Computing
Progression of End Points

EYFS - KS1 - KS2

Swale ACADEMIES TRUST EASTBOURNE

BEAVER GREEN PRIMARY SCHOOL

LPA Langney Primary Academy Active Body, Healthy Mind

PKF The Parkland Federation Aim High, Work Hard, Dream Big

Shinewater Primary School

Swale Eastbourne Hub End of Year Expectations and Key Assessment Criteria for EYFS, KS1 to KS3 Computing

Key Stage	Year Group	Term 1 Unit	Example of Work	Term 2 Unit	Example of Work	Term 3 Unit	Example of Work	Term 4 Unit	Example of Work	Term 5 Unit	Example of Work	Term 6 Unit	Example of Work
		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		Introduction to digital technology		Mouse Robotics		Using Devices Safely		Sorting and Saving		Organising algorithms		Using an Art Program	
eyfs	Rec	I can identify parts of a computer *(taught in class)*		I can take instructions like a robot		I can talk about online friendship *(taught in class)*	no recorded evidence	I can sort objects into groups		I can create a simple algorithm	no recorded evidence	I can use unfamiliar software	
		I can use a computer keyboard *(taught in class)*	no recorded evidence	I can give a robot an instruction		I can talk about how true online information is *(taught in class)*	no recorded evidence	I can separate and sort objects into different groups		I can create a more complex algorithm	no recorded evidence	I can use a wide range of digital colours	
		I can use a computer mouse *(taught in suite)*		I can give a robot a sequence of instructions		I can talk about searching carefully online *(taught in class)*	no recorded evidence	I can collect and organise data		I can crack a code off-screen		I can use a wide range of digital paint tools	
		I can recognise different digital devices *(taught in class)*	no recorded evidence	I can create and follow a set of instructions		I can talk about online games *(taught in class)*	no recorded evidence	I can sort & save information using a chart and a computer		I can crack a code on-screen		I can find inspiration to become creative	
				I can set a robot a challenge		I can spot the difference between real and made-up things		I can use a computer to organise and compare information		I can create a code to complete a task		I can be an independent digital artist	

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Key Stage 1	1	I can use a computer mouse to move a cursor	no recorded evidence	I can control a robot		I can get help with a problem on a digital device *(taught in class)*		I can sort objects		I can organise a set of instructions		I can use a range of digital paint tools	
		I can find and use keys on a computer keyboard		I can show a sequence of instructions		I can tell an adult when there's a worrying thing on a screen *(taught in class)*	no recorded evidence	I can capture data using a digital device		I can choose the steps to complete an algorithm		I can animate an object	
		I can find and name things that are plugged into a computer		I can write more complex instructions for a robot		I can decide what we should and should not share	no recorded evidence	I can collect and organise data		I can give give clear instructions		I can create an animated scene	
		I can identify input and output devices		I can write instructions using a coding language		I can see why some games are not suitable for me	no recorded evidence	I can use gridding to help sort data		I can investigate how algorithms are put together		I can become an independent animator	
		I can create an example of a computer set-up		I can read and write Logo programming		I can take care of what we click on	no recorded evidence	I can analyse data from a chart		I can follow the steps in an algorithm	no recorded evidence	I can understand how professional animators work	

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Key Stage	Year Group	Term 1 Unit Information Technology Exploring Digital Technology	Example of Work	Term 2 Unit Computer Science 1 Robotics with Probots	Example of Work	Term 3 Unit Electronic Safety Right & Wrong	Example of Work	Term 4 Unit Handling Data Exploring Data with Spreadsheets	Example of Work	Term 5 Unit Computer Science 2 Programming Fundamentals using Scratch	Example of Work	Term 6 Unit iMedia Creating Art Digitally	Example of Work
Key Stage 1	2	I can recognise digital devices around us	no recorded evidence	I can use a program language		I can explain how to report online safety worries		I can collect and organise data with a digital device		I can identify and use the triggers that start a program		I can explore the work of an artist	
		I can access technology by using a keyboard	no recorded evidence	I can check if a robot is working correctly		I can keep our personal information safe when online		I can begin to use a spreadsheet to store data		I can control how an object moves in a program		I can produce digital art in the style of a specific artist	
		I can change the how letters and numbers look		I can create instructions using a programming language		I can identify websites that are suitable for my age		I can locate cells on a spreadsheet		I can control more than one object with a program		I can collaborate on a piece of digital work	
		I can demonstrate how a device can help us with a task	no recorded evidence	I can use a repeat in Logo		I can identify kind and unkind behaviour online		I can use information on a spreadsheet		I can control a Scratch sprite using multiple instructions		I can gather digital media for a specific project	
		I can explore how computers are improving our lives		I can predict the outcome of a program		I can understand how cyberbullying can make someone feel		I can analyse data		I can build a system		I can experiment with different digital media	

