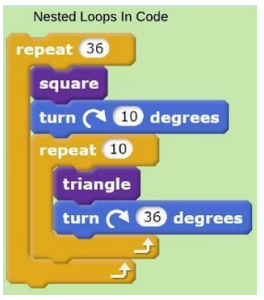
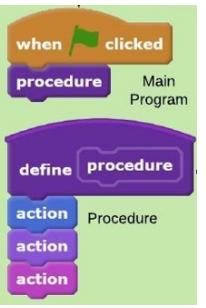
The Warren Park Computer Science Learning Journey

Secondary School

YEAR 6

I can plan what my new project will do, which objects it will use, how to initialise parts of my project and write planning algorithms for most of my programming

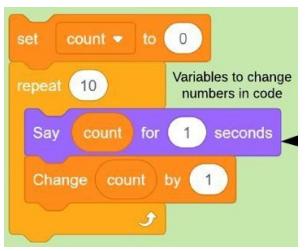




I can understand basic procedures in algorithm and code and can use them independently to adapt and create programs

Count controlled loops and indefinite loops

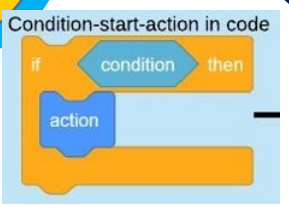
def var



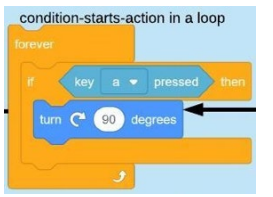
I can understand how variables can change in algorithm and code and can use them independently to adapt and create programs

I can understand variables as placeholders in algorithm and code and can use them independently to adapt and create programs

I can plan what my new project will do, which objects it will use and write planning algorithms for some of my programming



I can decompose an idea into multiple parts and solve each part separately



I can understand conditional-selection in algorithm and code and can use them to adapt and create programs

Repetition

YEAR 5

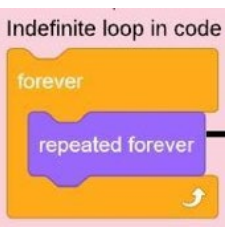
I can plan what my new project will do, which objects it will use and draw a picture to show where objects might be on the screen

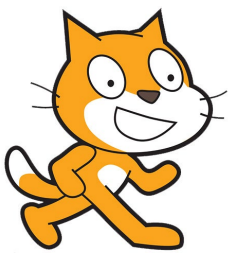
I can understand count-controlled-loops in algorithm and code and can use them to adapt and create programs

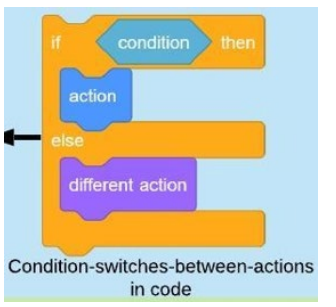
Sequence

YEAR 4

I can understand simple indefinite-loops in algorithm and code and can use them to adapt and create programs





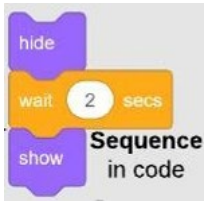


I can understand conditional-selection within an indefinite-loops in algorithm and code and can use it to adapt and create programs

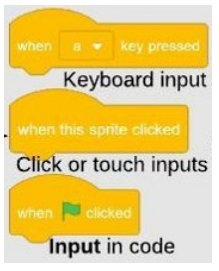
Simple input

YEAR 3

I can plan what my new project will do and which objects it will use



I can understand sequences and simple inputs and can use them to adapt and create programs



I can use a wide range of Scratch environmental skills

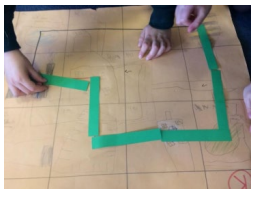
I can compare the performance of algorithms that do the same thing

I can understand what algorithms are

I can use logical reasoning to predict the behaviour of simple programs

YEAR 2

I can design and run test plans and interpret the results

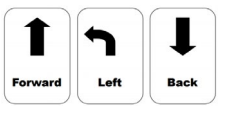


I can assess whether the performance of an algorithm is fit for purpose

I can construct algorithms through programming Bee-Bots with instructions to meet a specific goal

I can create and debug simple programs

I can assess whether an algorithm does the right thing



I can play and explore using Bee-Bots (unstructured)

YEAR 1

YEAR R

I can program a Bee-Bot to meet a goal (structured)