










Computing Curriculum Progression

At St Peter's we are committed to matching the pace of an ever-changing world by constantly keeping abreast of technological innovation and cutting-edge thinking.



At St. Peter's, we are:

Empowered learners	
Digital citizens	
Knowledge constructors	
Innovative designers	
Computational thinkers	
Creative communicators	
Global collaborators	

EYES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><i>Kings & Queens/Fairy tales</i></p> <p><i>EYFS Learning: Know how to operate electric toys Know that computers can be used to find information</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Play with remote control cars and work out how they work • Find a picture of a dragon on an iPad and write a story about it • Use iPads to find a fact with adult support 	<p><i>Kings & Queens/Fairy tales</i></p> <p><i>EYFS Learning: Know how to operate electric toys Know that computers can be used to find information</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Play with other electrical toys and identify what makes them work • Find the answer to question on an iPad with adult support / as a whole class 	<p><i>Are we there yet?</i></p> <p><i>EYFS Learning: Simple programming</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Using Beebots and programming them to go in certain directions 	<p><i>Are we there yet?</i></p> <p><i>EYFS Learning: Simple programming</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Using Beebots and programming them to go in certain directions 	<p><i>What can we see in summer?</i></p> <p><i>EYFS Learning: Select and use technology for particular purposes</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Take photos on iPads of their learning • Choose to find out information with adult support • Follow a map using iPads to help 	<p><i>What can we see in summer?</i></p> <p><i>EYFS Learning: Select and use technology for particular purposes</i></p> <p>Computing activities:</p> <ul style="list-style-type: none"> • Draw on photos on iPads to edit a picture (Doodle Buddy) • Use technology to help in maths or writing • Record a short video

Year 1/2

	Term 1	Term 1	Term 2	Term 3
Big Idea	Digital Citizenship – How do we stay safe online?	Coding – How do we make robots move? Beebots (Year 1) / Ozobots (Year 2)	Office programs – How do you make a picture book? Pages	Digital art – Can we make art on iPads? Doodle Buddy / Spark Post
Concept Progression	<p>Digital citizen:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Ensure all my online behaviour is safe and positive. • Use information safely online <p>Year 2 –</p> <ul style="list-style-type: none"> • Ensure all my online behaviour is safe, responsible and positive • Understand which information should be kept private online • Understand that data is tracked online 	<p>Empowered Learner:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Use technology to help me achieve a goal • Think of an idea to solve a technology problem <p>Year 2 –</p> <ul style="list-style-type: none"> • Set a goal that technology can help me to achieve <p>Computational thinker:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Create a simple program • Use simple automation through developing a series of steps <p>Year 2 –</p> <ul style="list-style-type: none"> • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Create my own algorithm using precise and clear instructions <p>Innovative designer:</p> <p>Year 2 –</p> <ul style="list-style-type: none"> • Use a process for testing different ideas • Begin to develop