

STUDLEY GREEN COMPUTING PROGRESSION

DIGITAL LITERACY & CITIZENSHIP							INFORMATION TECHNOLOGY				COMPUTER SCIENCE		
INTRODUCTION TO DIGITAL CITIZENSHIP	MEDIA BALANCE & WELL-BEING	PRIVACY & SECURITY	DIGITAL FOOTPRINT & IDENTITY	RELATIONSHIPS & COMMUNICATION	CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH	NEWS & MEDIA LITERACY	COMPUTING SYSTEMS & NETWORKS	CREATING MEDIA	DATA & INFORMATION	CREATING MEDIA	PROGRAMMING A	PROGRAMMING B	
YEAR 1	Media Balance is Important	Pause for People	Safety in My Online Neighbourhood				Technology around us	Digital painting	Grouping data	Digital writing	Moving a robot	Programming animations	
	To know when and why to take breaks from device time	To learn why it's important to be aware and respectful of people online	To discover that the internet can be used to visit faraway places and learn new things				To identify technology	To describe what different freehand tools do	To label objects	To use a computer to write	To explain what a given command will do	To choose a command for a given purpose	
	To consider the feelings of people around them, even when engaged in fun online activities	To learn a self-regulation strategy for transitioning from technology to face-to-face interactions	To compare how staying safe online is similar to staying safe in the real world				To identify a computer and its main parts	To use the shape tool and the line tools	To identify that objects can be counted	To add and remove text on a computer	To act out a given word	To show that a series of commands can be joined together	
			To explain rules for travelling safely on the internet				To use a mouse in different ways	To make careful choices when painting a digital picture	To describe objects in different ways	To identify that the look of text can be changed on a computer	To combine forwards and backwards commands to make a sequence	To identify the effect of changing a value	
							To use a keyboard to type on a computer	To explain why I chose the tools I used	To count objects with the same properties	To make careful choices when changing text	To combine four direction commands to make sequences	To explain that each sprite has its own instructions	
							To use the keyboard to edit text	To use a computer on my own to paint a picture	To compare groups of objects	To explain why I used the tools that I chose	To plan a simple program	To design the parts of a project	
							To create rules for using technology responsibly	To compare painting a picture on a computer and on paper	To answer questions about groups of objects	To compare typing on a computer to writing on paper	To find more than one solution to a problem	To use my algorithm to create a program	
YEAR 2	Pause & Think Online	How Technology Makes You Feel	Internet Traffic Light				Information technology around us	Digital photography	Pictograms	Making music	Robot algorithms	Programming quizzes	
	To understand the importance of being safe, responsible and respectful online	To recognise the different kinds of feelings they can have when using technology	To understand that being safe online is similar to staying safe in real life				To recognise the uses and features of information technology	To use a digital device to take a photograph	To recognise that we can count and compare objects using tally charts	To say how music can make us feel	To describe a series of instructions as a sequence	To explain that a sequence of commands has a start	
	To learn the "Pause & Think Online" song to remember basic digital citizenship concepts	To know what to do when they don't have a good feeling when using technology	To learn to identify websites and apps that are "just right" and "not right" for them				To identify the uses of information technology in the school	To make choices when taking a photograph	To recognise that objects can be represented as pictures	To identify that there are patterns in music	To explain what happens when we change the order of instructions	To explain that a sequence of commands has an outcome	
			To know how to get help from an adult if they are unsure about a website				To identify information technology beyond school	To describe what makes a good photograph	To create a pictogram	To experiment with sound using a computer	To use logical reasoning to predict the outcome of a program (series of commands)	To create a program using a given design	
							To explain how information technology helps us	To decide how photographs can be improved	To select objects by attribute and make comparisons	To use a computer to create a musical pattern	To explain that programming projects can have code and artwork	To change a given design	
							To explain how to use information technology safely	To use tools to change an image	To recognise that people can be described by attributes	To create music for a purpose	To design an algorithm	To create a program using my own design	
							To recognise that choices are made when using information technology	To recognise that photos can be changed	To explain that we can present information using a computer	To review and refine our computer work	To create and debug a program that I have written	To decide how my project can be improved	
YEAR 3	We, the Digital Citizens	Device-Free Moments	That's Private!	Digital Trails	Who Is in Your Online Community?	Putting a STOP to Online Meanness	Let's Give Credit!	Connecting computers	Stop-frame animation	Branching databases	Desktop publishing	Sequencing sounds	Events and actions in programs
	To understand that being a good digital citizen means being safe and responsible online	To recognise the ways in which digital devices can be distracting	To recognise the kind of information that is private	To learn that the information they share online leaves a digital footprint or "trail"	To compare and contrast how they are connected to different people and places on the internet	To understand what online meanness can look like and how it can make people feel	To explain how giving credit is a sign of respect for people's work	To explain how digital devices function	To explain that animation is a sequence of drawings or photographs	To create questions with yes/no answers	To recognise how text and images convey information	To explore a new programming environment	To explain how a sprite moves in an existing project
