

# Progression and whole school overview

Consolidation, additional or contextual variation objectives are also mapped within enquiries but not listed here.

As mentioned, the enquiries from Year 1 to Year 6 are progressive in content with enquiry questions reinforcing the conceptual development. The development from what to why questions is important, as it ensures a progression in understanding from what something is, through to how it works and ending with considering alternatives of why.

As seen on the next page, the National Curriculum objectives of key stage 1 and 2 have been organised into year groups.

It is important for Computing Leads to recognise that computing does not 'start' in Year 1. The ICT strand within EYFS Development Matters is a critical stage in a young person's understanding of the digital world and must not be underestimated. It is highly recommended that Computing Leads spend time talking to EYFS practitioners and watching learners within the Foundation Stage.

## Creative Computing

### 1A: What does 'digital' mean?

Consolidation of EYFS 'computing' skills

Curious-city link: N/A.

### 2A: What tools are useful?

Know how to use word processing and paint and associated software.

Curious-city link: Y2: What could my classroom be made of?

### 3A: How can I change things?

Know how to create a multi-media animated show. Know how to use editing functions of word processing and presentation software.

Curious-city link: Y3: Where does darkness come from?

### 4A: How can data be modified?

Know how to create a spreadsheet. Know how to use modify functions of word processing and presentation software [through revisiting and building on Y3 objectives].

Curious-city link: Y4: Why are more people becoming vegetarian?

### 5A: Why are spreadsheets useful?

Using search technology and then using spreadsheet software to collect, analyse and present data and information.

Curious-city link: Y5: What do forces actually do?

### 6A: Why are formulas helpful?

Know how to use spreadsheets to organise and sort data [in addition to Y5] and know to create a simple formula.

Curious-city link: Y6: Where does our food really come from?

## Programming and coding

### 1B: What is programming?

Understand that devices can be controlled by buttons and single step commands.

Curious-city link: Y1: How do we move around?

### 2B: What is coding?

Using a programming app to create an interactive display to explain an object/artefact.

Curious-city link: Y2: How will we get around in the future?

### 3B: How can codes be different?

Understand that different sequences of actions can achieve the same outcome.

Curious-city link: Y3: What's the difference between surviving and being healthy?

### 4B: How can variables help?

Know that variables can be used to store user input.

Curious-city link: Y4: What is the difference between noise and sound?

### 5B: Why does sequencing in coding matter?

Know simple programming concepts, such as sequencing, repetition, variables, and selection.

Curious-city link: Y5: How can you show what you believe in?

### 6B: Why can coding go 'wrong'?

Know simple programming concepts, such as sequencing, repetition, variables, and selection. [applied variation: change of context]

Curious-city link: Y6: Who were the greater engineers?

## Digital Research

### 1C: Where can I find information?

Recognise, use and talk about different sorts of digital content, information and data.

Curious-city link: Y1: What changes around me?

### 2C: What is the 'World Wide Web'?

Know of types of digital content and information. Know that a range of content can be found on the World Wide Web and how to use it safely.

Curious-city link: Y2: What did Brunel do for Great Britain?

### 3C: How is everything connected?

Know that a web browser lets you look at web pages on the World Wide Web that is part of the internet. Be able to use menus, indexes, search tools and keywords to find particular information on a website.

Curious-city link: Y3: How can we find out about people in the past?

### 4C: How do hyperlinks work?

Understand the features of hyperlinks: online and embedded in documents.

Curious-city link: Y4: Who has stood here before us?

### 5C: Why is 'trial and error' helpful?

Select, use and combine a variety of software (including internet services) on a range of digital devices.

Curious-city link: Y5: Who is trading with whom?

### 6C: Why is 'copyright' important?

Understand copyright and the importance of acknowledging sources. Understand the purpose of a range of content

Curious-city link: Y6: How are lives saved?