

COMPUTING CURRICULUM PROGRESSION

Yr	TEXT & MULTIMEDIA	RESEARCH & INTERNET SAFETY	HANDLING INFORMATION	MODELLING & SIMULATIONS
6	<ul style="list-style-type: none"> Show restrained use of effects that help to convey meaning rather than impress. 	<ul style="list-style-type: none"> Independently and safely search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audience, acknowledging material used where appropriate. 	<ul style="list-style-type: none"> Independently solve a problem by planning and carrying out data collection. Organise and analyse data involving complex searches using a database, and by drawing conclusions and presenting findings. Talk about issues relating to data protection and the need for data security. 	<ul style="list-style-type: none"> Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.
5	<ul style="list-style-type: none"> Use advanced tools in word processing software such as tabs, appropriate text formatting, line spacing etc. Create quality presentations appropriate for a known audience. 	<ul style="list-style-type: none"> Use copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Understand that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school / home). Follow the school internet safety policy. 	<ul style="list-style-type: none"> Work as a group to create a data collection sheet and use it to setup a straight forward database to answer questions. Enter information and interrogate it (by searching, sorting, graphing etc). Reflect on how useful the collected data / their interrogation was and whether or not their questions were answered. 	<ul style="list-style-type: none"> Set up and use a spreadsheet model to explore patterns and relationships. Make predictions. Know how to enter simple formulae to assist this process.
4	<ul style="list-style-type: none"> Record and present information with a range of appropriate media. Combine text and graphics in printable form; sound and video for on-screen presentations (with hyperlinks). Begin to show an awareness of the intended audience and seek feed-back. 	<ul style="list-style-type: none"> Ask their own questions and use ICT sources to find answers. Make use of search engines, index, menu, hyperlinks as appropriate. Showing an emerging understanding of internet safety. 	<ul style="list-style-type: none"> Use a simple database (which has been set up for them) to enter and save and save information. Follow straight forward lines of enquiry to search their data for their own purposes. Talk about their experiences of using ICT to process data compared with other methods. 	<ul style="list-style-type: none"> Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs.
3	<ul style="list-style-type: none"> Record and present information with a range of appropriate media. Combine text and graphics in printable form; sound and video for on-screen presentations (with hyperlinks). Begin to show an awareness of the intended audience and seek feed-back. 	<ul style="list-style-type: none"> Ask their own questions and use ICT sources to find answers. Make use of search engines, index, menu, hyperlinks as appropriate. Showing an emerging understanding of internet safety. 	<ul style="list-style-type: none"> Use a simple database (which has been set up for them) to enter and save and save information. Follow straight forward lines of enquiry to search their data for their own purposes. Talk about their experiences of using ICT to process data compared with other methods. 	<ul style="list-style-type: none"> Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs.
2	<ul style="list-style-type: none"> Generate their own work, (with help where appropriate) combining text, graphics and sound. Save, retrieve and edit their work. 	<ul style="list-style-type: none"> Use a search engine to find specific relevant information to use in a presentation for a topic. Save and retrieve their work. 	<ul style="list-style-type: none"> Use a graph package to collect, organise and classify data; selecting appropriate tools to create a graph and answer questions. Enter information into a simple branching database, database or word processor and use it to answer questions. Save, retrieve and edit their work. 	<ul style="list-style-type: none"> Play an adventure game and use a simple simulation, making choices and observing the results. Understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.
1	<ul style="list-style-type: none"> Work with others (with support) to contribute to a digital class resource which includes text, graphic and sound. 	<ul style="list-style-type: none"> As a class, explore information from a variety of sources. Show awareness of different forms of information. 	<ul style="list-style-type: none"> As a class (or individually with support), use a simple pictogram or painting program to develop simple graphical awareness / 1:1 correspondence. 	<ul style="list-style-type: none"> Make simple choices to control a simple simulation program.
FS	<p>Explore a variety of tools and techniques, experimenting with colour, design etc</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Know and talk about different factors to support wellbeing including sensible screen-time.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explore how things work.</p>	