and test prototypes 	<p>Creative communicator:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Communicate my ideas using a digital tool • Create my own content based on ideas from my teacher <p>Year 2 –</p> <ul style="list-style-type: none"> • Communicate my ideas clearly using a digital tool I have chosen • Create my own content based on ideas from other people • Use technology to purposefully create, store, manipulate and retrieve digital content <p>Global collaborator:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Work with a partner to achieve a goal <p>Year 2 –</p> <ul style="list-style-type: none"> • Work effectively as part of a group to achieve a goal 	<p>Innovative designer:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Begin to use a process for testing different ideas with support • Choose the best digital tool to achieve my goal from a choice given to me • Create a prototype and test it <p>Year 2 –</p> <ul style="list-style-type: none"> • Use a process for testing different ideas • Choose the best digital tool to achieve my goal from those in a given program • Begin to develop and test different prototypes <p>Empowered learner:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Use commands I am familiar with in new technology <p>Year 2 –</p> <ul style="list-style-type: none"> • Use what I already know to explore new technology
Knowledge progression	<p>Year 1 –</p> <ul style="list-style-type: none"> • Recognise common uses for technology beyond school • Know basic ways to keep information private online e.g., passwords • Know where and how to get help if I am worried about anything online <p>Year 2 –</p> <ul style="list-style-type: none"> • Understand which links or websites might be reliable or unreliable • Recognise that attachments and pop-ups may be unsafe to open • Know how to create an online nickname and its importance 	<p>Year 1 –</p> <ul style="list-style-type: none"> • Program a Beebot to follow simple instructions • Create an algorithm of different commands for a Beebot to follow • Debug a simple algorithm that isn't working <p>Year 2 –</p> <ul style="list-style-type: none"> • Calibrate an Ozobot independently • Use simple black lines to make an Ozobot follow a path • Use simple colour codes to make Ozobots speed up, slow down, turn and do some different moves (tornado / zigzag) • Design and create a course for an Ozobot with specific instructions on using their coding knowledge • Debug and solve any problems with coding 	<p>Year 1 –</p> <ul style="list-style-type: none"> • Create a new document and type on it using a keyboard • Add pictures and record audio • Add a text box and other shapes • Rename a document to save it <p>Year 2 –</p> <ul style="list-style-type: none"> • Format text by changing the font, the colour and making it bold, underlines or italic • Copy and paste an image from Safari • Use the undo button to correct mistakes • Insert and format a range of objects 	<p>Year 1 –</p> <p>Doodle Buddy</p> <ul style="list-style-type: none"> • Use different paint tools and change the colour and size of the brush • Add a different background • Use stamps <p>Spark Post</p> <ul style="list-style-type: none"> • Add a new post and choose a background • Add images and stickers • Add text <p>Year 2 –</p> <p>Doodle Buddy</p> <ul style="list-style-type: none"> • Use backgrounds using their own photos • Use the smudge tool to blend • Add a textbox and edit the text <p>Spark Post</p> <ul style="list-style-type: none"> • Format text in different ways • Animate text • Change the layout

