

Computing Progression of Skills - KS1

Strand	PoS Objectives (NC Coverage)	Y1	Y2
Computer Science	<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 	<ul style="list-style-type: none"> • Create a simple series of instructions to understand that algorithms are a sequence of instructions in everyday contexts. • Put two instructions together to control a programmable toy- Understand forwards, backwards, turn left and turn right. • Begin to plan and test a Bee-bot journey to implement an algorithm • Record their routes • The child can explain to the teacher what they think a program will do, using a familiar piece of software (including computer games). 	<ul style="list-style-type: none"> • Predict what they think a program will do. • Recognise that sequences of instructions or sets of rules can be thought of as algorithms. Examples could include recipes, but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns. • Program on screen using sequences of instructions to implement an algorithm. (scratch etc.) • Write/create a simple program on screen, correcting any errors. • Debug any errors in their own code. • Give logical explanations of what a program will do.
Information Technology	<ul style="list-style-type: none"> • Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • Children can mention some of the ways in which IT is used to communicate beyond school. E.g. They might know that some people email, video call or online greetings • Explore drawing on the paint program, learning how to use different tools. • Learn how to save work and retrieve work from a saved folder and edit work. 	<ul style="list-style-type: none"> • Find information on a website • Click links in a website • Print a web page to use as a resource • With a given purpose, the child can use a range of digital technologies to retrieve, organise and store digital content. • Children know ways to use IT to communicate beyond school e.g. adults can share work and discuss ideas in online communities; that photos can be taken, edited and shared easily using digital technology; that the web is made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts; that scientists use computers when collecting and analysing data.
Digital Literacy	<ul style="list-style-type: none"> • Use technology purposefully to create digital content • Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns about context or contact on the internet or other online technologies 	<ul style="list-style-type: none"> • Know that personal information should not be shared online • Know they must tell a trusted adult immediately if anyone tries to meet them via the internet • Act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc.) • Record a sound/video and play it back • Child can create original content using software e.g. Publisher to create Christmas cards. • Use ICT components- e.g. a mouse, keyboard 	<ul style="list-style-type: none"> • Understand the different methods of communication (e.g. email, online forums etc) • Know the difference between email and communication systems such as blogs and wikis • Use the internet for learning and communicating with others, making choices when navigating through sites • Understand what personal information they should and should not share online • Present data in the form of charts. • Include pictures and clipart