

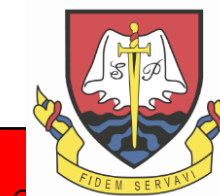


St Paul's Catholic Primary School

Computing Curriculum / Progression of Skills
2025-2026

Portsmouth: The Digital City Project
With contributions from the Cities PDLs, Cumberland Infant
School, New Horizons Primary School and St Paul's

Whole School Overview 2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CST	Creation	We are One	We All Matter	That's not fair	I am responsible	Powerful World
Pre school	<u>Exploring Technology in Our World</u>		Digital Creativity and Play		Early Computational Thinking	
EYFS	Exploring Technology - based on Previous Year 1 unit Technology around us		Coding and Problem Solving - based on Previous year 1 Moving a roboto	Logging on to the system		Digital Communication and Creativity - Feeds into Year 1 Unit Digital Paiting and Digital Writing
Year 1/2 Cycle B 2025-2026	Digital Music	Programming Quizzes	Robot Algortihms	Pictograms	AI in Everyday Problem Solving (In line with The Digital City Project)	Digital Photographs
Year ¾ Cycle B 2025-2026	Desktop Publishing (Year 4 TC)	On screen P programming - Events and Actions (Year 3 TC)	Audio Editing (Year 4 TC)	On screen programming - repetition in shapes (Year 4 TC)	AI for Collaboration and Communication linked with The Internet (In line with The Digital City Project)	Stop Frame Animation
Year 5/6 Cycle B 2025-2026	Communication and Collaboration	Data - Introduction to spreadsheets	Programming - Sensing Movement Microbits	On screen programming - Variable in games	Vector Drawing	AI in digital Media and Web Design (In line with The Digital City Project)

Computing: Early Years



Early Years Foundation Stage Curriculum 2-5 years

Learning about technology starts from birth because it's the way the world works today. Technology is an integral part of all young children's environment and world. They are surrounded by technology just as they are surrounded by language, print and numbers. In the home, technology includes remote controls for television, DVDs and sound systems, toys that have buttons and buzzers, mobile phones, washing machines, microwave ovens and other machines that require programming, and of course, computers and mobile devices such as iPads.

Outside the home, children are also immersed in the technological world: they see automatic doors, cash machines, barcode scanners, digital tills and weighing machines, and security cameras. Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning.

Many activities in the early years revolve around children developing an understanding of their environment. We encourage children to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for using these skills as well as being examined in their own right, with computers not the only resources. ICT equipment added to role-play reflects the real world, builds on children's experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life. We introduce new technology skills in adult led group work and then the children are able to choose these in their pupil led play,

EYFS Vocabulary to Communicate in Computing					
24 - 36 months	3-4 Years		Reception		
Picture Computer iPad tablet photograph Game click	Camera Technology Sound Electricity Dangerous Observe Interactive whiteboard	Operate Control Plug	Keyboard Mouse Group audio Interactive	Beebot Direction Category Programme Volume	Type Route Sort icon software

Computing Pre-School



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Exploring Technology in Our World</u>		<u>Digital Creativity and Play</u>		<u>Early Computational Thinking</u>	
Online Safety	<u>Online Safety - Digi Duck's Big Decision</u>	<u>Online Safety - Digiduck's famous friend</u>	<u>Online Safety - Digiduck - The magic caste</u>	<u>Online Safety - Digiduck - Detective Digitduck</u>	<u>Goldilocks - internet safety</u>	<u>Adventures of Smartie the penguin</u>

Assessment and Reflection: Observe children's engagement and confidence with digital tools. Document progress in using iPads, making marks, and storytelling through digital media, linking reflections to EYFS goals.

