Grove Primary School

Art and Design Skills Progression 2025-2026

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Rocket to The Moon** KS1 Computing | Using Skills To Design & Build A Rocket • Use a computer to make a list. • Explain the benefits of making a list on the computer. • Use a basic range of tools on graphics editing software to design a rocket. • Sequence instructions. • Follow instructions to build their model rocket. • Input data about their rockets into	**Rocket to The Moon**	**Online Safety** Year 1 Computing Lesson Plans | Online Safety • Discuss what the internet is and how it can be used. • Recognise that the internet may affect mood or emotions. • Recognise how internet use can affect and upset others. • Identify which information is appropriate to share and post online and which is not.	**Programming** *New* Programming 2: Bee-Bots • Write instructions for a person to follow. • Carry out instructions written for a person to follow. • Explain what each Bee-Bot button does. • Create and test a short set of instructions. • Check instructions and spot errors. • Test	**Data Handling: Introduction to data** Intro to Data • Represent animal-themed data in different ways, using objects and technology. • Log in and use mouse and keyboard skills to navigate the computer. • Represent the same data as a pictogram and a table or chart. • Collect data about minibeasts using a tally chart and represent data digitally. • Click and drag objects to sort data using a branching database. • Consider the types of input used to gather	**Creating Media: Digital Imagery** Creating Digital Media • Plan a pictorial story using photographic images in sequence. • Explain how to take clear photos. • Take photos using a device. • Edit photos by cropping, filtering and resizing. • Search for and import images from the internet. • Explain what to do if something makes them uncomfortable online. • Organise images on

	a table or spreadsheet			instructions to check for further errors. • Program a Bee-Bot using logical instructions. • Identify and correct mistakes in a sequence when the Bee-Bot does not behave as expected	different forms of data when designing an invention.	the page, orientating where necessary.

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Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Creating media: Stop Motion** KS1 Computing Lesson Plans | Stop Motion Animation • Using greater control when taking photos with cameras, tablets or computers. • Using logical thinking to explore software, predicting, testing and explaining what it does.	**Creating media: Stop Motion**	**Online Safety** KS1 Computing Lesson Plans | Online Safety • Identifying whether information is safe or unsafe to be shared online. • Learning how to create a strong password. • Learning to be respectful of others when sharing online and ask for their permission before sharing content. • Learning strategies for checking if something they read online is true. • Understanding how to stay safe when talking to people online and what to do if they see or hear something online that	**Programming 1: Algorithms and Debugging** KS1 Computing Lesson Plans | Algorithms & Debugging • To understand what machine learning is and how it enables computers to make predictions. • To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. • To know that abstraction is the removing of unnecessary detail to help solve a	**Programming 2: Scratch Junior** Programming 2 • Explore a new application independently. • Explain what the blocks on ScratchJr do and use them for a purpose. • Recognise a loop in coding and why it is useful. • Use a code to create an animation of an animal moving. • Use code to follow *and* creat e an algorithm. • Program code to run 'on tap'. • Explain the role of the blocks in a program they have created.	**Data Handling: International Space Station** Data Handling - ISS • Describe and explain how astronauts' survival needs are met aboard the ISS. • Identify and digitally draw items which fulfil basic human needs when aboard the ISS. • Read the correct temperature on a thermomete r. • Design a display showing everything that needs to be monitored by sensors on the ISS.

			makes them feel upset or uncomfortable.	problem.		• Create an algorithm that addresses all plants' needs. • Explain how space exploration can benefit life on Earth. • Read data to identify whether a planet might be habitable.

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Computing	**Computing systems & networks: Networks** Lower KS2 Computing Lesson Plans | Systems And Networks • Recognise that a network is two or more devices connected and its purpose. • Identify key components that make up the school's network. • Explain the difference between wired and wireless connections. • Recognise that files are saved on a server. • Understand the role of the server in a network when requesting a website. • Identify parts of a website's journey to	**Computing systems & networks: Networks**	**Online Safety** Lower KS2 Computing Lesson Plans | Online Safety • Recognising how social media platforms are used to interact. • Recognising that different information is shared online, including facts, beliefs and opinions. • Learning how to identify reliable information when searching online. • Learning how to stay safe on social media. • Considering the impact technology	**Programming 1: Scratch** *New* Programming Scratch • Identify Scratch as a coding application and explore its different code blocks. • Make predictions about what code blocks will do and test these ideas. • Create a simple animation by combining motion, speech and wait blocks. • Plan how to remix an existing animation by choosing	**Creating Media: Video Trailers** Creating Media - Video Trailers • Describe the purpose of a trailer. • Create a storyboard for a book trailer. • Consider camera angles when taking photos or videos. • Import videos and photos into film editing software. • Add text to a video. • Incorporate transitions between images. • Evaluate their own and others' trailers.	**Data Handling: Comparison Cards Databases** Data handling • Explain what is meant by field, record and data. • Compare computer and paper databases. • Put values in a spreadsheet • Interpret values in a spreadsheet.

	reach your computer		can have on mood.	which parts to change. • Alter and remix code to create a new version of an animation.		