	Term 4	Term 5	Term 6
Big Idea	Coding – Can you make a cat play basketball? Scratch Junior	Coding – Can you make a cat play basketball? Scratch Junior (Year 1) / Hopscotch (Year 2)	Video editing – What makes an exciting video? Spark Video
Concept Progression	<p>Empowered learner: Year 1 –</p> <ul style="list-style-type: none"> • Achieve a goal given to me using technology with support • Think of an idea to solve a technology problem <p>Year 2 –</p> <ul style="list-style-type: none"> • Independently achieve a goal given to me using technology • Come up with ideas to solve my own technology problems <p>Computational thinker: Year 1 –</p> <ul style="list-style-type: none"> • Create a simple program • Use simple automation through developing a series of steps <p>Year 2 –</p> <ul style="list-style-type: none"> • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Create my own algorithm using precise and clear instructions 	<p>Empowered learner: Year 1 –</p> <ul style="list-style-type: none"> • Achieve a goal given to me using technology with support • Think of an idea to solve a technology problem <p>Year 2 –</p> <ul style="list-style-type: none"> • Independently achieve a goal given to me using technology • Come up with ideas to solve my own technology problems <p>Computational thinker: Year 1 –</p> <ul style="list-style-type: none"> • Create a simple program • Use simple automation through developing a series of steps <p>Year 2 –</p> <ul style="list-style-type: none"> • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Create my own algorithm using precise and clear instructions • 	<p>Creative communicator: Year 1 –</p> <ul style="list-style-type: none"> • Choose the best tool from a few options given to me • Communicate my ideas using a digital tool • Create my own content based on ideas from my teacher • Begin to store and retrieve my own work with support <p>Year 2 –</p> <ul style="list-style-type: none"> • Choose the best tool from the ones in a given program • Communicate my ideas clearly using a chosen digital tool • Create my own content based on ideas from other people • Use technology to purposefully create, store, manipulate and retrieve digital content <p>Global collaborator: Year 1 –</p> <ul style="list-style-type: none"> • I can work as part of a group to achieve a goal <p>Year 2 –</p> <p>I can explore technological solutions to local issues</p>
Knowledge progression	<p>Year 1 –</p> <ul style="list-style-type: none"> • Add and delete sprites (characters) • Change and add backgrounds • Make sprites move in different directions and at different speeds • Use different ways to start the code • Add their own sounds to sprites <p>Year 2 –</p> <ul style="list-style-type: none"> • Use message command to make sprites start their code at different times • Use the repeat and repeat forever commands to repeat certain codes in order to achieve a certain goal • Make sprites hide and show at certain points 	<p>Year 1 –</p> <ul style="list-style-type: none"> • Add and delete sprites (characters) • Change and add backgrounds • Make sprites move in different directions and at different speeds • Use different ways to start the code • Add their own sounds to sprites <p>Year 2 –</p> <ul style="list-style-type: none"> • Use message command to make sprites start their code at different times • Use the repeat and repeat forever commands to repeat certain codes in order to achieve a certain goal • Make sprites hide and show at certain points • Extend more able children to Hopscotch – Use a range of functions on Hopscotch • Create a simple game – simple version of Crossy Road 	<p>Year 1 –</p> <ul style="list-style-type: none"> • Add videos and photos from the camera roll to create a video • Change the background music to fit a theme • Record a voiceover to add to a video <p>Year 2 –</p> <ul style="list-style-type: none"> • Trim a video while adding it • Add text to a video they have made • Experiment with different layouts • Use different themes effectively

