



Trimley St Mary – Computing – Progression of Knowledge and Skills

ELG - EYFS Understanding the World -	Milestone 1 – Year 1 & 2 By the end of Year 1 pupils should have a basic grasp	Milestone 2 - Year 3 & 4 By the end of Year 3, pupils should have a basic grasp of	Milestone 3 – Year 5 & 6 By the erd of Year 5, pupils should have a basic
Technology	of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.
• Recagnise that a range	Cade	Cade	Cade
of technology is used in	• Control motion by specifying the number	• Use specified screen coordinates to control	 Set IF conditions for movements.
places such as homes and	of steps to travel, direction and turn.	movement.	Specify types of rotation giving the
schools.	• Add text strings, show and hide objects	• Set the appearance of objects and create	rumber of degrees.
Select and use	and change the features of an object.	sequences of changes.	 Change the position of objects between
technology for particular	• Select sounds and control when they are	• Create and edit sounds. Control when they	screen layers (send to back, bring to
purposes.	heard, their duration and volume.	are heard, their volume, duration and rests.	front).
• Complete a simple	• Control when drawings appear and set	• Control the shade of pens.	• Upload sounds from a file and edit
program on a computer.	the pen colour, size and shape.	• Specify conditions to trigger events.	them. Add effects such as fade in and
• Use ICT hardware to	• Specify user inputs (such as clicks) to	• Use IF THEN conditions to control events	out and control their implementation.
interact with age-	control events.	or objects.	• Combine the use of pens with movement
.appropriate computer .software.	• Specify the nature of events (such as a single event or a loop).	• Create conditions for actions by sensing proximity or by waiting for a user input	to create interesting effects. • Set events to control other events by
soguitte.	• Create conditions for actions by waiting	(such as proximity to a specified colour or a	broadcasting' information as a trigger.
	for a user input (such as responses to	line or responses to questions).	• Use IF THEN ELSE conditions to
	questions like: What is your name?).	• Use variables to store a value.	control events or objects.
		• Use the functions define, set, change, show	• Use a range of sensing tools (including
		and hide to control the variables.	proximity, user inputs, loudness and
		• Use the Reporter operators () + () () - () ()	mouse position) to control events or
		* () () / () to perform calculations.	actions.
			• Use lists to create a set of variables.
			• Use the Boolean operators () < () () =
			() () > () ()and() ()or() Not() to define
			conditions.
			• Use the Reporter operators () + () () -
			() () * () () / () to perform calculations.
			Pick Random () to () Join () () Letter ()
			of () Length of () () Mod () This reports
			the remainder after a division calculation Round () () of ().
	Connect	Connect	Connect
	Participate in class social media	Contribute to blogs that are moderated by	Collaborate with others online on sites
	accounts.	teachers.	approved and moderated by teachers.

 Understand online risks and the age rules for sites. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand how online services work. Understand the term 'topyright'. Understand how online services work. Understand the effect of online comments and show responsibility and sensitivity when online.
 Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. Understand how online services work. Understand the term 'copyright holder. Understand the term 'copyright holder. Understand the term 'copyright holder.
are hurtful or offensive are the same as bullying. • Understand how online services work. • Understand the effect of online • Understand the effect of online comments and show responsibility and
bullying. • Understand how online services work. • understand how express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and
 Understand how online services work. Understand how online services work. without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and
without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and
 the copyright holder. Understand the effect of online comments and show responsibility and
• Understand the effect of online comments and show responsibility and
comments and show responsibility and
sensitivity when online.
$\overline{\sigma}$
• Understand how simple networks are
set up and used.
Communicate Communicate Communicate
• Use a range of applications and devices • Use some of the advanced features of • Choose the most suitable applications
in order to communicate ideas, work and applications and devices in order to and devices for the purposes of
messages. communicate ideas, work or messages communication.
professionally. • Use many of the advanced features in
order to create high quality, professional
or efficient communications.
Callect Callect Callect
Use simple databases to record Ovise and construct databases Select appropriate applications to
information in areas across the devise, construct and manipulate data
curriculum. and present it in an effective and
professional manner.

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