Progression in Computing : Pre School



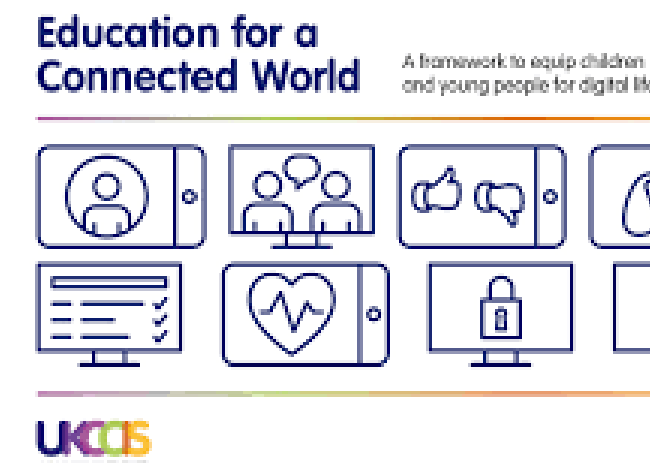
	Autumn	Spring	Summer																		
Pre-School Unit	<p><u>Exploring Technology in Our World</u></p> <ul style="list-style-type: none"> Identifying and interacting with everyday technology (toys, tablets, buttons, remote controls). Learning that technology helps us (e.g., calling someone, taking pictures). Talking about keeping devices safe (not dropping, not putting in water). 	<p><u>Digital Creativity and Play</u></p> <ul style="list-style-type: none"> Using mark-making apps (simple drawing and painting tools). Exploring sound and music apps (tapping keys, making noises). Taking simple photos with a tablet/camera. 	<p><u>Early Computational Thinking</u></p> <ul style="list-style-type: none"> Playing with toys that require cause-and-effect interactions (e.g., buttons that make sounds). Simple directional play (e.g., "move the toy forward" or "press this button to make it go"). Introducing sequencing through everyday activities (e.g., brushing teeth, getting dressed). 																		
<p>EYFS Framework Area</p> <p>How it Aligns</p>	<table border="1"> <tr> <td>Understanding the World</td> <td>Children explore and interact with technology in their environment, recognising its purpose (e.g., buttons, tablets, remote controls).</td> </tr> <tr> <td>Communication & Language</td> <td>Talking about what technology does and how it helps us in daily life (e.g., taking photos, calling someone).</td> </tr> <tr> <td>Personal, Social & Emotional Development</td> <td>Learning to take care of devices (e.g., handling tablets safely).</td> </tr> </table>	Understanding the World	Children explore and interact with technology in their environment, recognising its purpose (e.g., buttons, tablets, remote controls).	Communication & Language	Talking about what technology does and how it helps us in daily life (e.g., taking photos, calling someone).	Personal, Social & Emotional Development	Learning to take care of devices (e.g., handling tablets safely).	<table border="1"> <tr> <td>Expressive Arts & Design</td> <td>Using digital tools for drawing, painting, and sound exploration (e.g., mark-making apps, simple music apps).</td> </tr> <tr> <td>Communication & Language</td> <td>Talking about digital creations, describing what they have drawn or recorded.</td> </tr> <tr> <td>Physical Development</td> <td>Developing fine motor skills through touch interactions (e.g., dragging, tapping, swiping).</td> </tr> </table>	Expressive Arts & Design	Using digital tools for drawing, painting, and sound exploration (e.g., mark-making apps, simple music apps).	Communication & Language	Talking about digital creations, describing what they have drawn or recorded.	Physical Development	Developing fine motor skills through touch interactions (e.g., dragging, tapping, swiping).	<table border="1"> <tr> <td>Mathematics</td> <td>Engaging in sequencing activities (e.g., ordering steps for an action like brushing teeth, moving a Beebot).</td> </tr> <tr> <td>Understanding the World</td> <td>Exploring cause and effect through digital interactions (e.g., pressing buttons on a toy to make something happen).</td> </tr> <tr> <td>Communication & Language</td> <td>Following and giving simple instructions for movement (e.g., moving a toy forward or backward).</td> </tr> </table>	Mathematics	Engaging in sequencing activities (e.g., ordering steps for an action like brushing teeth, moving a Beebot).	Understanding the World	Exploring cause and effect through digital interactions (e.g., pressing buttons on a toy to make something happen).	Communication & Language	Following and giving simple instructions for movement (e.g., moving a toy forward or backward).
Understanding the World	Children explore and interact with technology in their environment, recognising its purpose (e.g., buttons, tablets, remote controls).																				
Communication & Language	Talking about what technology does and how it helps us in daily life (e.g., taking photos, calling someone).																				
Personal, Social & Emotional Development	Learning to take care of devices (e.g., handling tablets safely).																				
Expressive Arts & Design	Using digital tools for drawing, painting, and sound exploration (e.g., mark-making apps, simple music apps).																				
Communication & Language	Talking about digital creations, describing what they have drawn or recorded.																				
Physical Development	Developing fine motor skills through touch interactions (e.g., dragging, tapping, swiping).																				
Mathematics	Engaging in sequencing activities (e.g., ordering steps for an action like brushing teeth, moving a Beebot).																				
Understanding the World	Exploring cause and effect through digital interactions (e.g., pressing buttons on a toy to make something happen).																				
Communication & Language	Following and giving simple instructions for movement (e.g., moving a toy forward or backward).																				

