ELG:

Year 1 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 2 able to…
Computing systems and networks: -To use a mouse in different ways. - To use a keyboard to write and edit text. - To logon to a device. - To open work from a file.	**Computing systems and networks:** - To identify technology, including a computer and its main parts. - To know how to use technology safely and responsibly.	**Computing systems and networks:** Technology, computer, iPad, Chromebook, double-click, typing. Parts of a computer – screen, mouse, trackpad, keyboard, screen	**Computing systems and networks:** - To be able to use a computer mouse and keyboard responsibly. - To be able to logon to a computer. - To be able to open work from a file.
Creating digital media: - To use freehand, shape and line tools to make marks on screen. - To draw a picture on screen using paint tools. - To change the colour and size of a brush. - To make dots of colour.	**Creating digital media:** - To know what freehand tools do. - To make careful choices when painting a digital picture. - To explain why you chose the tools you used. - To know that pictures can be made in lots of different ways. - To spot the difference between a painting on a computer or on paper.	**Creating digital media:** Digital, freehand, shape, line tools, paintbrush, colour, erase, fill, undo.	**Creating digital media:** - To create art work using paint tools. - To be able to change the shape, size and colour of online tools.
Programming: - To make a sequence using commands.	**Programming:** - To explain what a given command will do. - To act out a given word.	**Programming:** Forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, plan, algorithm,	**Programming:** - To plan and debug simple sequences. - To make sensible predictions of sequence outcomes.

- To plan a simple program with left and right turns and forwards and backwards moves. - To find multiple solutions to a problem (debug).	- To be able to make sensible predictions of outcomes. - To be able to recognise a problem and know how to debug it.	program, route, outcome, sequence, move, program, solutions, debug.	

Year 2 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 3 able to…
Data and Information: - To create a pictogram. - To compare totals in a tally chart. - To record data in a tally chart. - To enter data onto a computer. - To use pictograms to answer simple questions about objects. - To use a tally chart to create a pictogram. - To tally objects using a common attribute.	Data and Information: - To recognise that you can count and compare objects using a tally chart. - To recognise that objects can be represented as pictures. - To select objects by attribute and make comparisons. - To recognise that people can be described by attributes. - To explain that we can present information using a computer.	Data and Information: More than, less than, most, least, organise, data, object, tally, chart, votes, total, pictogram, enter, compare, count, more common, least common, attribute, group, block diagram, sharing data	Data and Information: - To be able to use online software to create a pictogram. - To enter data onto a computer.
Creating Media: - To use a computer to create a musical pattern. - To create a rhythm pattern.	Creating Media: - To say how music can make us feel. - To identify that there are patterns in music.	Creating Media: Music, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo,	Creating Media: - To edit sounds using software (Chrome Music Lab). - To review my work on a computer.

- To use a computer to experiment with pitch. - To refine a musical pattern on a computer. - To add a sequence of notes to a rhythm. Programming: - To use logical reasoning to predict the outcome of a program. - To design an algorithm. - To create and debug a program that you have written. - To use an algorithm to program a sequence on a floor robot.	- To experiment with sound using a computer. - To create music for a purpose. - To review and refine computer work using Chrome Music Lab. Programming: - To describe a series of instructions as a sequence. - To explain what happens when you change the order of instructions. - To explain that programming projects can have code and artwork. - To know that a series of instructions are a sequence. - To know what happens when we change the order of instructions. - To understand that programming projects can have code and artwork.	notes, instrument, beat, open, edit Programming: Instructions, sequence, order, predict, outcome, code, artwork, algorithm, debug, program.	 Programming: - To understand what an algorithm is. - To design an algorithm. - To create and debug a program.
Year 3 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 4 able to…
Data and Information: - To create a branching database. - To plan the structure of a branching database. - To independently create an identification tool.	Data and Information: - To create questions with yes/no answers. - To identify the attributes needed to collect data about an object.	Data and Information: Attribute, value, question, table, objects, branching database, equal, even, separate, structure, compare, order, organise, selecting, tally	Data and Information: - To plan and create a branching database. - To edit work using software.

- To create two groups of objects separated by one attribute. - To create a group of objects within an existing group.	- To explain why it is helpful for a database to be well structured. - To compare two branching database structures. - To explain that questions need to be ordered carefully to split objects into similarly sized groups.	chart, pictogram, block diagram	
Creating Media: - To plan an animation. - To review and improve an animation. - To draw a sequence of pictures. - To create an effective stop-frame animation. - To add another media to an animation.	Creating Media: - To explain that animation is a sequence of drawings or photographs. - To relate animated movement with a sequence of images. - To identify the need to work consistently and carefully. - To evaluate the impact of adding another media to an animation.	Creating Media: Text, images, communicate, font, font style, template, landscape, portrait, orientation, placeholder, layout, content.	Creating Media: - To plan, create and review an animation. - To edit animations to make improvements.
Programming: - To create a program to move a sprite in four directions. - To develop a program by adding features. - To identify and fix bugs in a program.	Programming: - To explain how a sprite moves in an existing project. - To adapt a program to a new context. - To choose which keys to use for actions and explain choices.	Programming: Motion, event, sprite, algorithm, logic, branching database, attribute, value, questions, objects, equal, even, separate, extension block, pen up, set up, design, action, debugging, errors	Programming: - To be able to move a sprite. - To be able to fix simple bugs on Scratch. - To understand which keys to for an event and action.

