

PROGRESSION IN COMPUTING

Date	Review Date	Subject Leader
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This document aims to give guidance on the progression of Computing knowledge and skills across the year groups.

	UFS	Year 1	Year 2
E-Safety	<p>Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Play appropriate games on the Internet.</p> <p>Talk about good and bad choices when using websites - being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.</p>	<p>Understand they need to follow certain rules to remain safe when visiting places online.</p> <p>Begin to understand that if you create something you own it.</p> <p>Learn that many websites ask for information that is private & discuss how to responsibly handle such requests.</p> <p>Explore how email can be used to communicate with real people within their schools, families & communities.</p> <p>Learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p>	<p>Stay safe online by choosing websites that are good for them to visit & not inappropriate sites.</p> <p>Explore what cyber-bullying means & what to do when they encounter it.</p> <p>Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it is not hurtful.</p> <p>Understand that keyword searching is an effective way to locate online information & how to select keywords to produce the best search results.</p>

			Discuss criteria for rating informational websites a site. Realise that not all websites are equally good sources of information.
Programming	<p>Help adults operate equipment around the school, independently operating simple equipment.</p> <p>Use simple software to make things happen.</p> <p>Press buttons on a floor robot and talk about the movements.</p> <p>Explore options and make choices with toys, software and websites</p>	<p>Physically follow & give each other instructions to move around.</p> <p>Explore outcomes when buttons are pressed in sequences on a robot.</p> <p>Begin to use software to create movement & patterns on a screen.</p> <p>Begin to identify an algorithm to achieve a specific purpose.</p> <p>Execute a program on a floor robot to achieve an algorithm.</p> <p>Use the word debug to correct any mistakes when programming a floor robot.</p>	<p>Physically follow and give each other forward, backward & turn (right-angle) instructions.</p> <p>Articulate an algorithm to achieve a purpose.</p> <p>Plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn and drawing a trail.</p> <p>Explore outcomes when giving instructions in a simple Logo program.</p> <p>Watch a Logo program execute & debug any problems.</p> <p>Predict what will happen & test results.</p>

		Begin to predict what will happen for a short sequence of instructions in a program.	Talk about similarities & differences between floor robots and logo on screen.
Multimedia	<p>Rearrange objects and pictures on a screen.</p> <p>Recognise text, images and sound when using ICT.</p> <p>Use a camera or sound recorder to collect photos or sound</p> <p>Use paint programs to create pictures.</p> <p>Begin to use a keyboard.</p> <p>Develop an interest in ICT by using age appropriate websites or programs.</p>	<p>Record their own voices and play back to an audience.</p> <p>Use a video or camera to record an activity.</p> <p>Create sounds and simple music phrases using ICT tools.</p> <p>Add text and images to a template document using an image & word bank.</p> <p>Use a keyboard to build words & sentences.</p>	<p>Use an increasing variety of tools and effects in paint programs and talk about their choices.</p> <p>Use templates to make electronic books individually and in pairs.</p> <p>Explore the effects of sound and music in animation and video.</p> <p>Create own documents, adding text and images.</p> <p>Use keyboard to enter text.</p> <p>Create sentences, SAVE & edit later.</p>
Technology in Our Lives	Recognise purposes for using technology in school and at home.	Recognise uses of technology in their homes and in their community.	Begin to understand there are a variety of sources of

	<p>Understand that things they create belong to them and can be shared with others using technology.</p> <p>Recognise that they can use the Internet to play and learn.</p>	<p>Understand that there are online tools that can help them create and communicate.</p>	<p>information and begin to recognise the differences.</p> <p>Begin to understand what the Internet is and the purposes that it is used for.</p> <p>Understand the different types of content on websites and that some things may not be true or accurate.</p>
Data Handling	<p>Collect information as photos or sound files.</p> <p>Use a simple pictogram or set of photos to count and organise information.</p>	<p>Take photographs, video and record sound to record learning experiences.</p> <p>Look at how data is representing digitally.</p> <p>Contribute to and interpret a pictogram.</p>	<p>Take and save photographs, video & record sound to capture learning.</p> <p>Ask questions and consider how they will collect information.</p> <p>Collect data; generate graphs and charts to find answers.</p> <p>Save & retrieve the data to show to others.</p> <p>Investigate different types of digital data e.g. online encyclopaedias</p>

