

Computer Science	Information Technology	Digital Literacy
<p>Understand what algorithms are</p>	<p>Use technology purposefully to create digital content</p>	<p>Use technology safely</p>
<p>Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements. (LC)</p> <p>Start to give and follow commands to navigate around a screen based activity.(LC)</p> <p>Explore simulations of real and virtual environments in other curriculum areas.(SSM)</p> <p>Make informed choices when exploring what happens in a simulation.(SSM)</p> <p>Understand what an algorithm is and is able to express simple linear (non- branching) algorithms symbolically. Understand that computers need precise instructions. Demonstrate care and precision to avoid errors.</p>	<p>Become more accurate in use of the keyboard, including the spacebar, backspace, delete, shift and enter keys. (TM)</p> <p>Begin to use both hands for typing. (TM)</p> <p>Add captions to photographs and graphics. (TM)</p> <p>Use and understand different tools within a graphics program to create and refine images e.g. brushes, fill and stamps. (IVA)</p> <p>Capture both still and moving images e.g. from cameras, microscopes, webcams. (IVA)</p> <p>Understand that an animation is a sequence of still images. (IVA)</p> <p>Use sound recorders, both at and away from the computer, to record and playback sounds, e.g. voices, instruments, environmental sounds.(S)</p> <p>Develop classification skills by carrying out sorting activities both practically and using technology. (DH)</p> <p>Use simple graphing software to produce pictograms and other basic tables or graphs.(DH)</p> <p>Participate in whole class demonstrations on an interactive whiteboard using a data logger and monitoring live data, e.g. changing sound levels over time.(DL)</p> <p>Develop an awareness of datalogging through the use of various peripheral devices, e.g. thermometers, microscopes and microphones.(DL)</p> <p>Recognise that digital content can be represented in many forms. Distinguish between some of these forms and explain the different ways that they communicate information.</p> <p>Talk about their work and make changes to improve it.</p>	<p>Contribute ideas to class and group emails.(EC)</p> <p>Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected sources of stored information.(DR)</p> <p>Know what to do and who to tell if they see something inappropriate on a website.(DR)</p> <p>Understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. Know what to do when concerned about content or being contacted.</p> <p>Follow certain rules when exploring the internet.</p> <p>To be introduced to the concept of having ownership over creative work and putting their name and date on something they produce.</p>

YEAR 1

	Computer Science	Information Technology	Digital Literacy	
YEAR 1	Create simple programs	Use technology purposefully to store digital content	Keep personal information private	
	<p>Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.(LC)</p> <p>Start to give and follow commands to navigate around a screen based activity.(LC)</p> <p>Explore simulations of real and virtual environments in other curriculum areas.(SSM)</p> <p>Make informed choices when exploring what happens in a simulation.(SSM)</p> <p>Know that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. Execute, check and change programs. Understand that programs execute by following precise instructions.</p>	<p>Use sound recorders, both at and away from the computer, to record and playback sounds, e.g. voices, instruments, environmental sounds.(S)</p> <p>Use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understand that people interact with computers.</p>	<p>Contribute ideas to class and group emails. (EC)</p> <p>Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected sources of stored information.(DR)</p> <p>Know what to do and who to tell if they see something inappropriate on a website.(DR)</p> <p>Understand the importance of communicating safely and respectfully online, and the need for keeping personal information private. Know what to do when concerned about content or being contacted.</p> <p>Learn that many websites ask for information that is personal and discuss how to responsibly handle such requests.</p>	
		Use technology purposefully to retrieve digital content	Recognise common uses of information technology beyond school	
		<p>Be able to select and listen to a sound from a bank of pre-recorded sounds.(S)</p> <p>Participate in whole class demonstrations on an interactive whiteboard using a data logger and monitoring live data, e.g. changing sound levels over time.(DL)</p> <p>Develop an awareness of datalogging through the use of various peripheral devices, e.g. thermometers, microscopes and microphones.(DL)</p> <p>Obtain content from the world wide web using a web browser.</p>	<p>Contribute ideas to class and group emails.(EC)</p> <p>Know what to do and who to tell if they see something inappropriate on a website.(DR)</p> <p>Share their use of technology in school. Know common uses of information technology beyond the classroom.</p> <p>Explore how email can be used to communicate with people they know from school, family and the community.</p>	
Key for Lancashire Progressions:	TM = Text & Multimedia	IVA = Images, Video & Animation	S = Sound	EC = Electronic Communication
DR = Digital Research	DH = Data Handling	DL = Data Logging	LC = Logo & Control	SSM = Simulations & Spreadsheet modelling