- To design and create a maze-based challenge.	- To explain the relationship between an event and an action.		
Year 4 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 5 able to…
Computing Systems and Networks: - To demonstrate how information is shared across the internet. - To access websites on the World Wide Web (WWW).	Computing Systems and Networks: - To describe how networks physically connect to other networks. - To recognise how networked devices make up the internet. - To outline how websites can be shared via the World Wide Web (WWW). - To describe how content can be added and accessed on the World Wide Web (WWW). - To recognise how the content of the World Wide Web (WWW) is created by people. - To evaluate the consequences of unreliable content.	Computing Systems and Networks: Internet, network, router, network security, network switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web (WWW), content, links, files, download, sharing, ownership, permission, adverts	Computing Systems and Networks: - To know how networks connect to each other. - To know how the internet works to share information and access websites online. - To understand the risks of unreliable content on the web.
Creating Media: - To combine images for a purpose. - To evaluate how changes can improve an image. - To use photo editing software to crop an image. - To use different colour effects.	Creating Media: - To explain that the composition of digital images can be changed. - To explain that colours can be changed in digital images. - To explain how cloning can be used in photo editing.	Creating Media: Image, edit, arrange, select, digital, crop, undo, save, search, copyright, composition, pixels, rotate, flip, adjustments, effects, colours, hue/saturation, sepia, version, illustrator,	Creating Media: - To use photo editing software including tools and different effects to create an end project. - To know that cloning can be used in photo editing.

- To add to the composition of an image or remove parts of an image by cloning. - To use a range of tools to copy between images. - To combine text and images to complete a project.	- To explain that images can be combined.	vignette, retouch, recolour, adjust, sharpen, brighten, colour picker, air brush, alter, background, foreground, layout	
Programming: - To create a program in a text-based language. - To modify a count-controlled loop to produce a given outcome. - To decompose a task into small steps. - To create a program that uses count-controlled loops to produce a given outcome. - To create a code snippet. - To program a computer by typing commands. - To test an algorithm in a text-based language.	Programming: - To identify that accuracy in programming is important. - To explain what 'repeat' means. - To explain that a computer can repeatedly call a procedure. - To develop a program by debugging it.	Programming: Program, turtle, commands, code snippet, algorithm, design, debug, logo commands, repeat, repetition, count-controlled loop, value, trace, value, decompose, procedure	Programming: - To create and make modification to a progam. - To create a code snippet. - To test an algorithm.
Year 5 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 6 able to…
Data and Information: - To create a database using cards.	Data and Information: - To use a form to record information.	Data and Information: Database, data, information, record, field, sort, order, group,	Data and Information: - To navigate a flat- file database.

- To order, sort, and group data cards. - To navigate a flat-file database to compare different views of information. - To combine grouping and sorting to answer specific questions. - To group information using a database. - To refine a chart by selecting a particular filter.	- To compare paper and computer-based databases. - To outline how you can answer questions by grouping and then sorting data. - To explain that tools can be used to select specific data. - To explain that computer programs can be used to compare data visually. - To use a real-world database to answer questions.	search, value, criteria, graph, chart, axis, compare, filter	- To group information using a database. - To use tools to select data. - To compare data from a real – life database.
Creating Media: - To create a vector drawing by combining shapes. - To use tools to achieve a desired effect. - To group objects to make them easier to work with.	Creating Media: - To identify that drawing tools can be used to produce different outcomes. - To recognise that vector drawings consist of layers. - To apply learning about vector drawings.	Creating Media: Vector, drawing tools, shapes, object, icons, toolbar, move, resize, rotate, duplicate, copy, organise, zoom, select, alignment grid, handles, consistency, modify, layers, front, back, order, copy, paste, group, ungroup, reuse	Creating Media: - To use tools to create a vector drawing. - To know that vector drawings consist of layers.
Programming: - To design a program which uses selection. - To create a program with different outcomes using selection. - To evaluate a program.	Programming: - To explain how selection is used in computer programs. - To relate that a conditional statement connects a condition to an outcome.	Programming: Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program,	Programming: - To design and create a program including selection. - To test and evaluate my program independently.

- To modify a condition in a program. - To use selection in an infinite loop to check a condition. - To implement an algorithm to create the first section of a program. - To test a program.	- To explain how selection directs the flow of a program.	debug, question, answer, implement, design, test, run	- To understand how selection directs the flow of a program.

Year 6 Progression Overview			
Skills	Knowledge	Vocabulary	End of Key Stage 2 able to...
Data and Information: - To create a data set in a spreadsheet. - To build a data set in a spreadsheet. - To apply formulas to data. - To create a spreadsheet to plan an event.	Data and Information: - To explain that formulas can be used to produce calculated data. - To choose suitable ways to present data.	Data and Information: Spreadsheet, data, data heading, data set, cells, columns, rows, data item, object, spreadsheet application, format, common attribute, formula, calculation, input, output, cells, cell reference, range, duplicate, sigma	Data and Information: - To create and build a data set in a spreadsheet. - To apply formulas to data.
Creating Media: - To plan the features of a web page. - To draw a web page layout. - To add content to their own web page. - To preview what a web page looks like.	Creating Media: - To review an existing website and consider its structure. - To consider the ownership and use of images (copyright). - To recognise the need to preview pages. - To outline the need for a navigation path.	Creating Media: Website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media	Creating Media: - To plan and design a web page. - To create a webpage with multiple pages. - To know what a navigation path is and use this knowledge to implement onto webpage.

- To make multiple web pages and link them using hyperlinks.	- To recognise the implications of linking to content owned by other people.		
Programming: - To make use of an event in a program to set a variable. - To choose the artwork for a project. - To create algorithms for a project. - To test the code that they have written. - To use variables to extend the game.	Programming: - To define a 'variable' as something that is changeable. - To explain why a variable is used in a program. - To choose how to improve a game by using variables. - To design a project that builds on a given example. - To use the design to create a project. - To evaluate the project.	Programming: Variable, change, name, value, set, design, event, algorithm, code, task, program, project, test, debug	Programming: - To set a variable using Scratch. - To independently create algorithms.