Computing EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Planned Activities/ Small group work	Exploring Technology - based on Previous Year 1 unit Technology around us		Coding and Problem Solving - based on Previous year 1 Moving a roboto		Logging on to the system	Digital Communication and Creativity - Feeds into Year 1 Unit Digital Paiting and Digital Writing
	<p>Physical Development: Fine motor skills – use a range of tools effectively, such as using a tablet.</p> <p>Understanding the World: The world around us – technology and its role in daily life.</p> <p>Children learn to use technological tools (e.g., tablets, interactive whiteboards) to support learning in other areas (e.g., counting, drawing), promoting fine motor development through touch and gesture.</p> <p>Students explore different types of technology in their environment, understanding how these tools are used to support learning and improve daily activities.</p>		<p>Physical Development: Fine motor skills – manipulating objects like Bee-Bots, using a mouse or keyboard.</p> <p>Understanding the World: People, places, technology – developing an awareness of how technology works and can be used to solve problems.</p> <p>Through hands-on activities like programming Bee-Bots and basic coding using block-based programs, children develop fine motor skills and an understanding of physical interactions with technology.</p> <p>The unit fosters curiosity and problem-solving skills by introducing coding, sequencing, and logic in a simple way, which aligns with the framework's focus on encouraging exploration and problem-solving.</p>		<p>Communication and Language: Listening and attention, understanding – following instructions, sharing ideas using digital tools.</p> <p>Expressive Arts and Design: Exploring and using media and materials – using technology to create and express themselves.</p> <p>Students practice communicating their ideas through digital creation tools, such as drawing and typing, fostering both listening skills and creative expression. They learn to share and explain their digital work.</p> <p>Children use digital tools to create content (e.g., images, sounds, videos), fostering creativity and expression. They explore digital media to communicate ideas visually and sonically.</p>	
Half Term school focus	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Reception	2 Lessons Canva based ppt	2 Lessons Canva Based PPT	2 Lessons Canva based ppt Cards for lesson 2	2 Lessons Canva based ppt	1 Lesson Canva based ppt Bean Bag game	2 Lessons Matching sheet

Links to Education for a Connected World -2020 EYFS



Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and Security	Copyright and Ownership
I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	I can identify ways that I can put information on the internet.	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>I know that work I create belongs to me</p> <p>I can name my work so that others know it belongs to me.</p>

Computing: Year ½ Cycle B

[Sticky Learning](#)
[Click Here](#)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCCE Links	Digital Music	Programming Quizzes	Robot Algorithms	Pictograms	AI Everyday Problem Solving	Photos
Knowledge Organisers	Poster	Poster	Poster	Poster		Poster
Vocabulary Accessible Poster	Vocab Posters for each unit					
Online Safety Focus	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Project Evolve	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3	Lesson 1

[Assessment Sheets \(Google Drive\)](#)