	To take a pledge to be a good digital citizen	To identify how they feel when others are distracted by their devices	To understand that they should never give out private information online	To explore what information is OK to be shared online	To demonstrate an understanding of how people can connect on the internet	To identify ways to respond to mean words online, using "S-T-O-P"	To learn how to give credit in their work for content they use from the internet	To identify input and output devices	To relate animated movement with a sequence of images	To identify the object attributes needed to collect relevant data	To recognise that text and layout can be edited	To identify that commands have an outcome	To create a program to move a sprite in four directions

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To identify ideal device-free moments for themselves and others	To identify ideal device-free moments for themselves and others						To recognise how digital devices can change the way we work	To plan an animation	To create a branching database	To choose appropriate page settings	To explain that a program has a start	To adapt a program to a new context
							To explain how a computer network can be used to share information	To identify the need to work consistently and carefully	To explain why it is helpful for a database to be well structured	To add content to a desktop publishing publication	To recognise that a sequence of commands can have an order	To develop my program by adding features
							To explore how digital devices can be connected	To review and improve an animation	To identify objects using a branching database	To consider how different layouts can suit different purposes	To change the appearance of my project	To identify and fix bugs in a program
							To recognise the physical components of a network	To evaluate the impact of adding other media to an animation	To compare the information shown in a pictogram with a branching database	To consider the benefits of desktop publishing	To create a project from a task description	To design and create a maze-based challenge
YEAR 4	Your Rings of Responsibility	Password Power-Up	This Is Me	Our Digital Citizenship Pledge	The Power of Words	Is Seeing Believing?	The internet	Audio editing	Data logging	Photo editing	Repetition in shapes	Repetition in games
	To examine both online and in-person responsibilities	To define the term "password" and describe its purpose	To consider how posting selfies or other images will lead others to make assumptions about them	To define what a community is, both in person and online	To understand that due to interpretation, it's important to think about the words we use	To recognise that photos and videos can be altered digitally	To describe how networks physically connect to other networks	To identify that sound can be digitally recorded	To explain that data gathered over time can be used to answer questions	To explain that digital images can be changed	To identify that accuracy in programming is important	To develop the use of count-controlled loops in a different programming environment
	To describe the "Rings of Responsibility" as a way to think about how our behaviour affects others	To understand why a strong password is important	To reflect on the most important parts of their unique identities	To explain how having norms helps people in a community achieve their goals	To identify ways to respond to mean words online, using S-T-O-P	To identify different reasons why someone might alter a photo or video	To recognise how networked devices make up the internet	To use a digital device to record sound	To use a digital device to collect data automatically	To change the composition of an image	To create a program in a text-based language	To explain that in programming there are infinite loops and count controlled loops
	To identify examples of online responsibilities to others	To practise creating a memorable and strong password	To identify ways they can post online to best reflect who they are	To create and pledge to adhere to shared norms for being in an online community	To decide what kinds of statements are OK to say online and which are not	To analyse altered photos and videos to try to determine why	To outline how websites can be shared via the World Wide Web (WWW)	To explain that a digital recording is stored as a file	To explain that a data logger collects 'data points' from sensors over time	To describe how images can be changed for different uses	To explain what 'repeat' means	To develop a design that includes two or more loops which run at the same time
							To describe how content can be added and accessed on the World Wide Web (WWW)	To explain that audio can be changed through editing	To use data collected over a long duration to find information	To make good choices when selecting different tools	To modify a count-controlled loop to produce a given outcome	To modify an infinite loop in a given program
							To recognise how the content of the WWW is created by people	To show that different types of audio can be combined and played together	To identify the data needed to answer questions	To recognise that not all images are real	To decompose a task into small steps	To design a project that includes repetition
							To evaluate the consequences of unreliable content	To evaluate editing choices made	To use collected data to answer questions	To evaluate how changes can improve an image	To create a program that uses count-controlled loops to produce a given outcome	To create a project that includes repetition
YEAR 5	My Media Choices	Private and Personal Information	Our Online Tracks	Keeping Games Fun and Friendly	Be a Super Digital Citizen	A Creator's Rights and Responsibilities	Sharing information	Video editing	Flat-file databases	Vector drawing	Selection in physical computing	Selection in quizzes
