Computing Progression Map (Long Term Map 2025-2026)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Year 3	Connecting Computers	Stop-Frame animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in programs
	1. Can I explain how digital devices function? 2. Can I identify input and output devices? 3. Can I recognise how digital devices can change the way that we work? 4. Can I explain how a computer network can be used to share information? 5. Can I explore how digital devices can be connected? 6. Can I recognise the physical components of a network? **Online safety**	1.Can I explain that animation is a sequence of drawings or photographs? 2.Can I relate animated movement with a sequence of images? 3.Can I plan an animation? 4.Can I identify the need to work consistently and carefully? 5.Can I review and improve an animation? 6.Can I evaluate the impact of adding other media to an animation? **Online safety**	1.Can I explore a new programming environment? 2. Can I identify that commands have an outcome? 3. Can I explain that a program has a start? 4.Can I recognise that a sequence of commands can have ana order? 5.Can I change the appearance of my project? 6.Can I create a project from a task description? **Online safety**	1.Can I create questions with yes/no answers? 2.Can I identify the attributes needed to collect data about an object? 3.Can I create a branching database? 4.Can I explain why it is helpful for a database to be well structured? 5.Can I plan the structure of a branching database? 6.Can I independently create an identification tool? **Online safety**	1.Can I recognise how text and images convey information? Words and pictures 2. Can I recognise that text and layout can be edited? 3. Can I choose appropriate page settings? 4.Can I add content to a desktop publishing publication? 5. Can I consider how different layouts can suit different purposes? 6. Can I consider the benefits of desktop publishing? **Online safety**	1.Can I explain how a sprite moves in an existing project? 2.Can I create a program to move a sprite in four directions? 3.Can I adapt a program to a new concept? 4.Can I develop my program by adding features? 5.Can I identify and fix bugs in a program? 6. Can I design and create a maze-based challenge? **Online safety**

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Year 4	The Internet	Audio Production	Repetition in shapes	Data Logging	Photo Editing	Repetition in games
	1.Can I describe how networks physically connect to other networks? 2.Can I recognise how networked devices make up the internet? 3.Can I outline how websites can be shared vis the World Wide Web (WWW)? 4 .Can I describe how content can be added and accessed on the World Wide Web (WWW)? 5.Can I recognise how the content of the WWW is created by people? 6.Can I evaluate the consequences of unreliable content? **Online safety**	1. Can I identify that sound can be recorded? 2.Can I explain that audio recordings can be edited? 3. Can I recognise the different parts of creating a podcast project? 4. Can I apply audio editing skills independently? 5.Can I combine audio to enhance my podcast project? 6. Can I evaluate the effective use of audio? **Online safety**	1.Can I identify that accuracy in programming is important? 2.Can I create a program in a text-based language? 3.Can I explain what 'repeat' means? 4.Can I modify a count-controlled loop to produce a given outcome? 5.Can I decompose a task into smaller steps? 6. Can I create a program that uses count-controlled loops to produce a given outcome? **Online safety**	1.Can I explain that data gathered over time can be used to answer questions? 2.Can I use a digital device to collect data automatically? 3.Can I explain that a data logger collects 'data points' from sensors over time? 4. Can I recognise how a computer can help us analyse data? 5.Can I identify the data needed to answer questions? 6 .Can I use data from sensors to answer questions? **Online safety**	1.Can I explain that the composition of digital images can be changed? 2.Can I explain that colours can be changed in digital images? 3.Can I explain how cloning can be used in photo editing? 4.Can I explain that images can be combined? 5.Can I combine images for a purpose? 6.Can I evaluate how changes can improve an image? **Online safety**	1.Can I develop the use of count-controlled loops in a different programming environment? 2.Can I explain that in programming there are infinite loops and count-controlled loops? 3.Can I develop a design that includes two or more loops which run at the same time? 4. Can I modify an infinite loop in a given program? 5.Can I design a project that includes repetition? 6. Can I create a project that includes repetition? **Online safety**

