

# Beamont Primary School



# Computing Curriculum Intent

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

## Beamont Primary School- COMPUTING progression through EYFS

### Understanding the World: Computing Overview

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

**ELG**

**NO ELG's are represented for this area.**

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary
Nursery Skills	<ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support</li> </ul>	<ul style="list-style-type: none"> <li>Know how to handle equipment safely</li> <li>Begin to know that they shouldn't use devices without supervision</li> </ul>	<ul style="list-style-type: none"> <li>Knows that information can be retrieved from digital devices and the internet</li> </ul>	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> </ul>	<i>Choices, equipment, buttons, movement, screen, keyboard, count, organise,</i>
Nursery Knowledge	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Autumn and Celebrations	<b>Spring 1</b> Animals	<b>Spring 2</b> Dinosaurs	<b>Summer 1</b> Growing	<b>Summer 2</b> Water
	<ul style="list-style-type: none"> <li>Explore different toys in role play such as telephones, cameras, keyboards.</li> <li>Know not to touch the teachers computer without supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Can operate a simple CD player by pressing start and stop to play music.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that we can search for information on 'google' by typing in a word to find out more.</li> </ul>	<ul style="list-style-type: none"> <li>Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options.</li> </ul>	<ul style="list-style-type: none"> <li>Can operate simple games on the iPad and know to open and end a programme.</li> </ul>	<ul style="list-style-type: none"> <li>Can type their name on a keyboard by finding the letters of their name.</li> </ul>

Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.  
 Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled .

## Beamont Primary School- COMPUTING progression through EYFS

### Understanding the World: Computing Overview

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

**ELG**  
NO ELG's are represented for this area.

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Completes a simple program on electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Begin to list different IT in their home</li> </ul>	<ul style="list-style-type: none"> <li>Begin to give reasons why we need to stay safe online</li> <li>Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	<ul style="list-style-type: none"> <li>Can create content such as a video recording, stories, and/or draw a picture on screen</li> </ul>	<ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul>	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme

Reception Knowledge	Autumn 1 All about Me	Autumn 2 Families and Celebrations	Spring 1 Up and Down	Spring 2 Growing and changing	Summer 1 Fairy Tales/ Adrift – Houses and Homes	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> <li>Can turn on an Ipad, open a programme and follow instructions.</li> <li>Can explain how to stay safe when using the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Can follow teachers' instructions when using an online interactive programme such as paint or draw.</li> </ul>	<ul style="list-style-type: none"> <li>Can write a variety of CVC words using a keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>To collect information about the measurement of plants and see which was the best environment for growing in.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the I Pad and class cameras to take their own images</li> <li>Can send a group class email to a different class and wait for a response.</li> </ul>	<ul style="list-style-type: none"> <li>Can use 'google' to find out more information about animals and use the images to support their own representations.</li> <li>Can explain who 'hector' is and why we use him.</li> </ul>

E-Safety	Computer Skills	Programing	Word Processing skills	Data Collection
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Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.  
 Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled.  
 Explicit teaching will be needed within this area when using iPads and researching. This should take place in small, guided groups.

**Year 1: Computing skills progression**

<p><b>KS1: POS</b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- 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.</li> </ul>	<p><b>Electronic Communication</b></p> <ul style="list-style-type: none"> <li>- Contribute to a class email to another class/school/teacher etc</li> </ul>
<p><b>Text and Multimedia</b></p> <ul style="list-style-type: none"> <li>- Work with others and with support to contribute to a digital class resources which includes text, graphic and sound</li> <li>- Open and close windows</li> <li>- Turn a device on</li> <li>- Type using both hands</li> </ul>	<p><b>Research and E-Safety</b></p> <ul style="list-style-type: none"> <li>- Explore information from a variety of sources</li> <li>- Save a picture from the internet</li> </ul>
<p><b>Digital Images and audio (photos, paint, animation)</b></p> <ul style="list-style-type: none"> <li>- Use a range of simple tools to modify a picture/create a picture/use a paint package</li> </ul>	<p><b>Algorithms (Control)</b></p> <ul style="list-style-type: none"> <li>- Control simple everyday devices to make them produce different outcomes.</li> </ul>
<p><b>Handling information (databases and graphs)</b></p> <ul style="list-style-type: none"> <li>- As a class or individually with support, children use a simple pictogram to develop graphical awareness</li> </ul>	<p><b>Understanding technologies</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of the range of devices and tools they encounter in everyday life</li> <li>- Show an awareness that why they create one a computer or tablet can be shown to others via another device (e.g. printer, projector, Apple TV)</li> </ul>

