

Wilkinson Primary School – Computing Skills Progression

Key Stage 1

	Autumn		Spring		Summer	
	Fairy Tales		Our Country		Toys	
	Broadcaster	Programmer	Programmer	Data Handler	Film Maker	Designer
	Create a traditional tale audio book.	Programme a Bee Bot over a route on a map.	Use scratch jr to create a short story about a flight	Use 2Graph to represent a survey on children's holidays	Instructions for making a puppet	Creating a design for a toy car.
Year 1	<ul style="list-style-type: none"> use their voice expressively to bring the story to life begin to use the basic principles of editing (trimming audio, moving audio around, the idea that sound is shown as a waveform) suggest ways they could improve their work 	<ul style="list-style-type: none"> Press the buttons in the correct order to make my robot do what I want. Describe what actions I will need to do to make something happen and begin to use the word algorithm. Begin to use the word debug when I correct mistakes when I program. Begin to predict what will happen for a short sequence of instructions. 	<ul style="list-style-type: none"> Create a simple computer program that includes multiple instructions. Test a simple program, notice bugs and make changes to improve it Use the word debug Use the word algorithm 	<ul style="list-style-type: none"> View a range of graphs, charts and spread sheets and understand the differences between the ways in which the data can be presented. Identify where data is presented in graphical form in the wider world. Work independently or with other learners to decide on the types of data to be collected and how that data can be presented. Use a simple graphing application to present previously collected data. 	<ul style="list-style-type: none"> Begin to understand the basic principles of editing (trimming, moving clips, etc.) Use a plan as a basis for filming scenes. Work with other learners to write a simple script and storyboard in response in preparation for filming. Work with others to use a recording device to record digital video footage, following a simple script or storyboard. 	<ul style="list-style-type: none"> Understand that technology can be used to manufacture objects created on-screen Work individually or with others learner to modify and/or create a simple design Select and use a range of simple drawing tools with software to produce a design

	The Home Front		India		Great Fire	
	Programmer	Musician	Presenter	Publisher	Programmer	Artist
	Year 2	<p>Scratch game: move air raid warden to different houses</p> <ul style="list-style-type: none"> • Create a simple computer program that includes multiple instructions. • Test a simple program, notice bugs and make changes to improve it. • Describe to other children how they created a program, and what they hoped to achieve. 	<p>Soundscape for an air raid.</p> <ul style="list-style-type: none"> • Select audio clips that bring a story to life • understand and use the basic principles of editing (trimming, reordering, fading in and out the idea that sound is shown as a waveform) • suggest ways they could improve their work 	<p>Powerpoint of information about an aspect of India</p> <ul style="list-style-type: none"> • View a variety of presentations; understand that some presentations are more effective than others and be able to offer a simple explanation as to why. • Work independently or with other learners to plan a simple presentation e.g. using a storyboard/plan. • Work independently or with other learners to add a selection of simple objects, including text and media, to a presentation. • Use simple appropriate animations to add emphasis. 	<p>Create an e-book based on Indian animals</p> <ul style="list-style-type: none"> • Design and create publications (e.g. eBooks) that combine text, images and audio. • Format text and images in a publication to engage and interest the reader. • View own publications and evaluate against agreed success criteria. 	<p>Conversation between two people about GFoL using Scratch</p> <ul style="list-style-type: none"> • Be able to describe what happened when a set of instructions was run, and whether it achieved the desired outcome. • Suggest simple suggestions why a program did not work correctly. • Be able to predict the behaviour of a simple program, and to test that prediction. • Suggest specific reasons why a program did not work correctly, and work, with support, to solve issues.

Lower Key Stage 2

	Would You Survive?		The Egyptians		Brazil	
	Film Maker	Programmer	Designer	Publisher	Prog/Animator	Broadcaster
	Year 3	Video advert for a survival tool/piece of equipment	Creating an escape maze game.	Design an Egyptian temple/tomb	Web Page on an aspect of Egyptian life.	Scratch animation giving information about Brazil
	<ul style="list-style-type: none"> Independently use a recording device to record digital video footage, following a simple script or storyboard. Work independently or with other learners to write a simple script and storyboard in response in preparation for filming. Use video editing software to place clips in the correct order, to trim clips to an appropriate length, and to add simple titles. 	<ul style="list-style-type: none"> Be able to explain, in simple terms, key vocabulary in programming, including algorithm, program, code/ instruction/ if-then Work independently or with other learners to create pieces of code in age appropriate software and combine sections of code to solve a problem. Be able to predict the behaviour of an algorithm or section of code and to test that prediction. Where a program did not work correctly, locate the specific code, and work (with support if required) to solve issues. 	<ul style="list-style-type: none"> Understand that technology can be used to manufacture objects created on-screen Work individually to modify and/or create a simple design Select and use a range of simple drawing tools with software to produce a design Suggest possible improvements to a design 	<ul style="list-style-type: none"> Understand that web designers will adapt the style, content and structure of a website based on their audience Work independently or with other learners to plan the structure of a webpage with a specific audience and purpose in mind. Add a range of objects to a webpage, such as text, titles, images, graphs/charts, hyperlinks and buttons. Evaluate the effectiveness and suitability of own webpages against agreed success criteria. Give useful feedback to other learners 	<ul style="list-style-type: none"> Be able to explain, in simple terms, key vocabulary in programming, including loop/ if – then Work independently or with other learners to create more complex pieces of code including loops in age appropriate software and combine sections of code to solve a problem. Enhance games by using sound recordings Be able to predict the behaviour of an algorithm or section of code and to test that prediction. Where a program did not work correctly, locate the specific code, and work (with support if required) to solve issues. 	<ul style="list-style-type: none"> Listen to, reflected on and shared a range of recordings Recognise the differences between a live and recorded broadcast Plan and script a broadcast, include the place/timings of music and sound effects in a script Use sounds/music to represent objects or create moods Use effective expression and volume when speaking on a recording

