



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. |
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| 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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