



**Trimley St Mary – Computing  
Progression of Knowledge and Skills**



<b>ELG – EYFS</b> <b>Understanding the World - Technology</b>	<b>Milestone 1 - Year 1 &amp; 2</b> By the end of Year 1 pupils should have a basic grasp of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	<b>Milestone 2 - Year 3 &amp; 4</b> By the end of Year 3, pupils should have a basic grasp of all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	<b>Milestone 3 - Year 5 &amp; 6</b> By the end of Year 5, pupils should have a basic grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.
<ul style="list-style-type: none"> <li>Recognise that a range of technology is used in places such as homes and schools.</li> <li>Select and use technology for particular purposes.</li> <li>Complete a simple program on a computer.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Code</b></p> <ul style="list-style-type: none"> <li>Control motion by specifying the number of steps to travel, direction and turn.</li> <li>Add text strings, show and hide objects and change the features of an object.</li> <li>Select sounds and control when they are heard, their duration and volume.</li> <li>Control when drawings appear and set the pen colour, size and shape.</li> <li>Specify user inputs (such as clicks) to control events.</li> <li>Specify the nature of events (such as a single event or a loop).</li> <li>Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> </ul>	<p><b>Code</b></p> <ul style="list-style-type: none"> <li>Use specified screen coordinates to control movement.</li> <li>Set the appearance of objects and create sequences of changes.</li> <li>Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>Control the shade of pens.</li> <li>Specify conditions to trigger events.</li> <li>Use IF THEN conditions to control events or objects.</li> <li>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).</li> <li>Use variables to store a value.</li> <li>Use the functions define, set, change, show and hide to control the variables.</li> <li>Use the Reporter operators <code>() + () - () * () / ()</code> to perform calculations.</li> </ul>	<p><b>Code</b></p> <ul style="list-style-type: none"> <li>Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>Change the position of objects between screen layers (send to back, bring to front).</li> <li>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>Combine the use of pens with movement to create interesting effects.</li> <li>Set events to control other events by 'broadcasting' information as a trigger.</li> <li>Use IF THEN ELSE conditions to control events or objects.</li> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>Use lists to create a set of variables.</li> <li>Use the Boolean operators <code>() &lt; () = () &gt; () and() or() Not()</code> to define conditions.</li> <li>Use the Reporter operators <code>() + () - () * () / ()</code> to perform calculations. Pick <code>Random ()</code> to <code>Join ()</code> <code>Letter ()</code> of <code>() Length of () Mod ()</code> This reports the remainder after a division calculation <code>Round ()</code> of <code>()</code>.</li> </ul>
	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Contribute to blogs that are moderated by teachers.</li> <li>Give examples of the risks posed by online communications.</li> <li>Understand the term 'copyright'.</li> <li>Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>Understand how online services work.</li> </ul>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>Understand how simple networks are set up and used.</li> </ul>
	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>Choose the most suitable applications and devices for the purposes of communication.</li> <li>Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>
	<p><b>Collect</b></p> <ul style="list-style-type: none"> <li>Use simple databases to record information in areas across the curriculum.</li> </ul>	<p><b>Collect</b></p> <ul style="list-style-type: none"> <li>Devise and construct databases</li> </ul>	<p><b>Collect</b></p> <ul style="list-style-type: none"> <li>Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>