

Computing Progression Grid – Class 3/4

For ICT we use a scheme called Purple Mash. Teachers have their own log on and cover all units across the year. The following document gives the unit titles but planning assessment tools are embedded in the Purple Mash Scheme of learning. Some terms may have less weeks than purple mash have planned for. Therefore, some lessons may take additional time and there will be an opportunity to have retrieval practice and revisit key areas within the topic.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3.2 Online Safety (Digital Literacy) (3 weeks) and 3.6 Branching Databases (Information Technology) (4 weeks)	3.1 Coding (Computer Science) (6 weeks)	3.9 Presenting with Microsoft PowerPoint or Google Slides (Information Technology) (6 weeks)	3.5 Email (Digital Literacy) (6 weeks)	3.7 Simulations (Information Technology) (3 weeks) and 3.8 Graphing (Information Technology) (3weeks)	3.4 Touch Typing (Information Technology) (4 weeks) and 3.3 Spreadsheets (Information Technology) (3 weeks)
Minimum learning is highlighted in yellow Key vocabulary is in bold					
<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p> <p>To consider if what can be read on websites is always true.</p> <p>To look at a 'spoof' website.</p> <p>To create a 'spoof' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have</p>	<p>To review previous coding knowledge.</p> <p>To understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>To understand that there are different types of timers.</p> <p>To be able to select the right type of timer for a purpose.</p> <p>To understand how to use the repeat command.</p> <p>To use coding knowledge to create a range of programs.</p> <p>To understand the importance of nesting</p> <p>To design and create an interactive scene.</p>	<p>To create a page in a presentation.</p> <p>To add media to a presentation.</p> <p>To add animations into a presentation.</p> <p>To add timings into a presentation.</p> <p>To use the skills learnt in previous weeks to design and present an effective presentation.</p>	<p>To think about the different methods of communication.</p> <p>To open and respond to an email.</p> <p>To write an email to someone from an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p>	<p>To find out what a simulation is and understand the purpose of simulations.</p> <p>To explore a simulation, making choices and discussing their effects.</p> <p>To work through and evaluate a more complex simulation.</p> <p>To enter data into a graph and answer questions.</p> <p>To solve an investigation and present the results in graphic form.</p>	<p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p>To practice and improve typing for home, bottom, and top rows.</p> <p>To practice the keys typed with the left hand.</p> <p>To practice the keys typed with the right hand</p> <p>3.3 Spreadsheets (Information Technology) (3 weeks)</p> <p>To add and edit data in a table layout.</p> <p>To find out how spreadsheet programs can automatically create graphs from data.</p> <p>To introduce the 'more than', 'less than' and 'equals' tools.</p>

inappropriate contact from others.

3.6 Branching Databases (Information Technology) (4 weeks)

To sort objects using just YES/NO questions.

To complete a **branching** database using 2Question.
To create a branching database of the children's choice.

To introduce the '**spin**' tool and show how it can be used to count through times tables.

To introduce the Advanced mode of 2Calculate.

To learn about describing **cells** using their addresses.