**Year 1 – End points**

<b>E-Safety</b>	<ul style="list-style-type: none"> <li>• To understand what information should be kept safe when using the internet.</li> <li>• To understand that everyone leaves a digital footprint.</li> <li>• To understand who to tell if something online upsets them.</li> </ul>
<b>Computer Skills &amp; Inputs</b>	<ul style="list-style-type: none"> <li>• To begin to apply mouse and trackpad skills by launching applications, manipulating windows and opening and saving files and folders.</li> <li>• To begin to develop basic computer skills in order to use a desktop or laptop computer.</li> <li>• Have an emerging understanding of what inputs and outputs are.</li> </ul>
<b>Word Processing Skills</b>	<ul style="list-style-type: none"> <li>• To begin to develop typing and word processing skills.</li> <li>• To have some knowledge of the location of letters and symbols on the keyboard.</li> <li>• To understand which search engines are age appropriate</li> </ul>
<b>Programming Toys</b>	<ul style="list-style-type: none"> <li>• To understand that computers and devices use programs to complete tasks.</li> <li>• To understand an algorithm as a set of step-by-step instructions.</li> <li>• To understand why it is important to be precise when writing an algorithm.</li> </ul>
<b>Programming with Scratch JR</b>	<ul style="list-style-type: none"> <li>• To continue to understand the principles of programming.</li> <li>• To develop a sense of creating, debugging and logical reasoning.</li> </ul>
<b>Digital Art</b>	<ul style="list-style-type: none"> <li>• To be able to use the influence of other artists to create pictures</li> <li>• To be able to use paint tools to create art digitally</li> </ul>

**Year 2: Computing skills progression**

<p><b>KS1: POS</b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- 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.</li> </ul>	<p><b>Electronic Communication</b></p> <ul style="list-style-type: none"> <li>- Work collaboratively by email to share and request information of another class or story character</li> </ul>
<p><b>Text and Multimedia</b></p> <ul style="list-style-type: none"> <li>- Generate their own work combining in text, graphics and sound.</li> <li>- Save, retrieve and edit work</li> </ul>	<p><b>Research and E-Safety</b></p> <ul style="list-style-type: none"> <li>- Use a search engine to find specific and relevant information to use in a topic</li> <li>- Use key words to search for specific information</li> </ul>
<p><b>Digital Images and audio (photos, paint, animation)</b></p> <ul style="list-style-type: none"> <li>- Use a range of tools and software to create or modify a picture to communicate an idea</li> <li>- Create a simple animation to tell a story</li> </ul>	<p><b>Algorithms (Control)</b></p> <ul style="list-style-type: none"> <li>- Control a device, on and off screen, making predictions about the effect their programming will have</li> </ul>
<p><b>Handling information (databases and graphs)</b></p> <ul style="list-style-type: none"> <li>- Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions</li> <li>- Enter information into a simple branching database and use it to answer questions</li> <li>- Save, retrieve and edit work</li> </ul>	<p><b>Understanding technologies</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of a range of inputs to a computer (Interactive whiteboard, mouse, touch screen, keyboard)</li> <li>- Begin to show an awareness that computers can be linked to shared resources</li> </ul>

**Year 2 – End points**

<p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>• Understand that technology can be used to communicate</li> <li>• Understand the rules associated with technology use in school and at home</li> <li>• Understand that bullying can happen online and what to do if it is happening</li> </ul>
<p><b>Basic Stop Motion</b></p>	<ul style="list-style-type: none"> <li>• To understand and be able to explain what a stop motion animation is</li> <li>• To understand how 2D stop motion animations are created</li> </ul>
<p><b>Algorithms</b></p>	<ul style="list-style-type: none"> <li>• To be able to create, test and debug algorithms.</li> <li>• To use directional language in an algorithm (forwards, backwards, quarter turn).</li> </ul>
<p><b>Data</b></p>	<ul style="list-style-type: none"> <li>• To know that data is information and this information can be sorted into groups based on criteria.</li> <li>• To know that data can be represented in different ways.</li> </ul>
<p><b>Programming with Conditionals</b></p>	<ul style="list-style-type: none"> <li>• To use conditionals (if statements) in programming.</li> <li>• To create a simple game program</li> <li>• To identify 'bugs' in an algorithm and 'debug' them accordingly</li> </ul>