Progression in Computing: Year ½ Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage Units	Computing Unit: Digital Music	Computing Unit: Programming Quizzes	Computing Unit: Robot Algorithms	Computing Unit: Pictogram	Computing Unit: Computing System	Computing Unit: Photographs
Online Safety Focus	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Declarative knowledge 'I know...The knowledge to be learnt Static facts or knowledge stored in your memory (what)t	<p>I know that music can make people feel different things.</p> <p>I know that there are patterns in music</p> <p>I know that a compute can make different sounds</p> <p>I know that a computer can be used to create musical patterns</p>	<p>I know that a series of commands has a start and an outcome</p> <p>I know that a project can be improved</p>	<p>I know a series of instructions can be described as a sequence</p> <p>I know what happens when we change the order of instructions</p>	<p>I know that we can count and compare objects using tally charts</p> <p>I know that objects can be represented as pictures</p> <p>I know that people can be described by attributes</p>	<p>I know uses of Information Technology</p> <p>I know that IT can be in the home and beyond school</p> <p>I know IT can helps us</p> <p>I know we need to use IT safely</p>	<p>I know what devices can be used to take photographs</p> <p>I know what makes a good photograph</p>
Vocabulary	Music quiet loud feelings emotions pattern rhythm beat pulse pitch tempo notes instrument create open edit	Algorithm instruction sequence program repeat test debug forwards backwards turn clear go left right plan route	Robot sequence row input pattern command input program algorithm repeat output model procedure code debug debugging	Chart record graph sort pictogram table collect questionnaire sort group	Information technology barcode scanner/scan computer	Editing photograph digital subject zoom capture landscape portrait field of view compose flash focus

•	• Autumn 1	• Autumn 2	• Spring 1	• Spring 2	• Summer 1	• Summer 2
<ul style="list-style-type: none"> • Procedural knowledge • 'I CAN ...' The skills to be developed • How to perform a specific skill or task (how) 	<ul style="list-style-type: none"> • I can identify simple differences in pieces of music • I can describe music using adjectives • I can say what I like and don't like about music • I can create a rhythm pattern • I can use a computer to experiment with pitch • I can use a computer to create a musical pattern • I can create music for a purpose 	<ul style="list-style-type: none"> • I can follow instructions • I can create algorithms for a range of sequences • I can program a floor robot • I can follow a sequence • I can predict an outcome of a sequence • I can explain what an algorithm should achieve • I can test and debug each part of the program • 	<ul style="list-style-type: none"> • I can control a device on and off screen • I can predict what effects their programming will have • I can plan ahead • I can analyse their sequence of commands • I can improve their sequence where necessary • I can break complex problems into smaller parts • I can adapt existing ideas to solve new problems • I can develop, test and debug until a product is refined • • I can decide which blocks to use to meet their design 	<ul style="list-style-type: none"> • I can know that images give information. • I can say what a pictogram is showing them. • I can record and compare information in a tally chart • I can put data into a program. • I can enter data onto a computer • I can use a computer to view data in different formats • I can use pictograms to answer simple questions • I can create pictograms 	<ul style="list-style-type: none"> • I can talk about websites they have been on. • I can recognise, describe some uses of computers • I can explain the purpose of information technology • I can find, talk and compare types of information technology • I can explore a website by clicking on the arrows, menus and hyperlinks. • I can search for images on the WWW • I can use the internet to find things out • I can use simple keywords in search engines 	<ul style="list-style-type: none"> • I can capture video and photos. • • I can discuss which videos/photos to keep and which to delete • I can arrange clips to create a short film. • I can add a title and credits.
<ul style="list-style-type: none"> • SEND Barriers to Learning 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • Break down tasks into smaller pieces • Instructions 1 at a time • Checklist pictorial 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • Pictorial recording • Talking tins • Step by step instructions • PTV Vocabulary- directional language 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • Talking Tins • Scribe • Picture choice • Images on coding blocks to support 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • Talking Tins • Number recognition • CPA 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • PTV Vocabulary • Link to real life experiences • Role play • Link to physical computing in Year 1 	<ul style="list-style-type: none"> • Curriculum, content and understanding/interest • Writing (recording) • Reading • Attention • Real life learning experiences • Maths/ Science • SEND ACCESS and SUPPORT IDEAS • Break down instructions • Smaller tasks • Scaffold tasks • PTV vocabulary • Play based immersion

End of Year Expectations: Year 1/2

e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
<ul style="list-style-type: none"> • I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I can discuss how not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> • I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can add information to a pictograph and talk to you about what I have found out. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. • I can use a computer to create music • I can use a computer to create a musical pattern 	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I can understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world.

