



CURRICULUM PROGRESSION GRID: COMPUTING

KEY STAGE 1

Computing Systems & Networks	Creating Media	Data and Information	Programming	Online Safety
NC Link <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	NC Link <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	NC Link <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	NC Link <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 	NC Link <ul style="list-style-type: none"> 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.
Build on ELG Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	Build on ELG Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	Build on ELG Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	Build on ELG Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	Build on ELG Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

<p>Intent</p> <ul style="list-style-type: none"> • To identify technology • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type on a computer • To use the keyboard to edit text • To create rules for using technology responsibly • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that 	<p>Intent</p> <ul style="list-style-type: none"> • To describe what different freehand tools do • To use the shape tool and the line tools • To make careful choices when painting a digital picture • To explain why I chose the tools I used • To use a computer on my own to paint a picture • To compare painting a picture on a computer and on paper • To use a computer to write • To add and remove text on a computer • To identify that the look of text can be changed on a computer • To make careful choices when changing text • To explain why I used the tools that I chose • To compare typing on a computer to writing on paper • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph 	<p>Intent</p> <ul style="list-style-type: none"> • To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties • To compare groups of objects • To answer questions about groups of objects • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present 	<p>Intent</p> <ul style="list-style-type: none"> • To explain what a given command will do • To act out a given word • To combine forwards and backwards commands to make a sequence • To combine four direction commands to make sequences • To plan a simple program • To find more than one solution to a problem • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To explain that each sprite has its own instructions • To design the parts of a project • To use my algorithm to create a program • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program (series of commands) 	<p>Intent</p> <ul style="list-style-type: none"> • I can give examples of how I (might) use technology to communicate with people I know • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain who I should ask before sharing things about myself or others online. • I can describe ways that some people can be unkind online. • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I understand that work created by others does not belong to me even if I save a copy • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can explain why it is important to always ask a trusted adult before
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choices are made when using information technology	<ul style="list-style-type: none"> • To decide how photographs can be improved • To use tools to change an image • To recognise that photos can be changed • To say how music can make us feel • To identify that there are patterns in music • To show how music is made from a series of notes • To show how music is made from a series of notes • To create music for a purpose • To review and refine our computer work 	information using a computer	<ul style="list-style-type: none"> • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improved 	<p>sharing any personal information online, belonging to myself or others.</p> <ul style="list-style-type: none"> • I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. • I can explain rules to keep myself safe when using technology both in and beyond the home.
NCCE Unit Links Autumn 1 – Technology all around us, IT all around us	NCCE Unit Links Autumn 2 – Digital Painting, digital photography, Summer 1 - Digital writing, making music	NCCE Unit Links Spring 2 – Grouping data, pictograms	NCCE Unit Links Spring 1 – moving a robot, robot algorithms, Summer 2 – introduction to animation, introduction to quizzes	Project Evolve Links Cycle A Online Relationships Online Bullying Copyright & Ownership Privacy and Security Cycle B Managing Online information Health, Well-being and Lifestyle Self-Image and Identity Online Reputation

Implementation See NCCE lesson plans	Implementation See NCCE lesson plans	Implementation See NCCE lesson plans	Implementation See NCCE lesson plans	Implementation See Project Evolve lesson plans
Vocabulary: . move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present, commands, add sound.	Vocabulary: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size	Vocabulary: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.	Vocabulary: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink	Vocabulary: Online, safe, unsafe, communicate, bullying, permission, personal information, private, trusted, true, untrue,