<b>Word Processing Skills</b>	<ul style="list-style-type: none"> <li>• To understand which search engines are age appropriate and safe for cutting and pasting images</li> <li>• To understand why we save documents in a folder</li> <li>• To understand shortcuts to creating documents</li> <li>• To understand how to save to PDF's to protect copyrights of your work</li> </ul>
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**Year 3: Computing skills progression**

<p><b>KS2: POS</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Electronic Communication</b></p> <ul style="list-style-type: none"> <li>- Show good understanding and awareness of the need to abide by school e-safety rules</li> </ul>
<p><b>Text and Multimedia</b></p> <ul style="list-style-type: none"> <li>- Record and present information integrating a range of appropriate media combining text and graphics in printable form</li> </ul>	<p><b>Research and E-Safety</b></p> <ul style="list-style-type: none"> <li>- Using another curriculum area as a starting point, children ask their own question then use ICT sources to find answers, making use of search engines</li> <li>- Children talk about using ICT to find information/resources showing an emerging understanding of internet safety</li> </ul>
<p><b>Digital Images and audio (photos, paint, animation)</b></p> <ul style="list-style-type: none"> <li>- Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea</li> </ul>	<p><b>Algorithms (Control)</b></p> <ul style="list-style-type: none"> <li>- Able to type a short sequence of instructions and to plan ahead when programming devices on and off screen</li> </ul>
<p><b>Handling information (databases and graphs)</b></p> <ul style="list-style-type: none"> <li>- Use a simple database (the structure of which has been set up for the) to enter and save information on a given subject</li> <li>- Follow straight forward lines of enquiry to search data</li> </ul>	<p><b>Understanding technologies</b></p> <ul style="list-style-type: none"> <li>- Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made</li> <li>- Show an understanding that their password is the key to accessing a personalised set of resources and files</li> <li>- Show an awareness of where passwords are critical in everyday use (parents accessing bank details)</li> </ul>

**Year 3 – End points**

<b>E-Safety</b>	<ul style="list-style-type: none"> <li>• Understand what privacy settings are and what they are used for.</li> <li>• Understand why strong passwords are important for protecting data.</li> <li>• Understand how to use technology safely in terms of health and well-being.</li> </ul>
<b>Audio &amp; Video</b>	<ul style="list-style-type: none"> <li>• To know how to use a digital device to record and playback audios</li> <li>• To import audio into a movie making software to enhance movie</li> </ul>
<b>Presentation Skills</b>	<ul style="list-style-type: none"> <li>• To use technology to organise and present ideas</li> <li>• To save and retrieve digital work</li> <li>• Use design and formatting to enhance digital work</li> </ul>

	<ul style="list-style-type: none"> <li>To present and follow a planned outcome</li> </ul>
<b>Internet &amp; Networks</b>	<ul style="list-style-type: none"> <li>Have an understanding of the internet as a network linking computers and devices across the world.</li> <li>Have an understanding of how search engines work.</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>An algorithm is the instructions followed to run a code</li> <li>A program is running the algorithm</li> <li>Using functions will allow for code to be more efficient and also increase their uses</li> <li></li> </ul>
<b>Databases</b>	<ul style="list-style-type: none"> <li>Can follow a branching database.</li> <li>Can create a branching database using objects.</li> <li>Can create a digital branching database</li> </ul>