Links to Education for a Connected World -2020

Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and Security	Copyright and Ownership
<p>I can explain how other people may look and act differently online and offline.</p> <p>I can 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.</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can use simple keywords in search engines</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>

Computing: Year 3/4 Cycle B 2025-2026

[Sticky Learning](#)
[Click Here](#)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCCE Unit Link	Desktop Publishing	Events and Actions	Audio Editing	Repetition in shapes	AI for Collaboration and Communication linked with The internet	Stops Frame Animation
Knowledge Organiser	Poster	Poster	Poster	Poster	Poster	poster
Vocabulary Posters Accessible	Vocabulary Posters for each unit					
Half Term school focus	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Lesson 1 Lesson 2 Lesson 3	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3	Lesson 1
Link to Form for Assessment	Quiz for children	Quiz for children	Quiz for children	Quiz for children	Quiz for children	Quiz for Children

Progression in Computing: Year 3/4 Mix cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing Uni Desktop Publishing	Computing: Programming events and actions	Computing Unit Audio Editing	Computing Unit Repetition in Shapes	Computing Unit The Internet	Computing unit Animation
	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Declarative knowledge ‘ I know... The knowledge to be learnt Static facts or knowledge stored in your memory (what)	<p>I know you can insert and format images</p> <p>I know formatting tools create an effective layout</p> <p>I know spell checking tools can edit and improve</p> <p>I know you can insert and format a simple table</p> <p>I know you can change the orientation of a page and the page size</p>	<p>I know that a sprite moves</p> <p>I know programs follow a set of instructions given by a human.</p> <p>I know sequences use directional vocabulary</p> <p>I know programs are made with a goal in mind..</p> <p>I know what cause and effect is within programming</p> <p>I know programs can be develop to solve a problem</p>	<p>I know that sound can be digitally recorded</p> <p>I know that different digital devices record sound</p> <p>I know that software such as Audacity can be used to edit sounds</p> <p>I know you can import existing sounds and record original audio to combine sounds</p> <p>I know what a podcast is and how we use them to communicate</p> <p>I know that you can evaluate and edit an audio recording</p>	<p>I know what ‘repeat’ means</p> <p>I know the purpose of using ‘loops’ and ‘repeat’ in coding</p> <p>I Know that a shape can be made using a simple sequence</p> <p>I know that loops are a programming block that can repeat infinitely.</p>	<p>I know networked devices make up the internet</p> <p>I know websites can be shared via the World Wide Web</p> <p>I know content can be added and accessed</p> <p>I know to evaluate the consequences of unreliable content</p>	<p>I know that an animation is made up of a sequence of images which can be drawn or captured and be able to capture a series of images and move a subject between captures.</p> <p>I know the relationship the relationship between frames and motion</p> <p>I know the terms composition, stage and capture area.</p> <p>I know that a capturing device needs to be in a fixed position.</p> <p>I know you need to fix mistakes in captured images and play a sequence of images back to review and remove images to improve an animation</p>
Vocabulary	Format, image, insert, poster, font, colour, type, size, align, select, folder, edit, document, webpage, copy, paste, toolbar, copyright, layout, object, area, bullets numbering, text box, select, manipulate, edit, align, features, save, wrap, review, spelling, spellcheck, grammar, ignore, change, ignore all, add to dictionary, highlight, cursor, word processing, border, rota, toolbar, navigate, columns, page layout, page size,	Motion Event Logic Move Resize Extension blocks Pen Action Errors Text	Sound, audio, record, edit, play, stop, skip, waveform, input, output, jingle, backing track, voiceover, mute, gain, podcast, digital content, downloadable, download, listen, playback, pause, file	Algorithm, sprite, backdrop, script, block, events, sequence, gradient, fill, levels, repeat, commentary, consequence, action, penalty, action, penalty test, debug,	Network, router, network security, server, wireless access point (WAP), browsers, www, content, links, files, download, sharing	Animation Flip book Stop Frame animation Frame Sequence Image Photograph Setting Character Event Media Import



