Marriott Primary School – Computing Concepts Progression

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coding and Computational Thinking Year 1: Unit 1.2, 1.4, 1.5, 1.7 Year 2: Unit 2.1 Year 3: ToodleBit 1 and 2 Year 4: ToodleBit 3 and 4 Year 5: ToodleBit 5 and 6 Year 6: ToodleBit 7 and 8	- Play with equipment that simulates control devices (push button toys) - Explore outcomes when individual buttons are pressed on a robot - Follow simple instructions - Using direction keys - Understand whether an algorithm has been successful or not	- Play with equipment that simulates control devices (push button toys) - Follow simple instructions - Create simple instructions - Using direction keys - Build one step instructions - Debug a simple algorithm and make corrections	- Sorting items using criteria - Grouping items using criteria - Follow simple instructions - Create simple instructions - Consider how order of instructions affects result - Using direction keys - Create and debug a set of instructions - Change and extend algorithms - Share algorithms with peers	- Understand the term 'algorithm' - Create a program using simple algorithms - Compare 'objects' within code - Use the 'repeat' and 'timer' command - Understand the term 'debugging' - Debug simple programs - Make predictions and analyse own code and code of others - Plan and use algorithms to achieved a 'desired result'	- Understand the terms 'algorithm', 'decompostion', 'pattern recognition', 'abstraction' and 'system'. - Understand why sequencing is important - Solve problems using computational thinking - Identify computers around us in the World - Manipulate physical computing resources (ToodleBit) - Use loops, inputs and	- Recap on Computational Thinking vocabulary from previous year groups and apply them to simulate real life scenarios - Use and create own algorithms - Sequence steps correctly to create a song - Use physical inputs and outputs - Use variables to store and manipulate data - Use "If/Else" commands when coding - Plan, test and	- Recap on Computational Thinking vocabulary from previous year groups and apply them to simulate real life scenarios - Understand how different types of data is stored on a computer - Understand how computers in a network communicate - Control a loop using 'while' and 'forever' coding blocks - Recap on using 'If/Else' commands	- Recap on Computational Thinking vocabulary from previous year groups and apply them to simulate more complex real life scenarios - Recap using variables, 'If/Else', 'Forever' and 'While' code blocks - Use decomposition within real life coding problems - Understand and use 'arrays'

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Marriott Primary School – Computing Concepts Progression

CS – Computer Science strand IT – Information Technology strand DL – Digital Literacy strand

		- Play with a simple adventure programme or simulation	- Build one and two step instructions using printable code cards - Explain what a block of code is - Read through combined blocks of code - Create background and characters - Design and execute a simple program, using inputs and outputs - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs		outputs to solve problems - Use debugging and logical reasoning to create own game	debug own coding creation	when coding - Recap on using variables and physical input/outputs - Use 'For' and 'If/Then' coding blocks - Plan, test and debug own coding creation	

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Marriott Primary School – Computing Concepts Progression

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spreadsheets Year 1: Unit 1.3 Year 2: Unit 2.3 Year 3: Unit 3.3 Year 4: Unit 4.3 Year 5: Unit 5.3 Year 6: Unit 6.3	- Understand that your use a mouse to move around the screen - Drag name on a screen or interactive whiteboard to indicate they are here today. (Begin with picture of child; extend by adding their name, then remove picture) - Perform simple tasks like clicking on specific pictures	- Play a variety of games that help them to learn mouse control and technique - Develop mouse control - moving, clicking, dragging etc and use simple drag and drop matching software - first with pictures or sounds moving to letters and text	- Understand rows and columns - Use save and open function - Enter data - Move and locks cells - Use 'count' and 'speak' tool	- Understand rows and columns - Use save and open function - Enter data - Move and locks cells - Use 'count' and 'speak' tool - Use 'copy' and 'paste' tool - Use 'total' tool - Using images (coins) in a spreadsheet - Create table of data - Create block graph	- Create a table of data Create charts and graphs from data - Use 'more than', 'less than' and 'equals' tools - Describe a cell location on a spreadsheet - Find specific locations in a spreadsheet	- Use number formatting tools - Add a formula cell to automatically make calculation - Use 'timer', 'random number' and 'spin' tools to create fun ways to explore number - Use a series of data to create a line graph - Make practical use of a spreadsheet (e.g. budgeting) - Convert between	- Create formula in spreadsheet to convert between units of measure - Use 'how many' tool in different context within spreadsheet - Use 'advanced mode' to produce formulae that solves mathematical equations (e.g. finding area) - Use spreadsheet to model a real-life situation and come up with solutions that can be	- Use 'copy' and 'paste' shortcuts effectively - Use 'count' tool to solve a problem - Use formula wizard to create formulae - Use spreadsheet to solve range of real-life problems