<b>Year 4 : Computing skills progression</b>	
<p><b><u>KS2: POS</u></b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- 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.</li> </ul>	<p><b><u>Electronic Communication</u></b></p> <ul style="list-style-type: none"> <li>- Share work that has been done electronically (email)</li> <li>- Seek and respond to feedback</li> </ul>
<p><b><u>Text and Multimedia</u></b></p> <ul style="list-style-type: none"> <li>- Include sound and video for on-screen presentations which include hyperlinks</li> <li>- Show an awareness of audience</li> <li>- Seek feedback</li> </ul>	<p><b><u>Research and E-Safety</u></b></p> <ul style="list-style-type: none"> <li>- Make use of copy and paste becoming aware and showing an understanding of plagiarism</li> <li>- Understand not all information on the internet is accurate</li> <li>- Develop a growing awareness of how to stay safe when using the internet (in school and at home)</li> <li>- Understand the school's internet policies</li> </ul>
<p><b><u>Digital Images and audio (photos, paint, animation)</u></b></p> <ul style="list-style-type: none"> <li>- Make a short film/animation from images (still and/or moving) that has been sourced, captured or created</li> </ul>	<p><b><u>Algorithms (Control)</u></b></p> <ul style="list-style-type: none"> <li>- Use control software devices or simulate this on screen (Scratch)</li> <li>- Predict, test and refine programming</li> </ul>
<p><b><u>Handling information (databases and graphs)</u></b></p> <ul style="list-style-type: none"> <li>- Work as a class or group to create a data collection sheet and use it to set up a simple database</li> <li>- Enter information and interrogate it (by searching, sorting and graphing etc)</li> </ul>	<p><b><u>Understanding technologies</u></b></p> <ul style="list-style-type: none"> <li>- Make choices about devices and tools used for specific purpose and explain in relation to context</li> <li>- Begin to show an awareness of specific tools used in working life</li> <li>- Show an awareness of the need for accuracy in spelling and syntax to search effectively</li> </ul>

**Year 4 – End points**

<b>E-Safety</b>	<ul style="list-style-type: none"> <li>• Have an understanding of what cyberbullying is and what to do if you feel you or someone else is a victim</li> <li>• Have an understanding of what Fake News is and why you should be aware of it</li> <li>• Understand why social media has age restrictions</li> </ul>
<b>Word Processing Skills</b>	<ul style="list-style-type: none"> <li>• To understand that word processing documents are used to organise information.</li> <li>• To be able to utilise a number of features on a word processing program.</li> </ul> <p>To be able to navigate word for a wider range of outcomes</p>
<b>Audio &amp; Video</b>	<ul style="list-style-type: none"> <li>• To understand inputs and outputs required to play and record audio/sound</li> <li>• To create a film trailer incorporating audio and a variety of filming techniques</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>• To be able to decompose a problem into smaller parts.</li> <li>• Programs are used for everyday life to automate repeating tasks</li> <li>• Variables are values which change as the program progresses.</li> </ul>
<b>Databases</b>	<ul style="list-style-type: none"> <li>• Can follow a branching database.</li> <li>• Can create a branching database using objects.</li> <li>• Can create a digital branching database</li> </ul>
<b>Publisher</b>	<ul style="list-style-type: none"> <li>• To use publishing software to create advisements or a range of publications</li> <li>• To apply prior skill development in communication software</li> </ul>



**Year 5: Computing skills progression**

<p><b>KS2: POS</b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- 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.</li> </ul>	<p><b>Electronic Communication</b></p> <ul style="list-style-type: none"> <li>- Recognise binary code</li> <li>- Write basic HTML</li> <li>- Understand webpages as a form of communication</li> </ul>
<p><b>Text and Multimedia</b></p> <ul style="list-style-type: none"> <li>- Use advanced tools in word processing such as text formatting, line spacing etc</li> </ul>	<p><b>Research and E-Safety</b></p> <ul style="list-style-type: none"> <li>- Understand the purpose of copyright regulations and the need to repurpose information for a particular purpose</li> <li>- Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic</li> </ul>
<p><b>Digital Images and audio (photos, paint, animation)</b></p> <ul style="list-style-type: none"> <li>- Use images created or captured as part of a bigger project</li> <li>- Create multiple track compositions that contain a variety of sounds</li> </ul>	<p><b>Algorithms (Control)</b></p> <ul style="list-style-type: none"> <li>- Create command sequences to control devices in response to sending (i.e. uses inputs as well as outputs)</li> </ul>
<p><b>Handling information (databases and graphs)</b></p> <ul style="list-style-type: none"> <li>- Set up and use a spreadsheet model to explore patterns and relationships</li> <li>- Know how to enter simple formulae to assist this process (SUM, AVERAGE, MIN &amp; MAX)</li> </ul>	<p><b>Understanding technologies</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of the school network and how it links computers in school and beyond</li> <li>- Compare this with other known networks that may be encountered at home or in the wider world (e.g. banks, hospitals)</li> </ul>

