TOYNTON ALL SAINTS PRIMARY SCHOOL

Computing Progression

EYFS to Year 6 | Curriculum cycle 2026–27

Progression overview

Data and information

Planned progression
• Group, label, count and compare objects by properties. • Record and present data using tally charts and pictograms; answer simple comparison questions and draw conclusions.
• Create yes/no questions and branching databases; select attributes, structure questions carefully, test an identification tool and suggest real-world uses. • Collect sensor data automatically over time; identify intervals, sort and interpret logged data and draw conclusions.
• Use flat-file databases: fields, records, grouping, sorting, AND/OR filters and charts; refine searches to answer multi-field questions.
• Create and format spreadsheet datasets; use formulas, ranges and duplicated calculations; present answers using tables and charts.

Programming and algorithms

Planned progression
• Predict and run commands on a floor robot; combine directions into sequences; plan, test and debug simple programs. • Describe algorithms, examine order, use logical reasoning and create more than one solution.
• Use Scratch sprites, backdrops, events, actions and ordered sequences; implement algorithms as code. • Test and debug maze programs. Develop count-controlled and infinite loops, including parallel repeated processes.
• Use selection, conditions and if–then–else branching to direct program flow; design, create, test and evaluate quizzes.
• Define and use variables as named values; set and change variables through events; design and extend games. • Apply variables, inputs, true/false statements and if–else commands on a micro:bit for counters and timers.

Creating digital content

Planned progression
• Capture, compose and improve digital photographs; use editing tools and distinguish unedited from changed images. • Create and refine digital music using rhythm, pitch and sequences.
• Combine text and images in desktop publishing; edit fonts and layout, choose page settings and evaluate purpose. • Record, edit, combine, save and export audio for a podcast.
• Plan, capture and edit video using camera angles, microphones and storyboards; evaluate how production choices affect quality.
• Create and modify 3D objects; combine, size, group and use placeholders to make a purposeful model.

Networks, online content and digital responsibility

Planned progression
• Share findings using a computer and give simple examples of information that should not be shared.
• Describe the internet as interconnected networks and the WWW as websites and pages. • Recognise ownership and protection of content; evaluate honesty, accuracy and legality before sharing or resharing.
• Consider the effect of choices when making and sharing video.
• Use micro:bit inputs and outputs purposefully and evaluate effectiveness.