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Marriott Primary School – Computing Concepts Progression

						currencies using spreadsheet - Use images within spreadsheet in cross-curricular context (e.g. place value)	practically applied (e.g. budgeting, shopping etc)	

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Marriott Primary School – Computing Concepts Progression

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Internet and Email Year 1: Unit 1.1 Year 2: Unit 2.2, 2.5 Year 3: Unit 3.2, 3.5 Year 4: Unit 4.2, 4.7 Year 5: Unit 5.2 Year 6: Unit 6.2	- With support, type and send a short email from a class account (e.g. a letter to Santa)	- Support children in exchanging emails, perhaps with an imaginary story character (adult receives the emails and replies appropriately)	- Logging in - Taking ownership of work - Finding saved work and other resources - Using icons to find resources - Adding pictures and text to work - Using common icons (e.g. Save, Print, Open, New) - Exploring Games - Logging out	- Use search tools and refine information - Understand approval of content by others - Understand how to use, open and send emails - Discuss own experiences and what makes them happy or sad - Understand the term 'digital footprint' - Identify steps to keep data and information secure online - Understand	- Understand what makes a good password - Understand that some information may not be accurate or true - Create a 'spoof' website - Identify physical and emotional effects from accessing different content - Relate cyberbullying to real world contexts - Highlight strengths and weaknesses of	- Understand security symbols online (e.g. padlock) - Understand the term 'phishing' and be aware of scam websites - Explain how a digital footprint can link to identity theft - Identify risks of installing paid and free software - Understand the terms 'malware' and 'virus' - Understand the term 'plagiarism' - Understand the difference between using	- Know who to tell if something online upsets them - Understand and use SMART rules - Think critically about what they share online - Have a clear idea about good passwords - Understand how image manipulation can have advantages and disadvantages - Understand importance of citing sources when researching	- Identify benefits and risks of mobile devices and other software broadcasting location of user - Understand the term 'digital footprint' and understand how people use information to create 'online presence' - Understand consequences of promoting inappropriate content and how to put a stop to it - Understand importance of balancing

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CS – Computer Science strand   IT – Information Technology strand   DL – Digital Literacy strand

				the meaning of key internet terms (Internet/World Wide Web/Browser/Website/Web page/Web Address/Search Engine)	different methods of communication	information and copying information	- Use keywords and search techniques to find relevant information	game and screen time with other parts of life
				- Identify basic parts of a web search engine - Use information from a web search results page - Search for answers, using search engines	- Open and respond to series of emails - Write rules on how to stay safe using email - Explore scenarios involving real life applications - Attach appropriate files to emails - Understand the term 'CC' and how to use it	- Understand positive and negative influences of technology on wider world - Structure search queries to locate specific information - Use search technology to answer a series of questions - Write own search questions for others - Analyse web pages for credibility of information	- Understand advantages and disadvantages of different forms of communication	- Share opinions about advantages and disadvantages of technology and how technology affects health and the environment

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Marriott Primary School – Computing Concepts Progression

CS – Computer Science strand   IT – Information Technology strand   DL – Digital Literacy strand

