



2019/2020 Coverage to support Planning process

Computing Progression and Content 2019/2020

Year Group	Learning Area	Coverage	Vocabulary	End of Term Outcome
Year 6	Scratch - Animated Stories	<ul style="list-style-type: none"> To select appropriate characters to match a scene. To animate characters with movement and speech in a story scene. To use broadcast and receive blocks correctly in code. To use show and hide blocks correctly in code. 	Design, write, debug, sequence, selection, systems, decomposing, backdrops, input, output, logical reasoning, detect, coding, animations, backdrop, scenes, key press, functionality, evaluate	Outcome: Children create a short animated story.
Year 5	Scratch - Developing Games	<ul style="list-style-type: none"> To move blocks as part of an algorithm. To edit blocks as part of an algorithm. To program an algorithm as a sequence of game instructions with actions and consequences. To add additional effects and features, such as sound or point scoring, to enhance the appeal of a game. 	algorithm, sequence, selection, repetition, input, output, decomposing, controlling, systems, simulating, debug, variables, detect, errors, design, coding, evaluate	Outcome: Children can use Scratch to build and edit algorithms for simple games.
Year 4	Scratch – Questions and Quizzes	<ul style="list-style-type: none"> Write a program which accomplishes a specific goal. Create a program that includes a logical sequence. Debug a program they have written. Use repetition and selection. Work with variables and adjust these depending on the effect. 	Content, decomposing, debug, programs, commands, sequence, visual effects, repetition, variables (colour, size, shape), context, evaluate	Outcome: Children can use scratch to write quizzes by combing questions.
Year 3	Programming Turtle Logo and Scratch	<ul style="list-style-type: none"> To Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch). Draw shapes with spaces between using penup and pendown (Turtle Logo). Change and alter the pen settings (Scratch). 	design, debug, programs, selection, algorithms, errors, repetition, develop, commands, logical reasoning, evaluate	Outcome: Children can create and debug algorithms using a selection of blocks
Year 2	Programming Turtle Logo and Scratch	<ul style="list-style-type: none"> Draw lines of different lengths using the forward (fd) command. Move blocks into the Scripts Area. Snap blocks together to combine commands. 	algorithms, behaviour, instructions, programs, predict, debug, create, degrees, right, left, turn, evaluate	Outcome: Children further develop algorithms using the “repeat” command and begin to create and debug algorithms
Year 1	Programming Toys	<ul style="list-style-type: none"> Create step-by-step instructions using pictures. Write and follow detailed step-by-step instructions. Direct a Bee-Bot to a toy; Program a Bee-Bot, one instruction at a time, using the arrow buttons. 	Algorithms, instructions, simple, digital, device, arrows, sequence, debug (mistakes), programming, improve, evaluate	Outcome: Children can create simple algorithms to control a device.

The delivery of the computing curriculum is carried out each half term for 1 year group. Computer literacy is carried out in a cross-curricular manner throughout the year and across all subjects.