	The Romans		The Anglo Saxons		Britain's Kitchen	
	Presenter	Programmer	Music	Publisher	Programmer	Data Handler
	Year 4	<p>Wikipedia about aspects of Roman life.</p> <ul style="list-style-type: none"> Understand what a WIKI is and how/why it is used Embed media (e.g. images) into a wiki within a learning platform. Adapt language, formatting and objectives to different media or target audiences. Share publications beyond the school e.g. onto the school website. 	<p>Description of a Roman Soldier</p> <ul style="list-style-type: none"> Be able to explain, in simple terms, key vocabulary in programming, including loop and broadcast/receive Work independently or with other learners to create complex pieces of code including broadcast and receive instructions in age appropriate software and combine sections of code to solve a problem. Enhance games by using sound recordings Be able to predict the behaviour of an algorithm or section of code and to test that prediction. Where a program did not work correctly, locate the specific code, and work (with support if required) to solve issues. 	<p>Use Garageband to create a Music for a fight</p> <ul style="list-style-type: none"> Evaluate a range of digital music and offer an opinion about its success and ways it may be improved. Begin to use more complex software to compose own digital music, selecting from a range of loops and sound effects. 	<p>Create an interactive e-book on Anglo Saxon Monarchs</p> <ul style="list-style-type: none"> Design and create multimedia publications (e.g. eBooks) that combine text, images and audio/ video. Add hyperlinks in to an e-book to link contents to sub sections. 	<p>Use Scratch to create a 'Facts about Britain' quiz/game</p> <ul style="list-style-type: none"> Be able to explain, in simple terms, key vocabulary in programming, including loop, if-then-else, variable Work independently or with other learners to create complex pieces of code including ask, if-then-else instructions and variables in age appropriate software and combine sections of code to solve a problem. Enhance games by using sound effects Be able to predict the behaviour of an algorithm or section of code and to test that prediction. Where a program did not work correctly, locate the specific code, and work (with support if required) to solve issues.

Upper Key Stage 2

	The Vikings		The Mayans		Raging Water	
	Publisher	Designer	Musician	Broadcaster	Programmer	Animator
	Year 5	Produce a website about aspects of Viking life	Use Sketch Up to create a cut away Viking house	Use Garageband to create a musical score for a sacrifice	Create a weekly blog about the Mayans.	Use Kodu to create an undersea world game
	<ul style="list-style-type: none"> • Embed media (e.g. video/audio) into a website • Adapt language, formatting and objectives to different media or target audiences. • Create a website with multiple pages, each page being a different area within the overall subject • Create links within webpages and hyperlink to other sites and resources • Create a website that has a professional 'look and feel' 	<ul style="list-style-type: none"> • Modify and/or create complex designs with multiple elements with accuracy • Select and use a range of drawing tools to create complex and compound shapes, including extruding and hollowing shapes • Select and use a greater range of textures and surfaces to accurately represent reality 	<ul style="list-style-type: none"> • Begin to use more complex software to compose own digital music, selecting from a range of loops and sound effects. • Trim, duplicate and adjust the volume and timing of loops and sound effects placing them in the most effective place within a piece. 	<ul style="list-style-type: none"> • Understand what a blog is and how/why it is used • Embed media (e.g. video) from an external website into a blog post. • Adapt language, formatting and objectives to different media or target audiences. • Understand the etiquette of commenting on others' blog posts and comments 	<ul style="list-style-type: none"> • Work in 3 dimensions combining the code of different elements • Plan the purpose and environment of their games in advance • Be able to explain, in simple terms, key vocabulary in programming, including when-then • Work independently or with other learners to create complex pieces of code including 'when-then' in more complex age appropriate software • Enhance games by using sound and visual effects, camera angles • Share programs or games and give/receive feedback to other children about their programs or games. 	<ul style="list-style-type: none"> • Understand the process and application of the pixilation technique of animation • Prepare detailed storyboards for projects, and actively evaluate and modify these before creating animations. • Review animations as they progress to ensure continuity.

	Natural Disasters	Space	Greece
	Publisher	Programmer	Film Maker
	Children will make a magazine about natural disasters.	Children will create a game on an alien planet using Kodu.	Children will create a script for an advert for a Greek resort.
Year 6	<ul style="list-style-type: none"> • Design and create multimedia publications (e.g. e-zine) that combine text, images and audio/ video. • Add hyperlinks in to an e-zine to link contents to sub sections and to external sources. • Combine content created in different applications into a single publication 	<ul style="list-style-type: none"> • Plan the purpose, components, degrees of difficulty and environment of their games in advance • Work independently to create complex pieces of code including when-then instructions, multiple variables (time and score), multiple actions and consequences and constraints of the platform game • Share programs or games and give/receive feedback to other children about their programs or games. 	<ul style="list-style-type: none"> • Work independently or with other learners to structure a film script and storyboard to include clear sections and a variety of filming techniques and media. • Use a recording device to frame shots appropriately (wide shot, close up etc.) • Be proficient at basic video shooting: holding the camera still, use of a tripod, simple panning. • Use video editing software to edit a narrative film, using a variety of techniques: trimming clips, splitting clips, adding images, sound effects, transitions and music.