# St John's Catholic School Computing Progression Map

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Word Processing Skills** | - Write My Name<br>- Use the Enter Key to move to a new line<br>- Use the Full Stop key<br>- Use the Space Bar to create a finger space<br>- Use the Backspace key to delete a letter<br>- Use the Undo Button<br>- Use the Shift key to create a Capital Letter<br>- Use the Caps Lock Key | - Open a new page<br>- Open a Saved Document<br>- Use the Save button and name my work correctly (work saved in their folder – does not need their name in the title).<br>- Place the Cursor with Mouse and Arrow Keys<br>- Copy and Paste from the Internet<br>- Double Click on a word to select it<br>- Use the Number Keys | - Change the Font Size, style and colour<br>- Use Bold/Italic and Underline<br>- Use the Highlight Tool<br>- Use Bullet Points and Numbering<br>- Align Right/Centre/Left and Justify<br>- Use Spell Check<br>- Put text into Columns<br>- Insert Headings and Sub-headings<br>- Page Views, Zoom and Print Preview<br>- Use the Undo and Redo edit options | - Use Page Set Up – landscape or portrait<br>  - Use Cut/Copy and Paste icons<br>- Insert Table<br>- Insert Symbols<br>- Insert Word Art and Format and Resize<br>- Insert a Text Box and Format and Resize<br>- Insert a Shape and Format and Resize<br>- Insert Clip Art or a picture and Format and Resize<br>- Create a Border | - Use Ctrl shortcuts and Function keys<br>- Use Word Count<br>- Use Find and Replace<br>- School Name in Footer<br>- Name and Date in Header | - Use Title options<br>- Use thesaurus /synonyms<br>- Use protect document<br>- Use watermark |
| **Presentation skills**<br><br>**Including Multimedia, PowerPoints and Data Handling** | Use a range of applications and devices in order to communicate ideas, work and message<br><br>Use painting programmes with different brush sizes and a palette of colours.<br><br>Create simple presentations (image and text). | Using Photostory:<br>- Add images<br>- Create a voiceover<br>- Add subtitles<br>- Begin to add transitions<br>Watch slideshow and discuss<br><br>Create artwork using dots, lines and repeated patterns.<br><br>Collect, organise and present simple data and information in digital content. | Using PowerPoint :<br>- Create new slide<br>- Add new slide<br>- Insert pictures and text boxes<br>- Watch presentation using 'Slide show' feature<br><br>Use branching databases to classify objects. | Using PowerPoint :<br>- Create new slide<br>- Add new slide<br>- Insert pictures and text boxes<br>- Watch presentation using 'Slide show' feature<br>- Include a background design<br>- Add effects such as transitions<br><br>Use computers to collect numerical data and present this to an audience.<br>Create graphs (bar charts, line graphs). | Using PowerPoint :<br>- Insert pictures and text boxes<br>- Include a background design<br>- Add effects such as transitions<br>- Use advanced features of PowerPoint confidently<br>- Add hyperlinks to images (links to a webpage or video)<br>- Create charts/graphs to present data<br>- Include brief bullet points on slides and be able to expand ideas when presenting<br>- Be able to present confidently from a PowerPoint presentation<br><br>Create a variety of graphs from one set of data for a purpose.<br><br>Use a range of media to create an effective presentation in software of their own choice. | Review previous skills and focus on:<br>- Use advanced features of PowerPoint confidently<br>- Add hyperlinks to images<br>- Create charts/graphs to present data<br>- Include brief bullet points on slides and be able to expand ideas when presenting<br>- Be able to present confidently from a PowerPoint presentation<br>- Use an alternative platform to present information. (Focusky)<br><br>Excel skills:<br>- Use Excel to plan<br>- Use Excel spreadsheet to enter data and use autosum<br>- Use formula for addition, subtraction and multiplication<br>- Use data to create a graph<br>- Independently set up a spreadsheet from scratch |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Coding** | Create a simple programme to give instructions to Beebots.<br><br>- Understand what algorithms are (know that technology follows instructions to deliver a desired outcome)<br>- Control motion by specifying the number of steps to travel, direction and turn<br>- Follow instructions to reach a destination on a map | Create a programme for a Beebot to perform a sequence of moves (being able to debug and review sequence).<br><br>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br>- Create and debug simple programs (know that debugging means finding a mistake to an algorithm and correcting it)<br>- Control motion by specifying the number of steps to travel, direction and turn<br>- Specify user inputs (such as clicks) to control events<br>- Specify the nature of events (such as a single event or a loop) | -Design and write programs that accomplish specific goals, including controlling or simulating physical systems<br>- Use specified screen coordinates to control movement<br>- Set the appearance of objects and create sequences of changes.<br>- Specify conditions to trigger events | - Debug programs<br>- Solve problems by decomposing them into smaller parts<br>- Use specified screen coordinates to control movement<br>- Set the appearance of objects and create sequences of changes.<br>- Specify conditions to trigger events<br>- Use IF THEN conditions to control events or objects<br>- Use variables to store a value<br>- Use the functions define, set, change, show and hide to control the variables | - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>- Change the position of objects between screen layers (send to back, bring to front).<br>- Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.<br>- Set events to control other events by 'broadcasting' information as a trigger.<br>- Use IF THEN ELSE conditions to control events or objects. | -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>- Change the position of objects between screen layers (send to back, bring to front).<br>- Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.<br>- Set events to control other events by 'broadcasting' information as a trigger.<br>- Use IF THEN ELSE conditions to control events or objects.<br>- Use lists to create a set of variables<br>- Use the Boolean operators to define conditions |
| **Animation** | Create animations using flat or 3D props, which include movement - iMovie | Create flat animations which include sound and actions/movement – iMovie | Create 2D animations which include sound and movement<br><br>- Begin to introduce sound effects.<br>- Recognise the importance of slow movement within the animation to ensure it is effective. | Create 3D animations which include sound and movement<br><br>- Include sound effects and use voice overs.<br>- Alter the volume of sound effects so that the speaking is clear. | Create 3D animations which include sound, movement and editing to ensure that sound effects are used in appropriate places within the animation.<br><br>- Write scripts<br>- Create props<br>- Film and edit animations using appropriate animation app. | |
| **Film/ Video/ Blogging** | - Open camera app<br>- Select video recording feature<br>- Know when to press play<br>- Hold steady when recording<br>- Be able to watch video back and discuss | Use a range of applications and devices in order to communicate ideas, work and messages.<br>- Open camera app<br>- Select recording feature and press play<br>- Hold steady when recording. | | | | Develop more advanced videoing skills:<br>- Create storyboard<br>- Include special effects and filters<br>- Include shots from different angles<br>- Add sound<br>- Crop and edit scenes |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | - Watch video back and discuss/give feedback and re-record if necessary<br><br>Use technology purposefully to create, organise, store and retrieve digital content in the context of adding images and text to an online blog. | | | | |
| **General**<br><br>PSHE includes details of online safety coverage. | Recognise common uses of information technology in the home. | Recognise common uses of information technology on the way to school, in shops and in the wider world.<br><br>Use technology safely and respectfully, keeping personal information private; identify where to go for help if it is needed. | Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | Use search technologies effectively, appreciate how results are selected. | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. |