Year 3/4

	Term 1	Term 1	Term 2	Term 3
Big Idea	Digital Citizenship – How do we stay safe online?	Office – How can we present our ideas? Keynote	Coding – How are computer games made? Swift Playgrounds / Scratch	Video editing – What does it take to be a movie director? iMovie
Concept Progression	<p>Digital citizen:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Ensure all my online behaviour is responsible. Understand what a digital identity is and what can affect it Understand how data is tracked through online navigation <p>Year 4 –</p> <ul style="list-style-type: none"> Recognise acceptable and unacceptable behaviour online Understand how to manage a digital identity Use and share information safely online Understand how to keep online data hidden 	<p>Creative communicator:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Communicate my ideas clearly using digital tools in a chosen programme Integrate a range of appropriate media combining text and graphics <p>Year 4 –</p> <ul style="list-style-type: none"> Communicate a range of different ideas clearly, using different digital tools in a chosen programme Integrate a range of appropriate media combining text and graphics, including hyperlinks <p>Global collaborator:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Use collaborative technologies with support to work with others Begin to explore local and global issues <p>Year 4–</p> <ul style="list-style-type: none"> Use collaborative technologies work with others Explore local and global issues 	<p>Empowered learner:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Set goals to achieve using technology Begin to solve my own technology problems <p>Year 4 –</p> <ul style="list-style-type: none"> Set goals to achieve using technology Begin to solve my own technology problems <p>Computational thinker:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Begin to design programs to meet a specific goal Detect and correct simple errors in algorithms Begin to break problems into parts to solve Create a short sequence of instructions for devices to follow <p>Year 4–</p> <ul style="list-style-type: none"> Design, write and debug simple programs Detect and correct a range of errors in algorithms Break problems into parts to solve Use sequences and repetitions to achieve a goal 	<p>Creative communicator:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Communicate my ideas clearly using different digital tools in a chosen programme Create my own content based on ideas from other people and the real world <p>Year 4 –</p> <ul style="list-style-type: none"> Communicate a range of different ideas clearly, using different digital tools in a chosen programme Create my own content based on ideas from my own research <p>Empowered learner:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Use what I know to help when using new technology <p>Year 4–</p> <ul style="list-style-type: none"> Use what I know to use new technology effectively <p>Global collaborator:</p> <p>Year 3 –</p> <ul style="list-style-type: none"> Use collaborative technologies with support to work with others <p>Year 4–</p> <ul style="list-style-type: none"> Use collaborative technologies to work with others
Knowledge progression	<p>Year 3 –</p> <ul style="list-style-type: none"> Understand which information to share online and the impact it can have Understand 2-step verification and how it keeps data safe <p>Year 4 –</p> <ul style="list-style-type: none"> Know the term 'phishing' and understand key signs to look out for Know where to find privacy settings on different websites and devices and how these can be used to protect privacy 	<p>Year 3 –</p> <ul style="list-style-type: none"> Use a theme to create a new Keynote Edit slide layout and background Add text, photos, videos and audio to Keynotes and format them Add animations to objects and transitions to slides <p>Year 4 –</p> <ul style="list-style-type: none"> Use a range of animations for objects including precise motion paths Work collaboratively with others on the same Keynote Add videos from the internet and format videos to play across multiple slides 	<p>Year 3 –</p> <ul style="list-style-type: none"> Use Swift Playgrounds to learn about Commands and Functions Learn how to change and code Sprites and backgrounds in Scratch Create their own version of Slug Trail game Create own blocks in Scratch to demonstrate functions <p>Year 4 –</p> <ul style="list-style-type: none"> Use Swift Playgrounds to learn about For Loops and Conditionals Use conditionals to create controls using keyboard keys to move Sprites around Create own version of Crab Maze game using functions, conditionals and loops Begin to explore messages in Scratch to include a lose screen 	<p>Year 3 –</p> <ul style="list-style-type: none"> Follow the template to create a movie trailer as an introduction Insert different videos, trim them, split them and detach audio Change the speed and volume of a video clip Add filters for specific effects Add text using a range of title styles <p>Year 4 –</p> <ul style="list-style-type: none"> Use sound effects and background music at specific points Add a voiceover Include pictures and adjust their movements Use transitions between video clips Create a freeze frame using the freeze function