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art and Design Year 1: Unit 1.6 Year 2: Unit 2.6 Year 3: N/A Year 4: Unit 4.6 Year 5: Unit 5.5, 5.6 Year 6: N/A	- With help, begin to experiment and use art tools to create a composition - Discuss and talk about art composition with adult - Use an object based graphics program (e.g. whiteboard software) to create a scene by dragging objects into place on a background	- Understand there are a variety of tools in a graphics (art) package - Begin to experiment and use art tools to create a composition for a purpose - Write a simple sentence about composition - Understand the difference between image and text	- Know difference between traditional book and e-book - Add and edit text and pictures - Add animation and sound - Record own voice and music - Save and open previous work - Share work on a shared platform	- Use simple drawing tools - Open and use clipart - Resize drawing tools - Use 'fill' tool - Use repeating patterns - Edit and improve work based on feedback	- Identify the difference between various types of art created by technology - Use technology to take photos and videos for a specific purpose and effect - Record sound using a digital device and input it to another - Use sound effects and music for a purpose - Use editing software to	- Produce physical and digital animation - Use 'onion skin' tool - Add backgrounds and sounds - Understand the term 'stop motion animation' - Create own stop motion animation - Publish work to a shared platform	- Review and analyse a computer game - Design own computer game, based on selected theme - Upload images or use drawing tools to create game environment - Design characters and include animation and sounds - Select appropriate options to make unique game and maximise playability - Evaluate own and peers' games to help improve design - Use different viewpoints in 3D modelling software	- Identify technological changes over time and compare modern technology with older technology - Record voice using a digital device and input it to another - Record and edit sound effects and music for a purpose - Using a variety of software independently, children to create

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Marriott Primary School – Computing Concepts Progression

					edit and change composition		- Adapt 3D model by altering points to create own version - Edit and design 3D model for a purpose - Print own design as 2D net and create 3D model	presentations about specific topic

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CS – Computer Science strand   IT – Information Technology strand   DL – Digital Literacy strand

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Marriott Primary School – Computing Concepts Progression

| Databases and Graphing

Year 1: Unit 1.3

Year 2: Unit 2.4

Year 3: Unit 3.6, 3.8

Year 4: N/A

Year 5: Unit 5.4

Year 6: N/A | - With help, begin to develop simple classification skills by carrying out simple sorting activities | - Begin to develop simple classification skills by carrying out simple sorting activities independently | - Understanding data in picture form
- Contributing to class project
- Using pictogram to record results | - Understand limitations of pictograms/binary tree
- Use 'YES' or 'NO' questions to separate information
- Understand the term 'binary tree'
- Use a binary tree to sort pictures
- Understand the term 'database'
- Use database to answer simple and more complex search questions | - Use 'YES' and 'NO' questions
- Contribute to shared branching database
- Create own branching database
- Select and save appropriate images
- Use and debug own branching database

- Set up graph with a given number of fields
- Enter data for a graph
- Share graphs on shared platform
- Use graphs in a range of | - Use graphing and data tools from previous year groups in real life context (e.g. rainforest sorting, rain fall graph) | - Understand different ways to search a database
- Use 'find' tool to search for specific information
- Use 'sort', 'group' and 'arrange' tool
- View data in different tables, based on clarity
- Use 'statistics' and 'report' tool to find statistical information about a database | - Use previous database skills to create a database about a real-life context and find statistical information about it

- Use data points to create conclusions about data

- Adapt inefficient databases and debug them |

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CS – Computer Science strand   IT – Information Technology strand   DL – Digital Literacy strand

					contexts - Present results in a range of graphical formats			

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	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing and Presenting Year 1: N/A Year 2: Unit 2.8 Year 3: Unit 3.4 Year 4: Unit 4.4 Year 5: Unit 5.7 Year 6: Unit 6.4, 6.7	- Begin to use a keyboard (with support) and notice the effect on screen - With support, begin to write simple words - Identify the difference between text and images - With help, add captions to photographs, graphics and sound (perhaps choosing words from a prepared word list)	- Begin to understand that ICT can be used to communicate ideas in different ways - With support, enter text into a search engine to find specific given web sites (e.g. CBeebies) - With help, search for and choose images from the internet - With adult support; they create talking books about their visit	- Write simple sentences with some accuracy, using the keyboard - Begin using technology to create writing for a purpose - To use the backspace key to edit mistakes, where appropriate - Search for and add pictures to a document	- Write simple sentences with more accuracy, using the keyboard - Understand digital content may be represented in many forms - Create a quiz about a story - Talk about work and alter based on feedback - Add appropriate pictures/clip-art and information - Use a variety of software to manipulate content - Present	- Understand the names of fingers - Understand the terms 'top row', 'home row', 'bottom row' and 'top row' - Use two hands to type on the keyboard - Can type individual and series of words with speed and accuracy	- Develop typing speed with some accuracy at 30 WPM - Use text formatting to fit for purpose and audience - Interpret variety of communications to include in report - Create mind-map - Use ideas from mind-map to structure writing - Assess suitability of work produced	- Develop typing speed with more accuracy at 35 WPM - Record information visually - Understand the terms 'concept maps', 'stage', 'nodes' and 'connections' - Create a basic concept map - Work collaboratively with others to create a concept map	- Develop typing speed with more accuracy at 40 WPM - Work collaboratively with others to research and plan a blog - Use software to create a blog, with focus to varying audiences - Understand that blogs need to be maintained regularly - Post comments and blog posts on existing blogs - Understand approval process of