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Year 5	Systems and Searching	Video Production	Selection in physical computing	Flat-file databases	Vector graphics	Selection in quizzes
	1.Can I explain that computers can be connected together to form systems? 2.Can I recognise the role of computer systems in our lives? 3.Can I identify how to use a search engine? 4.Can I describe how search engines select results? 5.Can I explain how search results are ranked? Can I recognise why the order of results is important, and to whom? **Online safety**	1.Can I explain what makes a video effective? 2.Can I use a digital device to record video? 3.Can I capture video using a range of techniques? 4.Can I create a storyboard? 5.Can I identify that video can be improved through reshooting and editing? 6.Can I consider the impact of the choices made when making and sharing a video? **Online safety**	1.Can I control a simple circuit connected to a computer? 2. Can I write a program that includes count-controlled loops? 3.Can I explain that a loop can stop when a condition is met? 4.Can I explain that a loop can be used to repeatedly check whether a condition has been met? 5.Can I design a physical project that includes selection? 6.Can I create a program that controls a physical computing project? **Online safety**	1.Can I use a form to record information? 2.Can I compare paper and computer-based databases? 3. Can I outline how you can answer questions by grouping and then sorting data? 4.Can I explain that tools can be used to select specific data? 5.Cna I explain that computer programs can be used to compare data visually? 6.Can I use a real-world database to answer questions? **Online safety**	1.Can I identify that drawing tools can be used to produce different outcomes? 2.Can I create a vector drawing by combining shapes? 3.Can I use tools to achieve a desired effect? 4. Can I recognise that vector drawings consist of layers? 5.Can I group objects to make them easier to work with? 6. Can I apply what I have learned about vector drawings? **Online safety**	1.Can I explain how selection is used in computer programs? 2.Can I relate that a conditional statement connects a condition to an outcome? 3.Can I explain how selection directs the flow of a program? 4.Can I design a program that uses selection? 5.Can I create a program that uses selection? 6.Can I evaluate my program? **Online safety**

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Year 6	Communication and collaboration	Webpage design	Variables in games	Introduction to spreadsheets	3D modelling	Sensing and movement
	1.Can I explain the importance of internet addresses? 2.Can I recognise how data is transferred across the internet? 3.Can I explain how sharing information online can help people to work together? 4.Can I evaluate different ways of working together online? 5.Can I recognise how we communicate using technology? 6.Can I evaluate different methods of online communication? **Online safety**	1.Can I review an existing website and consider its structure? 2.Can I plan the features of a web page? 3.Can I consider the ownership and use of images (copyright)? 4.Can I recognise the need to preview pages? 5.Can I outline the need for a navigation path? 6.Can I recognise the implications of linking to content owned by other people? **Online safety**	1.Can I define a 'variable' as something that is changeable? 2.Can I explain why a variable is used in a program? 3.Can I choose how to improve a game by using variables? 4.Can I design a project that builds on a given example? 5.Can I use my design to create a project? 6.Can I evaluate my project? **Online safety**	1.Can I create a data set in a spreadsheet? 2.Can I build a data set in a spreadsheet? 3.Can I explain that formulas can be used to produce calculated data? 4.Can I apply formulas to data? 5.Can I create a spreadsheet to plan an event? 6.Can I choose suitable ways to present data? **Online safety**	1.Can I recognise that you can work in three dimensions on a computer? 2.Can I identify that digital 3D objects can be modified? 3.Can I recognise that objects can be combined in a 3D model? 4.Can I create a 3D model for a given purpose? 5.Can I plan my own 3D model? 6.Can I create my own digital 3D model? **Online safety**	1.Can I create a program to run on a controllable device? 2.Can I explain that selection can control the flow of a program? 3.Can I update a variable with a user input? 4.Can I use an conditional statement to compare a variable to a value? 5.Can I design a project that uses inputs and outputs on a controllable device? 6.Can I develop a program to use inputs and outputs on a controllable device? **Online safety**
Y6 Transition- micro:bit	1.Can I understand how variables and inputs can be used on the micro:bit to create a sports counter?	2.Can I create an algorithm for a sport counter, and code, run and evaluate the use of the micro:bit to count activities?	3.Can I create a countdown timer on the micro:bit using variables?	4.Can I evaluate the effectiveness of the LED display on the micro:bit when used as a timer?	5.Can I modify a program using true and false statements and an if…else command?	6.Can I create an activity completion using a micro:bit counter and a micro:bit timer?