	Term 4	Term 5	Term 6
Big Idea	Digital creation – How can we share what we know with others? Spark Page	Coding – Can a robot get through an obstacle course? Ozobots Blockly	Coding – Can you design a machine to help the environment? Lego WeDo
Concept Progression	<p>Empowered learner: Year 3 –</p> <ul style="list-style-type: none"> Use technology to help me in my learning <p>Year 4 –</p> <ul style="list-style-type: none"> Use technology to improve my learning <p>Creative communicator Year 3 –</p> <ul style="list-style-type: none"> Create my own context based on ideas from other people and the real world Integrate a range of appropriate media combining text and graphics <p>Year 4 –</p> <ul style="list-style-type: none"> Create my own content based on ideas from my own research Integrate a range of appropriate media combining text and graphics, including hyperlinks <p>Innovative designer: Year 3 –</p> <ul style="list-style-type: none"> Select different digital tools to achieve my goal <p>Year 4 –</p> <ul style="list-style-type: none"> Select different digital tools to create a product suitable for my audience 	<p>Empowered learner: Year 3 –</p> <ul style="list-style-type: none"> Use what I know to help when using new technology <p>Year 4 –</p> <ul style="list-style-type: none"> Use what I know to use new technology effectively <p>Computational thinker: Year 3 –</p> <ul style="list-style-type: none"> Begin to design programs to meet a specific goal Detect and correct simple errors in algorithms Begin to break problems into parts to solve Create a short sequence of instructions for devices to follow <p>Year 4 –</p> <ul style="list-style-type: none"> Design, write and debug simple programs Detect and correct a range of errors in algorithms Break problems into parts to solve Use sequences and repetitions to achieve a goal 	<p>Empowered learner: Year 3 –</p> <ul style="list-style-type: none"> Set goals to achieve using technology <p>Year 4 –</p> <ul style="list-style-type: none"> Set goals to achieve using technology <p>Computational thinker: Year 3 –</p> <ul style="list-style-type: none"> Begin to design programs to meet a specific goal Detect and correct simple errors in algorithms <p>Year 4 –</p> <ul style="list-style-type: none"> Design, write and debug simple programs Detect and correct a range of errors in algorithms <p>Innovative designer: Year 3 –</p> <ul style="list-style-type: none"> Use a design process and test some of my ideas Suggest ideas to improve prototypes I have designed <p>Year 4 –</p> <ul style="list-style-type: none"> Use a clear design process and begin to solve design problems Develop and improve prototypes I have designed
Knowledge progression	<p>Year 3 –</p> <ul style="list-style-type: none"> Use an appropriate theme to create a Page about a topic Add photos from a range of places Add and format text Add videos from the internet Explore different layout options <p>Year 4 –</p> <ul style="list-style-type: none"> Use buttons as hyperlinks Add a Glideshow to add extra information in a different way Include videos and pictures made themselves to enhance the Page 	<p>Year 3 –</p> <ul style="list-style-type: none"> Use Level 3 of Blockly to code Ozobots Program Ozobots to move in different ways including using sounds, light and a range of movements Explore how to use sensors to get Ozobots to avoid objects in their path Use loops to repeat movements <p>Year 4 –</p> <ul style="list-style-type: none"> Use Levels 3 and 4 of Blockly to code Ozobots Create own functions for Ozobots to use Use logic for conditional commands, including 'else' function Create a complex obstacle course for the Ozobot to follow and code it accurately 	<p>Year 3 –</p> <ul style="list-style-type: none"> Follow steps to build and code a robot using instructions – build Milo Code the motor block to work in different ways and at different speeds Add different codes to the robot including colour changes and their own sounds Use guided projects – Drop and Rescue / Grabbing objects <p>Year 4 –</p> <ul style="list-style-type: none"> Use motion and tilt sensors and code them to work in different ways – build Milo motion and tilt sensor Add different code to the robots including loops and functions Explore how to adapt robots and their coding to make them suitable for other purposes

