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| Typically Rec, Y1 & Y2 | Typically Y3 & Y4 | Typically Y5 & Y6 |
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The RAINBOW Continuum: Computing: Children can …

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|  | OBSERVATION AND CONCLUSION |  | ENQUIRY, PREDICTION, TESTING |  | DATA COLLECTION |  | RECORDING |  |
|  | Identify things they see on screen  | YR | Use a mouse or key pad to make marks  | YR | Enjoy simple computer games  | YR | Identify things they see on screen  | YR |
|  | Remember and recall information they have seen on screen Recognise ICT around them Explore information from various ICT sources Know that information comes in different forms  | Y1/2Y1/2Y1/2Y1/2 | Write simple ideas and make lists Use names for ICT components – e.g. mouse Record their own voice and that of others Use a simple art program  | Y1/2Y1/2Y1/2Y1/2 | Play computer games            Move objects around on a screen                Repeat a series of actions for a purpose Recognise things around them which respond to signals and instructions  | Y1/2 | Remember and recall information they have seen on screen Recognise ICT around them Explore information from various ICT sources Know that information comes in different forms  | Y1/2Y1/2Y1/2Y1/2 |
|  | Find information on the internet   |  | Understand the importance of ICT  Recognise different ways of using ICT and decide which to use Take digital photos  Use shape tools to draw          Use the space bar                  Store documents into a folder and retrieve them Use clip art to add and resize a picture Use shortcuts to insert objects and delete them Make a simple slide show  | Y2Y2 | Understand how to make something move  Give a single instruction to make something happen Explain what has happened when using ICT for control Predict what might happen when controlling Move and control a programmable toy   |  | Find information on the internet   |  |
|  | Understand different ways to send a message Recognise an email address Use @ in emails  Send an email and  reply to one Navigate a website by clicking on links Use the back button to return to a previous website page Understand the importance of email safety Keep their own personal information private    | Y3Y3Y3Y3Y3 | Recognise the importance of ICT in the real world  Record using video and sound, and amend what they have recorded Use ICT to organise and present their work Use a spell checker  Fill in a data collection sheet  Enter information to make a graph Create and position text, alter font and align text Change page layout Find and use stored information  | Y3Y3Y3 | Understand the importance of clear and precise instructions Use algorithms to control movement Create and debug simple programs Control an avatar in a game Make appropriate choices in simulations and models  | Y2/3Y3Y3 | Understand different ways to send a message Recognise an email address Use @ in emails  Send an email and  reply to one Navigate a website by clicking on links Use the back button to return to a previous website page Understand the importance of email safety Keep their own personal information private    | Y3Y3Y3Y3Y3 |
|  | Recognise immediately when online safety is compromised and know how to get support  Understand and use networks Use a search program and understand how to rank information Add an attachment to an email   | Y4Y4Y4 | Search databases  Recognise terms – e.g. cell, row, column Format text towards  a specific purpose Use word count, bullets, numbering Present information using a range of software  Use ICT across a range of subjects Order and organise text using a word processing program  | Y4Y4Y4Y4Y4Y4 | Program an external device Design and write simple programs Debug programs when they go wrong Use control commands to draw shapes  Add animation to presentations Use ICT to control events and sense physical data – for example in a weather program   | Y4Y4Y4Y4 | Recognise immediately when online safety is compromised and know how to get support  Understand and use networks Use a search program and understand how to rank information Add an attachment to an email   | Y4Y4Y4 |
|  | Conduct a safe internet search and refine it for both speed and accuracy Know how to distinguish between good and bad information found on the internet Rank information found on the internet in order of importance and relevance Extrapolate the best information and summarise it using ICT   | Y6Y5Y6Y6 | Analyse a range of information using ICT  Capture sound, still and video images using a range of hardware Save documents and images into different formats for different purposes Organise a wide range of information using ICT and save it in appropriate ways   | Y5Y5/Y6Y6 | Work with variables and various forms of input and output Adapt and modify programs and add refinements Use simulations to explore patterns and relationships Make predictions about what might happen in a game program Understand the use of sensors to monitor and measure   | Y5/6Y5/6Y5/6 | Conduct a safe internet search and refine it for both speed and accuracy Know how to distinguish between good and bad information found on the internet Rank information found on the internet in order of importance and relevance Extrapolate the best information and summarise it using ICT   | Y6Y5Y6Y6 |
|  | Make a home page for a website Use information to hypothesise and speculate in a range of everyday situations   |  | Use video chat in school Add, amend and combine different forms of information in different ways Use a range of concepts and ideas when presenting across different subjects Use and add menu options, including hyperlinks    | Y6Y6 | Understand that poor input equals unreliable results  Use sequence, selection, and repetition in control Use ICT to measure sound, light, temperature Create databases with fields, rows, columns Add special effects to work Know that devices can have more than one pre determined action or result Make devices have more than one pre-determined action Explore what-if scenarios  | Y6Y6Y6Y6Y6Y6Y6 | Make a home page for a website Use information to hypothesise and speculate in a range of everyday situations   |  |