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Computing Overview 2025-2026

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Data Handling – Investigating Weather** Lower KS2 Computing Lesson Plans | Investigating Weather • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. • Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast	**Data Handling – Investigating Weather**	**Online Safety** Lower KS2 Computing Lesson Plans | Online Safety • Understanding why some results come before others when searching. • Understanding that information found by searching the internet is not all grounded in fact. • Learning to make judgements about the accuracy of online searches. • Identifying forms of advertising online. • Reflecting on the positives and negatives of time online. • Identifying respectful and disrespectful online behaviour.	**Programming – Further Coding with Scratch** Programming 1: *New* Further coding with Scratch • Identify how variables and if statements are used in Scratch games. • Explain what a variable is, tracking and how a condition changes what happens. • Create variables to keep and display scores. • Use sensing blocks and if statements to control game actions. • Combine variables, sensors and if/else blocks to build a multiplication game. • Debug code by finding	**Creating media: website design** Web Design • Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. • Create a clear plan for their web page and begin to create it. • Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. • Create a clear plan by referring back to their checklist. • Create four web pages with a range of features	**Computational Thinking** Computational Thinking • Understand that problems can be solved more easily using computational thinking. • Recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. • Explain how decomposition and abstraction simplify problem-solving. • Identify patterns in problems and use them to solve problems. • Design clear algorithms and

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	• information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.		• Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.	and fixing errors. • Evaluate the game by explaining what worked well and what could be improved.	on their website.	justify their choices. • Create logical sequences of steps to complete a task or project. • Use computational thinking skills to code, refine and evaluate their work.

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Computing at Alleyns**	**Computing at Alleyns**	**Online Safety** Year 5 Online Safety | KS2 Computing | Kapow Primary • Understand	**Programming 1 – Music** *New* Programming 1: Music • Recognise	**Programming 2 – BBC Microbit** Programming - Microbit	**Creating Media – Stop Motion** Stop Motion

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			• that passwords need to be strong and that apps require some form of password. • Recognise some types of online communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and well-being are being affected in either a positive or negative way through online use.	• that Scratch is a coding application with music elements. • Predict the effects of different code blocks and explain discoveries from tinkering. • Code a soundtrack using sound blocks, loops and nested loops to enhance a scene. • Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern. • Decompose a program into smaller parts and remix existing code in new projects. • Identify errors in a program, debug them and evaluate the	• Explore and test simple programs on the micro:bit. • Predict and describe how code will work before running it. • Plan and create animations using LED displays. • Use inputs, variables and conditions to build interactive programs. • Create programs that react to sensor data, such as pedometers and weather checkers. • Create a program that responds to real-time sensor readings. • Test, debug and evaluate programs by identifying and fixing problems.	• Create a toy with simple images and a single movement. • Create a short stop motion with small changes between images. • Think of a simple story idea for their animation and then decompose it into smaller parts to create a storyboard with simple characters. • Make small changes to the models to ensure a smooth animation and delete unnecessary frames. • Add effects such as extending

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			• Offer some advice and tips to combat the negative effects of online use.	effectiveness of a program.		parts and titles. • Provide helpful feedback to other groups about their animations.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	**Computing Systems & Networks: Bletchley** KS2 Computing: Bletchley Park Lesson Plans | Kapow Primary • Explain that	**Creating Media: Web page creation** • Create and evaluate a website, considering copyright and navigation paths, on	**Online Safety** Online Safety Lesson Plans | Year 6 KS2 Computing • Learning about the positive and negative impacts of sharing online.	**Programming – Intro to Python** Upper KS2 Computing Lesson Plans | Coding With Python • Iterate ideas, testing and changing throughout the lesson and explain	**Computing Systems and networks – Exploring AI** Exploring AI • Explain what AI is and its basic functions. • Identify real-	**Big Data 1** Big Data • Understand why barcodes and QR codes were created. • Create (and scan) their own QR code using a QR

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	codes can be used for a number of different reasons and decode messages. • Explain how to ensure a password is secure and how this works. • Explain the importance of historical figures and their contribution towards computer science. • Present information about their historical figures in an interesting and engaging manner. • Develop an idea for a computer of the future and create a simple design. • Produce a simple audio advert with simple edits, which	Google Sites • Identify what makes a good web page	• Learning strategies to create a positive online reputation. • Understanding the importance of secure passwords and how to make them. • Learning strategies to capture evidence of online bullying to seek help. • Recognising that updated software can help to prevent data corruption and hacking.	what their program does. • Use nested loops in their designs, explaining why they need two repeats. • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.	life applications of AI that are commonly used in everyday life. • Identify how AI understands and processes text and image prompts. • Generate and refine prompts to achieve the best possible response from AI.	code generator website. • Explain how infrared can be used to transmit a Boolean type signal. • Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. • Take real-time data and enter it effectively into a spreadsheet. • Presenting the data collected as an answer to a question

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	demonstrate an understanding of how to use the software.					

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