

COMPUTING: PROGRESSION OVERVIEW KS1



National Curriculum Focus				
Knowledge Progression in Computing at Key Stage 1				
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
National Curriculum	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	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.	Recognise common uses of information technology beyond school. Education for a Connected World Managing online information Privacy and security Copyright and ownership

	<u>Year 1 Digital Citizenship Online Safety / PSHE</u>	<u>Year 1 Digital Literacy</u>	<u>Year 1 Computer Science</u>	<u>Year 1 Information Technology</u>
DC Education for a Connected World It focuses specifically on eight different aspects of online education: Self-image and Identity Online relationships Online reputation Online bullying Health, wellbeing and lifestyle. IT Education for a Connected World Managing online information Privacy and security Copyright and ownership	KS1: 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. DL1.1 I can talk about my digital footprint DL1.2 I can recognise that there may be people online who could make me feel sad, embarrassed or upset DL1.3 If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling) DL1.4 I can give examples of when I should ask permission to do something online and explain why this is important. DL1.5 recognise that information can stay online and could be copied DL1.6 describe how to behave online in ways that do not upset others and can give examples DL1.7 explain rules to keep us safe when we are using technology both in and beyond the home	KS1: Use technology purposefully to create, organise, store, manipulate and retrieve digital content I will know DL1.1 how to input text and images using a simple publishing programs DL1.2 how to type a simple sentences on the screen, making use of a word bank DL1.3 how to format my typing in a number of ways (size, colour, font) DL1.4 the main keys for typing e.g. shift, space bar, full stop DL1.5 how to type simple sentences using the correct format (Capital letters, space and full stop) DL1.6 how to make text bold/ italics / text alignment etc. DL1.7 simple keyboard shortcuts Ctrl + B, I, U to edit my text style DL1.8 how to move to different places in the text using the arrow keys or mouse DL1.9 how to use the 'undo' icon to fix a mistake I can use the digital camera independently	KS1: 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. I can ... CS1.1 tell you what an algorithm is CS1.2 plan a simple algorithm CS1.3 give and follow commands, which include straight / turning commands – one at a time CS1.4 debug a simple algorithm that is causing an unexpected outcome. CS1.5 break an algorithm down into smaller parts (decomposing / chunking) CS1.6 predict if a simple algorithm will work	KS1: Recognise common uses of information technology beyond school IT1.1 I can give simple examples of how to find information (e.g. search engine, browsers, voice activated searching) IT1.2 I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. (Butterfly feeling) IT1.3 explain how passwords can be used to protect information and devices IT1.4 recognise more detailed examples of information that is personal to someone (e.g. where I live, my family's names, where I go to school) IT1.5 explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others IT1.6 explain why work I create using technology belongs to me IT1.7 save my work (Purplemash) so that others know it belongs to me (e.g. filename, name on content) I know / understand that we can encounter a range of things online

	I can use the internet with adult support to communicate with people I know I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can recognise that information can stay online and could be copied I can describe what information I should not put online without asking a trusted adult first	I can create a pictogram by entering data into a simple graphing package (2Graph) I can use a pictogram to answer simple questions (2Graph) I can explore sounds in a music programme or sound app		including things we like and don't like as well as things which are real or make believe / a joke. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it') I understand that work created by others does not belong to me even if I save a copy I can identify the icons for applications on the desktop and launch accordingly I know what a browser is and how to open one I can log on and off the school network using my individual username and password
	<u>Year 2 Digital Citizenship</u> <u>Online Safety / PSHE</u>	<u>Year 2 Digital Literacy</u>	<u>Year 2 Computer Science</u>	<u>Year 2 Information Technology</u>
DC Education for a Connected World It focuses specifically on eight different aspects of online education: Self-image and Identity Online relationships Online reputation Online bullying	DL2.1 I can talk about my digital footprint and explain how other people may look and act differently online and offline DL2.2 I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling) DL2.3 I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country) DL2.4 I can explain why I have a right to say 'no' or 'I will have to ask someone'. DL2.5 I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online DL2.6 I can explain how information put online about me can last for a long time	DL2.1 how to use spell checker to check my work. DL2.2 how to use the return/enter key to insert relevant line breaks DL2.3 how to save an image from the internet rather than using copy & paste DL2.4 how to add a page border DL2.5 to insert a basic table DL2.6 which page orientation would best suit my work. e.g. portrait to landscape DL2.7 how to transfer these skills into PowerPoint I can explain what digital communication is I can use a range of ICT devices to create a sequence of sounds	CS2.1 I can tell you what a program is CS2.2 I can tell you what an event is CS2.3 I know programs need an event to begin CS2.4 I can give and follow instructions, which include direction and turning command – several in order CS2.5 I know that computers need precise instructions CS2.6 I can plan use logical reasoning to predict outcomes CS2.7 I can create a program that contains several commands for a device or software programme CS2.8 I can debug a program independently that has caused an unexpected outcome	IT2.1 I can use simple keywords in search engines IT2.2 I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) IT2.3 I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' IT2.4 I can explain how passwords can be used to protect information, accounts and devices IT2.5 I can explain and give examples of what is meant by 'private' and 'keeping things private' IT2.6 I can explain how some people may have devices in their homes connected to the internet and give

Health, wellbeing and lifestyle IT Education for a Connected World Managing online information Privacy and security Copyright and ownership	DL2.7 I can explain what bullying is, how people may bully others and how bullying can make someone feel DL2.8 I can give examples of bullying behaviour and how it could look online DL2.9 I can explain simple guidance for using technology in different environments and settings, e.g. accessing online technologies in public places and the home environment. I can explain who I should ask before sharing things about myself or others online I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do I can identify who can help me if something happens online without my consent I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help I can say how those rules / guides can help anyone accessing online technologies.	I can use a digital video camera to capture film and images I can arrange clips to make a short film that conveys meaning I can add simple titles and credits I can plan a simple Y/N tree diagram to sort information e.g. Branching database -2Question I can create and search a branching database I can use a database to answer simple questions I can search a database to find information I can use ICT to support handling data – creating simple graphs, bar charts and pie charts	CS2.9 I can use different events to start my programs – timing / on click / on button press	examples (e.g. lights, fridges, toys, televisions) IT2.7 I can recognise that content on the internet may belong to other people I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri) I can explain why some information I find online may not be real or true I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) I can describe why other people's work belongs to them I can log on and off the school network using my individual username and password and save my work to Purplemash or the school network I can explain the difference between my school network and my home computer set up I know there is a difference between physical, wireless and mobile networks
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