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		Information Technology		Computer Science 1		Electronic Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Sphero Robotics		Helping Me & Helping Others		Using Formulas		Digital Storytelling		Photography - emulating a style	
Key Stage 2	3	I can explain what the World Wide Web is		I can decide what makes a robot		I can explain how to report online safety worries		I can analyse data		I can gather resources needed to make a digital story		I can identify the style of a specific artist	
		I can explore how web search results are selected and ranked		I can control an unfamiliar robot		I can find ways on how to deal with online strangers		I can find and name specific cells on a spreadsheet		I can animate a digital character		I can capture digital images in the style of a specific artist	
		I can explore the history of search engines		I can control a robot using a variable		I can explain why digital games have age ratings		I can use a simple formula		I can program two scratch sprites to interact together		I can consider composition to improve a photograph	
		I can explain how the internet works		I can program more than one variable		I can help someone that may need online safety advice		I can use more than one formula		I can use our knowledge of Scratch to create a digital story (double session)		I can explore explore the use of patterns in photography	
		I can explore how data travels across the internet		I can program a robot to perform a specific task		I can recognise the difference between bullying and cyberbullying		I can use a formula to find specific information				I can present work that showcases new learning and skills	

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		Information Technology		Computer Science 1		Online Safety		Handling Data		Computer Science 2		iMedia	
		The world wide web and the internet		Sphero Robotics		Online consequence		Conditional Formatting & Filters		Problem Solving Programming		Photography -Exploring Techniques	
Key Stage 2	4	I can identify how the internet has evolved		I can program a robot to complete a simple task		I can explain how to report online safety worries		I can format cells on a spreadsheet		I can use a flowchart to solve a problem		I can frame a photo	
		I can illustrate how a LAN works		I can program a robot to complete more complex tasks		I can explain how digital games are rated		I can gather and sort data to create an inventory		I can use fault finding skills to solve a flowchart problem		I can apply filtering effects to an image	
		I can identify the strengths and weaknesses of wireless connections		I can explore how we make a program more efficient		I can manage a positive digital footprint		I can use conditional formatting (double session)		I can convert a list of written instructions into a flowchart		I can explore the effect orientation has on an image	
		I can explain the importance of bandwidth		I can build a program to solve a problem		I can be mindful of what I give away online				I can create a multi-tasking program		I can capture emotion in a photograph	
		I can explore how the internet uses energy				I can be mindful of copyright rules		I can apply a filter		I can use a decision box in a flowchart		I can photograph the same subject in different ways	

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		Information Technology		Computer Science 1		Electronic Safety		Digital Design		Computer Science 2		iMedia	
		Exploring hardware		Ohbot Robotics		Social Media & Me		Building artefacts through CAD		Programming and Problem Solving		Film -Exploring Techniques	
Key Stage 2	5	I can explore how computers have evolved		I can identify the basic components of a robot		I can explain how to report online safety worries	no recorded evidence	I can use 3 axis to create a digital object		I can recall how to use a decision in a program		I can take establishing shots for a video	
		I can identify the main components in a computer		I can instruct a robot to appear autonomous		I can think about how social media might affect us		I can use certain CAD tools for a specific job		I can organise a complex task into a flowchart		I can control camera movement	
		I can compare and contrast different computers		I can use selection in a program		I can recognise the dangers of online chat		I can design a CAD home using some real world building requirements		I can use variables in a flowchart		I can consider depth and foreground	
		I can locate key components in a computer		I can understand how variables affect a program		I can analyse how posting and commenting can affect your reputation		I can design a CAD home using some real world materials		I can combine variables and decisions in a flowchart		I can use meaningful transitions	
		I can identify how hardware affects software		I can program a humanoid robot with human traits		I can identify strategies for spotting fake information online		I can use exact measurement in a CAD program		I can complete a challenge using my flowchart knowledge and skills		I can showcase a range of filming techniques	

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		Computing Ethics		Computer Science 1		Electronic Safety		STEM		Computer Science 2		iMedia	
		The ethics of a digital world		Ohbot Robotics		Protecting Myself Online		Building artifacts through CAD		Moving on to text-based language		Film Post-Production	
Key Stage 2	6	I can understand how the internet uses energy		I can code 'if' and 'else' decisions in a program		I can understand the pros and cons of presenting yourself in different ways online		I can find and evaluate existing products		I can explore the origins of the Python programming language		I can understand the basic layout of a video editor	
		I can analyse the impacts of e-waste		I can program a set of motors		I can explore the causes and effects of online bullying		I can use unfamiliar CAD software	no recorded evidence	I can write basic Python code		I can understand the basic tools of a video editor	
		I can discover more effective ways to power technology		I can combine string variables		I can analyse what influences a digital footprint		I can create a CAD model, taking account of time, resource and cost limits		I can find and fix syntax errors		I can understand the process of sifting and selecting	
		I can explore how artificial intelligence is being used		I can create integer variables		I can understand YouTube copyright policy				I can use escape sequences when coding		I can build a video story on a timeline	
		I can identify ways in which humans coexist with robots		I can create 'nested' if statements		I can determine the effects of screen time on health		I can critically evaluate my work		I can use escape sequences for purpose		I can appreciate the importance music can play in film	