies effectively* **Spreadsheets**	**Coding** *design, write and debug programs that accomplish specific goals, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* **Online Safety** *use technology safely, respectfully and responsibly; use search technologies effectively* **Spreadsheets** *select, use and combine a variety*

		use technology purposefully to create, organise, store, manipulate and retrieve digital content **Lego Builders** *create and debug simple programs* **Maze Explorers** *use logical reasoning to predict the behaviour of simple programs* **Animated Story Books** *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Coding** *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* **Spreadsheets** *use technology purposefully to*	*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.* **Spreadsheets** *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Questioning** *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Effective Searching** *use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school* **Creating Pictures** *use technology purposefully to*	*of software to design and create a range of programs* **Touch Typing** **Email** *understand computer networks including the internet; Branching Databases* **Simulations** *use sequence, selection, and repetition in programs* **Graphing** *select, use and combine a variety of software to design and create a range of programs*	*select, use and combine a variety of software to design and create a range of programs* **Writing for Different Audiences** *select, use and combine a variety of software to design and create a range of programs* **Logo** *select, use and combine a variety of software to design and create a range of programs* **Animation** *use sequence, selection, and repetition in programs* **Effective Searching** *understand computer networks including the internet; Branching Databases* **Hardware Investigation** *understand computer*	*select, use and combine a variety of software to design and create a range of programs* **Databases** *select, use and combine a variety of software to design and create a range of programs* **Game Creator** *use sequence, selection, and repetition in programs* **3D Modelling** *select, use and combine a variety of software to design and create a range of programs* **Concept Maps** *select, use and combine a variety of software to design and create a range of programs*	*of software to design and create a range of programs* **Blogging** *select, use and combine a variety of software to design and create a range of programs* **Text Adventures** *use sequence, selection, and repetition in programs* **Networks** *understand computer networks including the internet; Branching Databases* **Quizzing** **Understanding Binary** *understand computer networks including the internet*

		create, organise, store, manipulate and retrieve digital content **Technology Outside of School** *recognise common uses of information technology beyond school*	*create, organise, store, manipulate and retrieve digital content* **Making Music** *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Presenting Ideas** *use technology purposefully to create, organise, store, manipulate and retrieve digital content*		*networks including the internet*		
Threshold Concepts	To code, To communicate, To collect, To connect						
Essential Prior Learning		By the end of EYFS, children should have learnt a range of basic skills including: Mouse and Trackpad Skills • This includes clicking, navigating using the movement of the mouse and dragging and dropping. • The activities aim to support children in developing the hand-eye coordination skills	By the end of Year 1: Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand Children can work out what is wrong with a simple algorithm when the steps are out	By the end of Year 2: Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Children can create a simple	By the end of Year 3: Children can turn a simple real life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the	By the end of Year 4: When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	By the end of Year 5: Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some

and fine-motor required to operate a mouse effectively.
• A typical laptop trackpad is also introduced.
Keyboard Skills
• This includes simple typing, capital letters and function keys such as 'enter'.
• Activities are included that match lower-case and capital letters as most keyboards that children encounter will contain capital letters.
• It also includes recognising different fonts for example, an 'a' written a or a.
• Children can also combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing.

Drawing skills
• This includes choosing pens and style and composing drawn images on screen.
• It also includes the undo function.

---

of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.

When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.

Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow

---

program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.

Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.

Children demonstrate an ability to organise data using, for example, a database such as 2Invesitigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions

---

desired algorithm and then fix it.

Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.

Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to

---

Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.

Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new

---

support identifying the specific line of code.

Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.

When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.

Children understand the

• The use of a tablet is suggested as well as a mouse to enable children to mark make using touch. Robots • Most early years classroom have access to floor robots; ideas are included for structured play with robots, starting with toy vehicles initially. • There are also ideas that start to develop children's logical processing skills in terms of following and creating instructions and making predictions. Sounds • These ideas make use of recording tools within Purple Mash • Children will also create music using the tools. Photography • Ideas for using photos in the classroom. • How to upload images; a variety of devices and	simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count. Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My	within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. Children know the implications of inappropriate online searches.	identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way. Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple	knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. Children understand the function, features and layout of a search engine.	value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards. Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the

		connections are suggested but will need to be adapted to the resources available in the school. Technology Around Us • A selection of role-play ideas for including technology in play. Hardware • Introduces knowledge about the parts of a computer and how to look after equipment. • Basic computer hygiene, including handwashing, being gentle and keeping food and drinks away from devices. Safety and Privacy • Cross-over with PSHE curriculum: many of these aspects will be covered in PSHE sessions and can be extended to lay the foundations for online safety awareness. • Introduces the idea of ownership and privacy. • How to recognise when you are not	Work folder on Purple Mash.	Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult. Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond. Children demonstrate the importance of	Mash search or internet-wide search engines. Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond. Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of	They can appraise selected webpages for credibility and information at a basic level. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards. Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate	solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email. Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

		comfortable with something. • The concept of a helping hand of people to get support from. • The idea of how to say no to something • Keeping healthy; link to screentime • Being kind		having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	content and contact.	
Vocabulary	See individual units for specific vocabulary lists						
Trips and extra curricular experiences							