



Computing – KS1
Progression of Knowledge and Skills



	<u>Year 1 - Cycle A</u>			<u>Year 2 - Cycle A</u>		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys
Computing overview	Pupils should be taught to: <ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 					
Computer Science (Algorithms and Programming)			Understand and create algorithms (steps or rules as instructions, e.g. how to make a sandwich). Understand that algorithms must be precise and unambiguous.	Predict the behaviour of simple programs.		Create and run a program (an algorithm or multiple algorithms that can be understood by a computer) Discovery Coding . Debug (find and fix a problem) within a simple program Discovery Coding .
Information technology	Identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen). Identify devices I could use to access information on the internet. Recognise some ways in which the internet can be used to communicate.			Understand that digital devices run programs that have been created by humans.		
Digital literacy		Use apps and websites to aid my learning. Move a cursor with the trackpad and click on an icon.	Save and retrieve work that I have produced (includes auto-save).	Understand that emails and other digital communications can be sent and received from various types of digital device.	Type and edit text. Use two-finger scrolling on a touchpad. Use technology to capture and manipulate (position ,	



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		Use technology to capture photos (e.g. with an iPad).		Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	re-size, rotate) photos as part of a piece of work.	
Online safety	<p>Give examples of when and how to speak to an adult I can trust if something happens that makes me feel sad, worried, uncomfortable or frightened.</p> <p>Describe what information I should not put online without asking a trusted adult first.</p> <p>Describe how to behave online in ways that do not upset others.</p> <p>Explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Name my work so that others know it belongs to me.</p>			<p>Describe ways in which people might make themselves look different online.</p> <p>Explain some risks of communicating online with others I don't know well.</p> <p>Explain how information put online about me can last for a long time.</p> <p>Explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>Recognise that content on the internet may belong to other people.</p>		<p>Describe how to behave online in ways that do not upset others</p> <p>Explain simple guidance for using technology in different environments and settings.</p>
Impact/key assessment criteria:	<p>Through the above topics, knowledge and skills a Year 1 computer user will:</p> <ul style="list-style-type: none"> - know how to create a series of instructions - Know how to plan a journey for a programmable toy - Create, store and retrieve digital content - Use a website and a camera - Record sound and play it back - Use technology safely - Keep personal information safe 			<p>Through the above topics, knowledge and skills a Year 2 computer use will:</p> <ul style="list-style-type: none"> - Use a range of instructions - Test and amend a set of instructions - Find errors and amend (debug) - Write a simple program and test it - Predict what the outcome of a simple program will be (logical reasoning) - Understand that algorithms are used on digital devices - Understand that programs require precise instructions - Organise, retrieve and manipulate digital content 		



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		<ul style="list-style-type: none"> - Navigate the web to complete simple searches - Use technology respectfully - Know where to go for help if they are concerned - Know how technology is used in school and outside of school
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	Year 1 - Cycle B			Year 2 - Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas
Computing overview	Pupils should be taught to: <ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 					
Algorithms and programming			Understand and create algorithms (steps or rules as instructions, e.g. how to make a sandwich) . Understand that algorithms must be precise and unambiguous.	Predict the behaviour of simple programs.		Create and run a program (an algorithm or multiple algorithms that can be understood by a computer) Discovery Coding . Debug (find and fix a problem) within a simple program Discovery Coding .
Information technology	Identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen) . Identify devices I could use to access information on the internet. Recognise some ways in which the internet can be used to communicate.			Understand that digital devices run programs that have been created by humans.		



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Digital literacy		Use apps and websites to aid my learning. Move a cursor with the trackpad and click on an icon. Use technology to capture photos (e.g. with an iPad).	Save and retrieve work that I have produced (includes auto-save).	Understand that emails and other digital communications can be sent and received from various types of digital device. Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	Type and edit text. Use two-finger scrolling on a touchpad. Use technology to capture and manipulate (position, re-size, rotate) photos as part of a piece of work.	
Online safety	Give examples of when and how to speak to an adult I can trust if something happens that makes me feel sad, worried, uncomfortable or frightened. Describe what information I should not put online without asking a trusted adult first. Describe how to behave online in ways that do not upset others. Explain rules to keep us safe when we are using technology both in and beyond the home. Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Name my work so that others know it belongs to me.			Describe ways in which people might make themselves look different online. Explain some risks of communicating online with others I don't know well. Explain how information put online about me can last for a long time. Explain why I should always ask a trusted adult before I share any information about myself online. Recognise that content on the internet may belong to other people.		Describe how to behave online in ways that do not upset others Explain simple guidance for using technology in different environments and settings.
Impact/key assessment criteria:	Through the above topics, knowledge and skills a Year 1 computer user will: <ul style="list-style-type: none"> - know how to create a series of instructions - Know how to plan a journey for a programmable toy - Create, store and retrieve digital content 			Through the above topics, knowledge and skills a Year 2 computer use will: <ul style="list-style-type: none"> - Use a range of instructions - Test and amend a set of instructions - Find errors and amend (debug) 		



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	<ul style="list-style-type: none">- Use a website and a camera- Record sound and play it back- Use technology safely- Keep personal information safe	<ul style="list-style-type: none">- Write a simple program and test it- Predict what the outcome of a simple program will be (logical reasoning)- Understand that algorithms are used on digital devices- Understand that programs require precise instructions- Organise, retrieve and manipulate digital content- Navigate the web to complete simple searches- Use technology respectfully- Know where to go for help if they are concerned- Know how technology is used in school and outside of school
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