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Procedural knowledge 'I CAN ...' The skills to be developed How to perform a specific skill or task (how)</p>	<ul style="list-style-type: none"> I can select, edit and manipulate text I can insert and format images using different effects I can use spell checking tools I can insert a simple table, add and delete rows and format the cells I can change the orientation and page size I can insert columns Be able to select a URL and insert a hyperlink into an object 	<ul style="list-style-type: none"> I can create a program to move a sprite I can adapt a program to a new context I can add features to a program I can identify and fix bugs in a program I can design and create a maze-based challenge 	<ul style="list-style-type: none"> I can use a digital device to record own voice I can play back the recording and listen to it. I can delete and re-record sound I can edit sounds based on purpose I can import sounds and edit using original voice recordings I can present audio information confidently and clearly. I can evaluate and improve my recordings 	<ul style="list-style-type: none"> I can create a program in text based language I can modify a count controlled loop I can decompose a program into parts I can create a program that uses count-controlled loops 	<ul style="list-style-type: none"> I can describe how networks physically connect to other networks I can recognise how networked devices make up the internet I can give an outline of how websites can be shared via the WWW I can explain what media can be found on websites I can explain that there are rules to protect content online I can evaluate the consequences of unreliable content online. 	<ul style="list-style-type: none"> I can create a series of linked frames I can create characters and edit and refine their interactions I can take images using an iPad I can order and sequence images to create smooth movement I can edit images and improve animations
<p>SEND Barriers to Learning</p>	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Spell check within program Mixed ability pairs Support with reading Context - think about what they will be writing about 	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Mixed ability pairs Building on previous learning Block word mats - pictorial 	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Use program with pictorial clues Small step instructions - building on prior learning 	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Sequencing - picture clues Small short tasks Build on prior knowledge Sequence cards 	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Mixed ability pairs Word mats using pictures Talking tins Images to support 	<ul style="list-style-type: none"> Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Smaller tasks Shorter sets of instructions Pictorial checklists

End of Year Expectations: Year $\frac{3}{4}$ Mix Cycle B



e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
<ul style="list-style-type: none"> • I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I post online can be seen by others. • I choose websites and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online. 	<ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. 	<ul style="list-style-type: none"> • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work. 	<ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web.

Links to Education for a Connected World -2020

Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and Security	Copyright and Ownership
<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>

Computing: Year 5/6

Sticky Knowledge
Click Here



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NCCE	Internet Communication	Introduction to Spreadsheets	Variables in games	Programming - Sensing Movement	Vector Drawing	AI in digital Media and Web Design SEE NS to have AI switched on for children
Knowledge Organiser	Poster	Poster	Poster	Poster	Poster	Poster
Vocabulary Posters Accessible	Vocab Posters for each unit					
Half Term school focus	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Year 6	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7	Lesson 1 Lesson 2	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Lesson 1 Lesson 2
Link to Form for Assessment	Communication and Collaboration quiz	Quiz for Children	Quiz for Children	Quiz for children	Quiz for children	Quiz for children

