



Wath Central Primary School



Progression Map – Based on Chris Quigley Essentials

Subject Area: Computing

		Milestone 1 By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:	Milestone 2 By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:	Milestone 3 By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:
To code (using Scratch)	Key Subject Specific Vocabulary	Software, hardware, function, navigate, algorithm, instruction, forever loops, conditional statement, sprite, input, debug, selection	Sequences, volume, duration, guide, navigate, directional, if...then statements, conditional statements, variables, functions, operators, decomposition	Operators, conditional statements, rotation, layers, effects, broadcasting, inputs, perform calculations, scripts, logical reasoning
	Motion	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. 	<ul style="list-style-type: none"> Use specified screen coordinates to control movement. 	<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	<ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object. 	<ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. 	<ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front).
	Sound	<ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. 	<ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. 	<ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	<ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. 	<ul style="list-style-type: none"> Control the shade of pens. 	<ul style="list-style-type: none"> Combine the use of pens with movement to create interesting effects.
	Events	<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	<ul style="list-style-type: none"> Specify conditions to trigger events. 	<ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger.
	Control	<ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). 	<ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. 	<ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects.
	Sensing	<ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). 	<ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). 	<ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists		<ul style="list-style-type: none"> Use variables to store a value. 	<ul style="list-style-type: none"> Use lists to create a set of variables.

			<ul style="list-style-type: none"> • Use the functions define, set, change, show and hide to control the variables. 	
	Operators		<ul style="list-style-type: none"> • Use the Reporter operators () + () () - () () * () () / () to perform calculations. 	<ul style="list-style-type: none"> • 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 ().
To connect	Key Subject Specific Vocabulary	Blog, processing, key, navigate, present, Internet, search engine	Online communication, blog, copyright, commenting, offensive	Illegal, online presence, online identity, copyright, network
		<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites. 	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • 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. 	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.

				<ul style="list-style-type: none"> • Understand how simple networks are set up and used.
To communicate	Key Subject Specific Vocabulary	Application, device, communication, technology, hardware, software, component	Filter, effects, import, clips, editing, splitting	Animation, adapting, sequencing,
		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect	Key Subject Specific Vocabulary	Collection, database, key	Selection, analysis	Analysis, data, manipulation
		<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 	<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Supporting Computing for those below Milestone 1

P4 <ul style="list-style-type: none"> • Make selections to communicate meanings. • Make selections to generate familiar/ preferred sounds or images. • Know that certain actions produce predictable results. 	P5 <ul style="list-style-type: none"> • Use web or mobile applications to manipulate something on screen. • Make connections between control devices and information on screen. 	P6 <ul style="list-style-type: none"> • Use computing to interact with other pupils and adults. • Use a keyboard or touch screen to select letters and/or images for own name. • Show an understanding that information can be stored on a computer. • Respond to simple instructions to control a device. • Operate some devices independently. 	P7 <ul style="list-style-type: none"> • Gather information from different sources. • Use computing to communicate meaning and express ideas in a variety of contexts. • Begin to choose equipment and applications for a familiar activity. 	P8 <ul style="list-style-type: none"> • Find similar information in different formats (such as in photographs, books, websites or television programmes). • Use computing to communicate and present ideas. • Start an application and make a choice from it. • Communicate about the uses of computing. 	Early Years <ul style="list-style-type: none"> • Recognise that a range of technology is used in homes and in schools. • Use a simple application on a computer or mobile device. • Use <i>computing</i> devices to interact with age-appropriate applications. • Create simple representations of events, people and objects.
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