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		using Clicker/White board software		digital content to others				comments - Demonstrate awareness of issues surrounding inappropriate posts and cyberbullying - Assess effectiveness and impact of a blog - Use software appropriately, based on specific audience (e.g. younger children) - Share quiz with peers and edit and improve, based on feedback - Design own quiz that requires user

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Marriott Primary School – Computing Concepts Progression

IT – Information Technology strand   DL – Digital Literacy strand

	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								to search a database
Communication and Networks Year 1: Unit 1.9 Year 2: N/A Year 3: Unit 3.7 Year 4: Unit 4.8 Year 5: N/A Year 6: Unit 6.6	- With support, to find a specific program and open it - Understand that technological devices can be used to record and play back sounds	- Understand that cameras can take still and moving images (video) - With support, perform basic instructions (such as logging in and logging out) - To find a specific program and open it - With help, save their own content in their own	- Logging in to an account (PurpleMash and ClassDojo) - Taking ownership of work - Respond to a teacher's task on ClassDojo - Finding saved work and other resources - Using icons to find resources - Adding pictures and text to work - Using common icons (e.g. Save,	- Perform basic functions of a computer (e.g. Logging in, logging off, opening specific programs, opening work, saving work) - Add pictures and sound to a document - Begin to use search technology to research - Use a range of technology (e.g. cameras,	- Identify examples of different simulations (real or imaginary situations) - Give examples of simulations from own knowledge - Suggest advantages and disadvantages of simulations - Use simulation to test predictions - Evaluate simulations,	- Name different parts of a desktop computer - Understand function of different parts of a computer	- Use search technology effectively to find out information on topics of interest	- Know the different between the 'World Wide Web' and the 'Internet' - Understand their own school network - Use search technology effectively to find out information on specific people - Consider major changes in technology in the past, present and future

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		electronic folder - Use voice amplifying or changing equipment and notice the effect and record using a microphone	Print, Open, New) - Exploring Games - Logging out of an account (PurpleMash and ClassDojo) - Understand the term 'technology' - Consider types of technology inside and outside of school - Record examples of technology outside of school	microphones) for a range of purposes	based on real life contexts and usefulness - Recognise patterns within simulations			

See following page for overview of units and where they fit at a glance:

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Theme Key:

Color	Theme
Red	Coding and Computational thinking
Blue	Spreadsheets
Green	Internet and Email
Orange	Art and Design
Yellow	Music
Purple	Databases and graphing
Pink	Writing and Presenting
Grey	Communication and networks

YEAR 1

Weeks: 1 2 3 4 | 5 6 | 7 8 9 | 10 11 12 | 13 14 15 | 16 17 18 19 20 | 21 22 23 24 25 26 | 27 28 29 | 30 31

- **Unit 1.1** — Online Safety & Exploring Purple Mash — Weeks – 4 — Programs – Various
- **Unit 1.2** — Grouping & Sorting — Weeks – 2 — Programs – 2DIY
- **Unit 1.3** — Pictograms — Weeks – 3 — Programs – 2Count
- **Unit 1.4** — Lego Builders — Weeks – 3 — Programs – 2DIY
- **Unit 1.5** — Maze Explorers — Weeks – 3 — Programs – 2Go
- **Unit 1.6** — Animated Story Books — Weeks – 5 — Programs – 2Create A Story
- **Unit 1.7** — Coding — Weeks – 6 — Programs – 2Code
- **Unit 1.8** — Spreadsheets — Weeks – 3 — Programs – 2Calculate
- **Unit 1.9** — Technology outside school — Weeks – 2 — Programs – Various

YEAR 2

Weeks: 1 2 3 4 5 | 6 7 8 | 9 10 11 12 | 13 14 15 16 17 | 18 19 20 | 21 22 23 24 25 | 26 27 28 | 29 30 31 32