Progression in Computing: Year 5/6 2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing Unit Internet	Computing Unit Spreadsheets	Computing Unit Sensing Movement	Computing Unit Variables in games	Computing Unit Vector Drawing	Computing Unit Web Page Design
	Self Image and Identity Online Relationships	Managing Online Information Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Declarative knowledge 'I know... The knowledge to be learnt' Static facts or knowledge stored in your memory (what)	I know search engines select results I know search results are ranked I know you need to evaluate different methods of online communication	I know questions that can be answered using data I know that formula can be used to produce data I know cells can be formatted I know basic formulas can complete number operations in a database I know graphs can be created and formatted using data and the correct formulas I know formulas can be made for totals and averages I know the purpose of, replicating formulas	I know you can create a program to run on a controllable device. I know that selection can control the flow of a diagram I know variables update with a user input I know conditional statement is when a variable is compared to a value	I know a 'variable' is something that is changeable I know that the properties of an object can be dependent on a variable, and that the value of a variable can be dependent on another variable I know code functions use formula to convert one measurement into another I know variables and loops to solve maths challenges	I know that drawing tools can be used for different outcomes I know that vector drawings consist of layers I know that drawing tools can be used for different outcomes I know that vector drawings consist of layers I know that vector drawings can be evaluated for their effectiveness	I know the relationship between HTML and visual display. I know that web pages can contain different media types Know components of a web page layout and apply this to their work by -create blank web page -add text to a webpage -altering style of text -embed media -add web pages -insert hyperlinks I know you have to review the ownership and use of images (copyright) I know the need for a navigation path
Vocabulary	Search Engine Refine Public Index Web Crawler Private Ranking SMS Blog WWW Searching Selection	Spreadsheet Data handling Cells Data Columns Rows Format Common Attribute Formula Calculation operation Range	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.	Variable Change Name Value Set Design Event Code Task Motion	Vector Drawing Tools Icons Toolbar Move Resize Rotate Copy Organise Select Reuse Modify Group	Web page Website Browser Media HTML Logo Layout Header Purpose Copyright Homepage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Procedural knowledge 'I CAN ...' The skills to be developed How to perform a specific skill or task (how)</p>	<p>I can use a search engine efficiently Being a safe, respectful and I can be a responsible digital citizen.</p> <p>I can explain how a computer system, such as a search engine, works.</p>	<p>I can format cells: change cell colours and borders, font size, style, colour and alignment, row height, column width. I can use the SUM function for number operations I can create and format a graph using the correct buttons I can add, edit and calculate data and manipulate formulas accordingly I can replicate formulas over several cells</p>	<p>I can create a program to run on a microbit I can test my program I can transfer a program to a microbit I can identify examples of conditions in the real world. I can use variables I can use a condition to change a variable I can explain the importance of the order of conditions in else, if statements I can modify a program</p>	<p>I can write code that includes a formula that multiplies two variables (representing width and height) to display the area of an object I can write code for an app that performs a calculation which uses variables to convert inches to centimetres I can write code that uses algebraic formula as part of a loop, which writes numbers to the screen in increments</p>	<p>I can create a vector drawing by combining shapes I can use tools to achieve a desired effect I can grouping objects to make them easier to work with</p>	<p>I can plan and create a web page I can think logically and systematically when solving problems in the designing of a web page. I can use a range of technologies to create content</p>
<p>SEND BARRIERS to Learning</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Pictorial Concrete apparatus (use old computing devices from cupboard to support)</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS LEnsure maths elements is at a level that is appropriate for learning - remembering it is computing skills Support sheets</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Pre teach microbits - parts Basic blocks</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Small steps Check lists PTV vocabulary</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAs Help sheets using pictorial clues Prior learning links Smaller chunks Scaffolded activities</p>	<p>Curriculum, content and understanding/interest Writing (recording) Reading Attention Real life learning experiences Maths/ Science SEND ACCESS and SUPPORT IDEAS Talking Tins Recording Written parts Images Checklists</p>

End of Year Expectations: Year 5/6



	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
	<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in a algorithms and programs. 	<ul style="list-style-type: none"> • I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data.. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked. • I can plan the process needed to investigate the world around me. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database. 	<ul style="list-style-type: none"> • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. 	<ul style="list-style-type: none"> • I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information that I find online.

Links to Education for a Connected World -2020

Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and Security	Copyright and Ownership
<p>I can 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>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline</p> <p>I can explain the importance of asking until I get the help needed.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how to use search technologies effectively</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> <p>I understand the concept of persuasive design and how it can be used to influences peoples' choices.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I know that online services have terms and conditions that govern their use.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p>	<p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>