**Year 5 – End points**

<b>E-Safety</b>	<ul style="list-style-type: none"> <li>• Consider the effects of screen time on health, wellbeing and lifestyle and be able to make steps to manage this.</li> </ul>
<b>Spreadsheets</b>	<ul style="list-style-type: none"> <li>• Use a spreadsheet to collect and record data using a program such as sheets or Excel.</li> <li>• Enter text and numbers into a spreadsheet.</li> <li>• Add simple formulae ( + - * / SUM, AVERAGE, MIN MAX)</li> </ul>
<b>Excel Pie Charts</b>	<ul style="list-style-type: none"> <li>• Ability to use a range of multimedia and word processing packages</li> <li>• Understand that data can be presented in a variety of ways</li> <li>• Understand that pie charts are used in mathematics and can be used to</li> </ul>
<b>Networks</b>	<ul style="list-style-type: none"> <li>• Understand how a range of devices store/transport data using packets and IP addresses.</li> <li>• Understand the difference between LAN and WAN</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>• Variables are added to code to add changing values</li> <li>• Different coding languages are used for different jobs</li> <li>• Codes can be written in different languages which allows for more efficient codes</li> </ul>
<b>Audio &amp; Podcasts</b>	<ul style="list-style-type: none"> <li>• <b>Explain and evaluate what features makes good quality audio content.</b></li> <li>• <b>Explain what a podcast is</b></li> </ul>

**Year 6: Computing skills progression**

<p><b><u>KS2: POS</u></b></p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- 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.</li> </ul>	<p><b><u>Electronic Communication</u></b></p> <ul style="list-style-type: none"> <li>- Share work electronically</li> <li>- Understand networks as part of the World Wide Web</li> </ul>
<p><b><u>Text and Multimedia</u></b></p> <ul style="list-style-type: none"> <li>- Use effects to convey meaning rather than to impress</li> </ul>	<p><b><u>Research and E-Safety</u></b></p> <ul style="list-style-type: none"> <li>- Check websites for security features</li> <li>- Understand the effects of cyberbullying and stereotyping</li> <li>- Use appropriate methods to validate information and check for bias and accuracy</li> </ul>
<p><b><u>Digital Images and audio (photos, paint, animation)</u></b></p> <ul style="list-style-type: none"> <li>- Use images created, manipulated or captured as part of a bigger project</li> <li>-</li> </ul>	<p><b><u>Algorithms (Control)</u></b></p> <ul style="list-style-type: none"> <li>- Design, build, test, evaluate and modify a system; ensuring that it is fit for intended purpose</li> </ul>
<p><b><u>Handling information (databases and graphs)</u></b></p> <ul style="list-style-type: none"> <li>- Set up and use own spreadsheet containing formulae to investigate</li> <li>- Ask 'What If' questions and change variables in their model</li> </ul>	<p><b><u>Understanding technologies</u></b></p> <ul style="list-style-type: none"> <li>- Show an understanding of how filtering and monitoring tools affect their use of the school network and internet</li> </ul>

**Year 6 – End points**

<p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>• To understand the concept of copyright and what that means when using the internet.</li> <li>• To understand that plagiarism is the act of using someone else's work and pretending it is your own.</li> <li>• Understand how to make a positive contribution to online communities.</li> </ul>
<p><b>Programming</b></p>	<ul style="list-style-type: none"> <li>• To be able to write commands using simple coding language.</li> <li>• To ensure a sequence is present when coding and understand the importance of this in relation to the desired outcome.</li> </ul>
<p><b>Databases</b></p>	<ul style="list-style-type: none"> <li>• To understand that different searches can be carried out on a database to refine your search.</li> <li>• To be able to distinguish the difference between AND &amp; OR searches on a database.</li> </ul>
<p><b>HTML</b></p>	<ul style="list-style-type: none"> <li>• <b>Understand HTML is a coding language used to write webpages</b></li> <li>• <b>Write simple HTML Code</b></li> </ul>
<p><b>Presentations using Google Slides</b></p>	<ul style="list-style-type: none"> <li>• Be able to effectively evaluate own and others' work.</li> <li>• Be able to discuss the purpose and audience of a presentation/piece of work.</li> <li>• Create a document/presentation based on a particular purpose and audience.</li> <li>• Editing presentations within a document without downloading it</li> </ul>
<p><b>Video</b></p>	<ul style="list-style-type: none"> <li>• To understand some of the different aspects that go into making movies (locations, props, camera, sound etc)</li> <li>• To be able to use video editing software to create a short film</li> <li>• To be able to critically evaluate own and others' work suggesting ways in which it can be improved/edited</li> </ul>