Year 5/6

	Term 1	Term 1	Term 2	Term 3
Big Idea	Digital Citizenship – How do we stay safe online?	Coding – How do computers make decisions? Swift Playgrounds / Scratch	Video editing – How can we film ourselves around the world without leaving St Peters? iMovie	Coding – Should we trust self-driving cars? Ozobots Blockly
Concept Progression	<p>Digital citizen: Year 5 –</p> <ul style="list-style-type: none"> Use all technology safely, responsibly and respectfully Identify a range of different ways to report any concerns Understand that my data is tracked and stored on different devices, and how it is used by different websites Know how information is shared and used online, and know the importance of keeping personal information private Think critically about what I see online and recognise potentially harmful content <p>Year 6 –</p> <ul style="list-style-type: none"> Manage my digital identity effectively Consider the best way to report any concerns about content or contact Consider the impact of my online actions on others and display respectful behaviour online 	<p>Empowered learner Year 5 –</p> <ul style="list-style-type: none"> Troubleshoot my own technology problems in different ways <p>Year 6 –</p> <ul style="list-style-type: none"> Identify a range of different ways to troubleshoot and fix technology problems <p>Computational thinker Year 5 –</p> <ul style="list-style-type: none"> Detect and correct a range of errors in algorithms Design, write and debug code that accomplishes specific goals Use sequences and repetition to achieve a specific goal <p>Year 6 –</p> <ul style="list-style-type: none"> Collect and analyse data to help me solve problems Use automation to find a solution through developing a series of steps Design, write and debug code that accomplishes specific goals, including a range of complex algorithms 	<p>Creative communicator Year 5 –</p> <ul style="list-style-type: none"> Communicate complex ideas clearly and effectively through digital tools Create original content <p>Year 6 –</p> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to design content that accomplishes goals Create original content that achieves a specific goal <p>Global collaborator Year 5 –</p> <ul style="list-style-type: none"> Use collaborative technologies to work with others Explore local and global issues through my digital content <p>Year 6 –</p> <ul style="list-style-type: none"> Use collaborative technologies to work with others and manage my team effectively Explore local and global issues through my digital content 	<p>Empowered learner Year 5 –</p> <ul style="list-style-type: none"> Troubleshoot my own technology problems in different ways <p>Year 6 –</p> <ul style="list-style-type: none"> Identify a range of different ways to troubleshoot and fix technology problems <p>Computational thinker Year 5 –</p> <ul style="list-style-type: none"> Detect and correct a range of errors in algorithms Design, write and debug code that accomplishes specific goals Use sequences and repetition to achieve a specific goal <p>Year 6 –</p> <ul style="list-style-type: none"> Collect and analyse data to help me solve problems Use automation to find a solution through developing a series of steps Design, write and debug code that accomplishes specific goals, including a range of complex algorithms
Knowledge progression	<p>Year 5 –</p> <ul style="list-style-type: none"> Understand the terms copyright and plagiarism Understand that people we meet online might not be who they say they are Identify the features of a strong password <p>Year 6 –</p> <ul style="list-style-type: none"> Know the features of reliable and unreliable websites Explore app safety and privacy settings Understand how to generate and keep secure an effective password 	<p>Year 5 –</p> <ul style="list-style-type: none"> Use Swift Playgrounds to learn about Operators Understand comparison and logical operators Use operators in Scratch to create a quiz <p>Year 6 –</p> <ul style="list-style-type: none"> Use Swift Playgrounds remind themselves about Operators Design a game in Scratch using a range of controls including operators, functions and conditionals (For example: Flappy Bird) 	<p>Year 5 –</p> <ul style="list-style-type: none"> Use Green/Blue screen feature Use Cutaway feature to use the video from one clip with the audio from another <p>Year 6 –</p> <ul style="list-style-type: none"> Use Picture in Picture and Split Screen features Extend children to add extra effects using iMovie for Mac if possible 	<p>Year 5 –</p> <ul style="list-style-type: none"> Use levels 3 and 4 of Blockly to code Ozobots Create own functions for Ozobots to use Use logic for operators including AND and OR Program Ozobot to be a self-driving car including using sensors and surface colours <p>Year 6 –</p> <ul style="list-style-type: none"> Use level 4 of Blockly to code Ozobots Create own variables including speed and proximity threshold Create a testing simulation for Ozobot to be a self-driving car with a range of hazards