	To learn the "What? When? How Much?" framework for media choices	To identify the reasons why people share information about themselves online	To define the term "digital footprint" and identify online activities that contribute to it	To define "social interaction" and give an example	To reflect on the characteristics that make an upstanding digital citizen	To define "copyright" and explain how it applies to creative work	To explain that computers can be connected together to form systems	To explain what makes a video effective	To use a form to record information	To identify that drawing tools can be used to produce different outcomes	To control a simple circuit connected to a computer	To explain how selection is used in computer programs
	To use the framework to evaluate how healthy different types of media choices are	To explain the difference between private and personal information	To identify ways they are - and are not - in control of their digital footprint	To describe the positives and negatives of social interaction in online games	To recognise what cyberbullying is	To describe their rights and responsibilities as creators	To recognise the role of computer systems in our lives	To identify digital devices that can record video	To compare paper and computer-based databases	To create a vector drawing by combining shapes	To write a program that includes count-controlled loops	To relate that a conditional statement connects a condition to an outcome
	To begin to develop their own definition of a healthy media balance	To explain why it is risky to share private information online	To understand what responsibilities they have for the digital footprints of themselves and others	To create an online video game cover that includes guidelines for positive social interaction	To show ways to be an upstander by creating a digital citizenship superhero comic strip	To apply copyright principles to real-life scenarios	To recognise how information is transferred over the internet	To capture video using a range of techniques	To outline how grouping and then sorting data allows us to answer questions	To use tools to achieve a desired effect	To explain that a loop can stop when a condition is met	To explain how selection directs the flow of a program
							To explain how sharing information online lets people in different places work together	To create a storyboard	To explain that tools can be used to select specific data	To recognise that vector drawings consist of layers	To explain that a loop can be used to check whether a condition has been met	To design a program which uses selection
							To contribute to a shared project online	To identify that video can be improved through reshooting and editing	To explain that computer programs can be used to compare data visually	To group objects to make them easier to work with	To design a physical project that includes selection	To create a program which uses selection

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							To evaluate different ways of working together online	To consider the impact of the choices made when making and sharing a video	To apply my knowledge of a database to ask and answer real-world questions	To evaluate my vector drawing	To create a program that controls a physical computing project	To evaluate my program
YEAR 6	Finding My Media Balance	You Won't Believe This!	Beyond Gender Stereotypes	Digital Friendships	Is It Cyberbullying?	Reading News Online	Internet communication	Webpage creation	Introduction to spreadsheets	3D modelling	Variables in games	Sensing
	To reflect on how balanced they are in their daily lives	To define "the curiosity gap"	To define "gender stereotypes" and describe how they can be present online	To compare and contrast different kinds of online-only friendships	To recognise similarities and differences between in-person bullying and cyberbullying	To understand the purposes of different parts of an online news page	To identify how to use a search engine	To review an existing website and consider its structure	To identify questions which can be answered using data	To use a computer to create and manipulate three-dimensional (3D) digital objects	To define a 'variable' as something that is changeable	To create a program to run on a controllable device
	To consider what "media balance" means and how it applies to them	To explain how clickbait uses the curiosity gap to get your attention	To describe how gender stereotypes can lead to unfairness or bias	To describe the benefits and risks of online-only friendships	To empathise with the targets of cyberbullying	To identify the parts and structure of an online news article	To describe how search engines select results	To plan the features of a web page	To explain that objects can be described using data	To compare working digitally with 2D and 3D graphics	To explain why a variable is used in a program	To explain that selection can control the flow of a program
	To create a personalised plan for healthy and balanced media use	To use strategies for avoiding clickbait	To create an avatar and a poem that show how gender stereotypes impact who they are	To describe how to respond if a friend asks something that makes them feel uncomfortable	To identify strategies for dealing with cyberbullying and ways they can be an upstander	To learn about things to watch out for when reading online news page	To explain how search results are ranked	To consider the ownership and use of images (copyright)	To explain that formulas can be used to produce calculated data	To construct a digital 3D model of a physical object	To choose how to improve a game by using variables	To update a variable with a user input
							To recognise why the order of results is important, and to whom	To recognise the need to preview pages	To apply formulas to data, including duplicating	To identify that physical objects can be broken down into a collection of 3D shapes	To design a project that builds on a given example	To use an conditional statement to compare a variable to a value
							To recognise how we communicate using technology	To outline the need for a navigation path	To create a spreadsheet to plan an event	To design a digital model by combining 3D objects	To use my design to create a project	To design a project that uses inputs and outputs on a controllable device
							To evaluate different methods of online communication	To recognise the implications of linking to content owned by other people	To choose suitable ways to present data	To develop and improve a digital 3D model	To evaluate my project	To develop a program to use inputs and outputs on a controllable device