Computing Progression map

BRIGSTOCK LATHAM'S SCHOOL

	EYFS	YEAR 1,2	YEAR 3,4	YEAR 5,6
CODE: This concept involves developing an understating of instructions, logic and sequences.				
Motion		• Control motion by specifying the number of steps to travel, direct and turn	• Use specified screen coordinates to control movement	• Set IF conditions for movements. Specify types of rotations giving the number of degrees
Looks		• Add text strings, show and hide objects and change the features of an object	• Set the appearance of objects and create sequences of changes	• Change the position of objects between screen layers (send to back, bring to front).
Sound		• Select sounds and control when they are heard, their duration and volume	• Create and edit sounds. Control when they are heard, their volume, duration and rests	• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation
Draw		• Control when drawings appear and set the pen colour, size and shape	• Control the shade of pens	• Combine the use of pens with movement to create interesting effects
Events		• Specify user inputs (such as clicks) to control events	• Specify conditions to trigger events	• Set events to control other events by 'broadcasting' information as a trigger
Control		• Specify the nature of events (such as a single event or a loop)	• Use IF THEN conditions to control events or objects	• Use IF THEN ELSE conditions to control events or objects

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Sensing		• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)	• 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)	• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions
Variables and Lists		•	• Use variables to store a value • Use the functions define, set, change, show and hide to control the variables	• Use lists to create a set of variables
Operators		•	• Use the reporter operators () + () , () + (), () * (), () / () to perform calculations	• 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: This concept involves developing an understanding of how to safely connect with others.				
		• Participate in class social media accounts • Understand online riskis and the age rules for sites	• 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	• 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

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			• of offensive are the same as bullying • Understand how online services work	• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission form the copyright holder • Understand the effect of online comments and show responsibility and sensitivity when online • Understand how simple networks are set up and used
Communicate: This concept involves using Apps to communicate one's ideas.				
		• Use a range of applications and devices in order to communicate ideas, work and messages	• Use some of the advanced features of applications and devices in order to communicate ideas, work, or messages professionally	• Choose the most suitable applications and devices for the purpose of communication • Use many of the advanced features in order to create high quality, professional, or efficient communications
Collect: This concept involves developing an understating of databases and their uses.				
		• Use simple databases to record information in areas across the curriculum	• Devise and construct databases using applications designed for this purpose in areas across the curriculum	• Select appropriate applications to devise, construct and manipulate data and present it in an affective and professional manner

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