|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | Y1/2  Y1/2  Y1/2  Y1/2 | 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 | Y1/2  Y1/2  Y1/2  Y1/2 | 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 | Y1/2  Y1/2  Y1/2  Y1/2 |
|  | 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 | Y2  Y2 | 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 | Y3  Y3  Y3    Y3  Y3 | 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 | Y3  Y3  Y3 | 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 | Y2/3  Y3  Y3 | 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 | Y3  Y3  Y3    Y3  Y3 |
|  | 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 | Y4  Y4  Y4 | 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 | Y4  Y4  Y4  Y4  Y4  Y4 | 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 | Y4  Y4  Y4  Y4 | 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 | Y4  Y4  Y4 |
|  | 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 | Y6  Y5  Y6  Y6 | 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 | Y5  Y5/Y6  Y6 | 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 | Y5/6  Y5/6    Y5/6 | 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 | Y6  Y5  Y6  Y6 |
|  | 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 | Y6  Y6 | 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 | Y6  Y6    Y6  Y6  Y6  Y6  Y6 | Make a home page for a website  Use information to hypothesise and speculate in a range of everyday situations |  |