- **Unit 2.1** — Coding — Weeks – 5 — Programs – 2Code
- **Unit 2.2** — Online Safety — Weeks – 3 — Programs – Various
- **Unit 2.3** — Spreadsheets — Weeks – 4 — Programs – 2Calculate
- **Unit 2.4** — Questioning — Weeks – 5 — Programs – 2Question, 2Investigate
- **Unit 2.5** — Effective Searching — Weeks – 3 — Programs – Browser
- **Unit 2.6** — Creating Pictures — Weeks – 5 — Programs – 2PaintAPicture
- **Unit 2.7** — Making Music — Weeks – 3 — Programs – 2Sequence
- **Unit 2.8** — Presenting Ideas — Weeks – 4 — Programs – Various

YEAR 3

- **Unit 3.1** — Coding — Number of Weeks – 6 — Main Programs – 2Code
- **Unit 3.2** — Online safety — Weeks – 3 — Programs – Various
- **Unit 3.3** — Spreadsheets — Weeks – 3 — Programs – 2Calculate
- **Unit 3.4** — Touch Typing — Weeks – 4 — Programs – 2Type
- **Unit 3.5** — Email (including email safety) — Weeks – 6 — Programs – 2Email, 2Connect, 2DIY
- **Unit 3.6** — Branching Databases — Weeks – 4 — Programs – 2Question
- **Unit 3.7** — Simulations — Weeks – 3 — Programs – 2Simulate, 2Publish
- **Unit 3.8** — Graphing — Weeks – 3 — Programs – 2Graph

YEAR 4

Weeks: 1 2 3 4 5 6 | 7 8 9 10 | 11 12 13 14 15 16 | 17 18 19 20 21 | 22 23 24 25 | 26 27 28 | 29 30 31 | 32 33

- **Unit 4.1** — Coding — Number of Weeks – 6 — Main Programs – 2Code
- **Unit 4.2** — Online safety — Weeks – 4 — Programs – Various
- **Unit 4.3** — Spreadsheets — Weeks – 6 — Programs – 2Calculate
- **Unit 4.4** — Writing for different audiences — Weeks – 5 — Programs – 2Email, 2Connect, 2DIY
- **Unit 4.5** — Logo — Weeks – 4 — Programs – Logo
- **Unit 4.6** — Animation — Weeks – 3 — Programs – 2Animate
- **Unit 4.7** — Effective Search — Weeks – 3 — Programs – Browser
- **Unit 4.8** — Hardware Investigators — Weeks – 2

YEAR 5

Weeks: 1 2 3 4 5 6 | 7 8 9 10 | 11 12 13 14 15 | 16 17 18 19 20 | 21 22 23 24 | 25 26 27 28 | 29 30 31 32

- **Unit 5.1** — Coding — Number of Weeks – 6 — Main Programs – 2Code
- **Unit 5.2** — Online safety — Weeks – 3 — Programs – Various
- **Unit 5.3** — Spreadsheets — Weeks – 6 — Programs – 2Calculate
- **Unit 5.4** — Databases — Weeks – 4 — Programs – 2Question, 2Investigate
- **Unit 5.5** — Game Creator — Weeks – 5 — Programs – 2DIY 3D
- **Unit 5.6** — 3D Modelling — Weeks – 4 — Programs – 2Design and Make
- **Unit 5.7** — Concept Maps — Weeks – 4 — Programs – 2Connect

YEAR 6*

Weeks: 1 2 3 4 5 6 | 7 8 9 | 10 11 12 13 14 | 15 16 17 18 19 | 20 21 22 23 24 | 25 26 27 | 28 29 30 31 32

- **Unit 6.1** — Coding — Number of Weeks – 6 — Main Programs – 2Code
- **Unit 6.2** — Online safety — Weeks – 2 — Programs – Various
- **Unit 6.3** — Spreadsheets — Weeks – 5 — Programs – 2Calculate
- **Unit 6.4** — Blogging — Weeks – 5 — Programs – 2Blog
- **Unit 6.5** — Text Adventures — Weeks – 5 — Programs – 2Code, 2Connect
- **Unit 6.6** — Networks — Weeks – 3
- **Unit 6.7** — Quizzing — Weeks – 6 — Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate