

Kindness

Enjoyment

Achievement

Key Stage One Progression and Skills

DIGITAL LITERACY					
Computer Systems and Networks					
EYFS		Year One		Year Two	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> Know that computers can help us Know that anyone can say 'no'/'stop'/'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset (online and offline) 	<ul style="list-style-type: none"> Help adults operate equipment around the school. Become independent using and operating simple equipment. Give examples of how I might use technology to communicate with people I know 	<ul style="list-style-type: none"> Become familiar with the term technology within school Know the main parts of the computer Know how to use a computer safely Know that there may be people online who could make someone feel sad, embarrassed or upset Know when I should ask permission to do something online and explain why this is important 	<ul style="list-style-type: none"> Explain technology as something that helps us Identify a computer and its main parts Use a mouse in a range of different ways Use a keyboard to type Save my work to a file Use the keyboard to edit text Create simple rules for using technology safely Explain why it is important to be considerate and kind to people online and to respect their choices 	<ul style="list-style-type: none"> Become familiar with information technology at school and beyond Know how technology can help people Know how to use technology in a wider context safely Know how other people may look and act differently online and offline Know who I should ask before sharing things about myself or others online 	<ul style="list-style-type: none"> Describe and identify examples of computers and that a computer is part of Information Technology. Identify information technology in the home Identify information technology beyond school Explain how technology benefits us Recognise and make choices when using information technology Use a mouse in a variety of ways Open a file Move and resize images Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure

Information Technology

Image Text Media Data Handling

Year One		Year Two	
Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> • Understand there are a range of tools used to create a digital painting • Know that this can be stored and manipulated • Understand and use technology purposefully to create and manipulate text • Understand and use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Know that work belongs to someone • Know that information could stay online and could be copied • Know that we can encounter a range of things online including things we like and don't like 	<ul style="list-style-type: none"> • Make marks on a screen and talk about the tools I used • Use shape and line tools • Explain the choices made • Use create and store digital content • Identify and find keys on a key board • Add and remove text, using basic typing skills (use letters, numbers, and space bar) • Save work to a given location • Can label objects • Identify that objects can be counted • Count objects with the same properties • Compare groups of objects • Describe, group, and record objects • Explain rules to keep myself safe when using technology both in and beyond the home • Describe what information I should not put online without asking a trusted adult first 	<ul style="list-style-type: none"> • Know there are devices to capture photographs • Know that technology can be used purposefully to create organise, store, and manipulate digital content • Know that some images are fake • Understand and use technology purposefully to create, organise, store, retrieve, and manipulate text • Understand and use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Understand and use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Know that work belongs to someone • Know how information put online about someone can last for a long time • Know simple guidance for using technology in different environments and settings 	<ul style="list-style-type: none"> • Explain how to capture a digital image • Explain portrait and landscape orientation • Use tools to manipulate an image • Explain how an image is fake. • Identify and find keys on a key board with increasing speed and confidence • Change font, style (bold italic), and size • Save, print, and retrieve work. • Upload an image with support. • To create and edit digital music for a purpose • Explain and justify why tools were chosen and used • Recognise that objects can be compared and counted using a tally chart • Select objects by attribute, and make comparisons • Recognise that objects can be represented by pictures • Present data by creating a pictogram • Draw conclusions and explain the data that is presented using a computer • Use simple keywords in search engines • Explain why some information I find online may not be real or true

Computer Science Programming

EYFS		Year One		Year Two	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> • Know that objects can be controlled • Know that work I create belongs to me 	<ul style="list-style-type: none"> • Understand that instructions will lead to an outcome • Know directional words: forwards; backwards; left; right • Use a floor robot (Beebot) • Talk about the movement • Try different approaches • Name my work so that others know it belongs to me 	<ul style="list-style-type: none"> • Know what an algorithm is, and how they are implemented as programmes on digital devices • Know programs execute by following precise instructions • Know that programs can be created and altered • Know that passwords are used to protect information, accounts and devices • Know why work I create using technology belongs to me 	<ul style="list-style-type: none"> • Begin to understand that an algorithm is a set of instructions • Consider precise commands for a specific purpose • Combine forwards and backwards commands to make a sequence • Choose a command for a given purpose • Predict an outcome for a sequence of instructions and know that variables can change an outcome • Alter and debug the sequence as necessary • Find more than one solution • Understand that we control computers by giving them instructions • Recognise more detailed examples of information that is personal to someone • Save my work under a suitable title/name so that others know it belongs to me 	<ul style="list-style-type: none"> • Know what an algorithm is, and how they are implemented as programmes on digital devices • Know programs execute by following precise and unambiguous instructions • Know that order of commands will affect an outcome • Know that programs can be created and debugged • Know how passwords can be used to protect information, accounts and devices • Know that content on the internet may belong to other people 	<ul style="list-style-type: none"> • Describe a series of instructions as a sequence • Explain a set of instructions that are unambiguous so they can be followed by a third party • Combine forwards and backwards commands to make a longer and more complex sequence • Use logical reasoning to predict an outcome • Design and create a simple programme with an identified outcome • I can use the word debug to correct mistakes in an algorithm and explain my choices • Explain and give examples of what is meant by 'private' and 'keeping things private'. • Describe why other people's work belongs to them