	Term 4	Term 5	Term 6
Big Idea	Office – How can we present data in different ways? Numbers / Keynote	Coding – How can we code Lego in different ways? Lego WeDo / Scratch	Digital Art – How do you design things in 3D? Tinkercad
Concept Progression	<p>Creative communicator Year 5 –</p> <ul style="list-style-type: none"> Communicate complex ideas clearly and effectively through digital tools Integrate a range of appropriate media including hyperlinks, graphs and interactivity <p>Year 6 –</p> <ul style="list-style-type: none"> Communicate a range of different ideas clearly, using different digital tools in a chosen programme Integrate a range of appropriate media including a range of different hyperlinks, graphs and interactivity <p>Global collaborator Year 5 –</p> <ul style="list-style-type: none"> Use digital tools to connect with learners from different places Explore local and global issues through my digital content <p>Year 6 –</p> <ul style="list-style-type: none"> Use digital tools to connect and collaborate with learners from different places Explore local and global issues through my digital content 	<p>Empowered learner Year 5 –</p> <ul style="list-style-type: none"> Troubleshoot my own technology problems in different ways <p>Year 6 –</p> <ul style="list-style-type: none"> Identify a range of different ways to troubleshoot and fix technology problems <p>Computational thinker Year 5 –</p> <ul style="list-style-type: none"> Detect and correct a range of errors in algorithms Design, write and debug code that accomplishes specific goals Use sequences and repetition to achieve a specific goal <p>Year 6–</p> <ul style="list-style-type: none"> Collect and analyse data to help me solve problems Use automation to find a solution through developing a series of steps Design, write and debug code that accomplishes specific goals, including a range of complex algorithms <p>Innovative designer: Year 5 –</p> <ul style="list-style-type: none"> Develop, test and refine prototypes <p>Year 6 –</p> <ul style="list-style-type: none"> Develop, test and refine prototypes to meet specific design requirements 	<p>Empowered learner: Year 5 –</p> <ul style="list-style-type: none"> Use what I already know to enhance my understanding of new technology <p>Year 6 –</p> <ul style="list-style-type: none"> Use what I already know to enable me to try new things with new technology <p>Creative communicator Year 5 –</p> <ul style="list-style-type: none"> Create original content <p>Year 6 –</p> <ul style="list-style-type: none"> Create original content that achieves a specific goal <p>Innovative designer: Year 5 –</p> <ul style="list-style-type: none"> Select effective digital tools and combine them to achieve my goal Develop, test and refine prototypes Use a clear design process for testing ideas and solving a range of problems <p>Year 6 –</p> <ul style="list-style-type: none"> Select effective digital tools and combine them to achieve my goal in the most effective way Develop, test and refine prototypes to meet specific design requirements Use a clear design process for developing more complex ideas
Knowledge progression	<p>Year 5 –</p> <ul style="list-style-type: none"> Create a simple table using data on Numbers Use the data to create a range of different graphs and charts, choosing the most appropriate for the data Use basic formula to enter data including SUM, TOTAL and AVERAGE Present the data in a Keynote <p>Year 6 –</p> <ul style="list-style-type: none"> Use more complex formula and link to operators and conditionals from coding – IF and AND Use a range of features in Numbers including categories and forms Present and explain the data in a Keynote 	<p>Year 3 –</p> <ul style="list-style-type: none"> Follow the template to create a movie trailer as an introduction Insert different videos, trim them, split them and detach audio Change the speed and volume of a video clip Add filters for specific effects Add text using a range of title styles <p>Year 4 –</p> <ul style="list-style-type: none"> Use sound effects and background music at specific points Add a voiceover Include pictures and adjust their movements Use transitions between video clips Create a freeze frame using the freeze function 	<p>Year 3 –</p> <ul style="list-style-type: none"> Follow steps to build and code a robot using instructions – build Milo Code the motor block to work in different ways and at different speeds Add different codes to the robot including colour changes and their own sounds Use guided projects – Drop and Rescue / Grabbing objects <p>Year 4 –</p> <ul style="list-style-type: none"> Use motion and tilt sensors and code them to work in different ways – build Milo motion and tilt sensor Add different code to the robots including loops and functions Explore how to adapt robots and their coding to make them suitable for other purposes

Knowledge constructor – To be covered through other lessons and research skills:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of skills	To know that computers can be used to find information	I can show an awareness of different forms of information	I can begin to research independently to find out information that I have been asked to	I can research independently to find out information that I want to know I know how to features of search engines and websites including hyperlinks and menus	I can use different sources to find information and use this to help in my learning I understand that results in search engines are selected and ranked	I can evaluate the accuracy and reliability of the information I find based on where I found it I understand that information, including from search engines is ranked, selected and targeted in different ways I can use a range of different sources to find information and apply this within my learning I can find answers to real-world questions using the Internet	I can use effective research strategies to find information and summarise what I have found in my own words I can use appropriate methods to validate information and check for bias and accuracy I can use a range of sources to find information and make connections across them I can develop and explore answer to real-world issues and problems

- Across different units of work, we are repeating skills due to having a spiral curriculum and children will be applying these skills in different contexts throughout the year.