

Year 1 Computing Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Create digital content (1.6 -5)/e-safety	Communication & Networks/ e-safety	Data & Data Representation (1.2 -3)(1.3 -3)(1.8 -3)/e-safety	Hardware & Processing(1.9 -2)/ e-safety	Algorithms/ Programming & Development (1.4 -3)(1.5 -3)(1.7-6)/e-safety	
Learning Objective (from DC Pro)		<ul style="list-style-type: none">• Uses software under the control of the teacher to create and edit digital content. (AB) (GE) (DE)• Knows common uses of information technology beyond the classroom. (GE)	<ul style="list-style-type: none">• Understands the need for passwords to log onto the computer and can enter a password (AL)• Knows how to enter a web address and move around a site (AL)	<ul style="list-style-type: none">• Recognises that digital content can be represented in many forms. (AB) (GE)• Recognises different types of data: text, number, pictures (AB) (GE)• Uses pictures, numbers, to represent data (AB)	<ul style="list-style-type: none">• Understands that computers have no intelligence and that computers can do nothing unless a program is executed (AL)• Knows the main components of a computer system (AB)• Identifies the uses of a computer system (AB)	<ul style="list-style-type: none">• Understands what an algorithm is and is able to express simple algorithms (AL)• Knows that users can write their own programs. (AL)• Creates a simple program (that is not reliant on text) (AL)	
		Understands the importance of communicating respectfully online and the need for keeping personal information private. (EV)					
Skills		<ul style="list-style-type: none">• To choose the correct tool for the task• To use the shift key and space bar correctly• To amend their work using backspace and undo• To use the drawing tools• To select and use the movement icon• To select and use the sound icons	<ul style="list-style-type: none">•To understand the need for passwords and can enter a password•To enter a web address•To navigate a web site•To find specific information	<ul style="list-style-type: none">• Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources	<ul style="list-style-type: none">• To name the main parts of the computer system• To use the drawing tools• To create an accurate representation of a computer system• To understand the different uses of a computer	<ul style="list-style-type: none">• To learn the term ‘algorithm’• To order a set of pictures• To debug any errors• To create a set of instructions• To complete a series of algorithms giving precise instructions• To create a program using arrows and numbers	
		<u>Copyright and ownership</u> <ul style="list-style-type: none">• I can explain why work I create using technology belongs to me.• I can say why it belongs to me (e.g. ‘it is my idea’ or ‘I designed it’).• I can save my work so that others know it belongs to me (e.g. filename, name on content).	<u>Health, Well-being and Lifestyle</u> <ul style="list-style-type: none">• I can explain rules to keep us safe when we are using technology both in and beyond the home and give examples	<u>Online relationships/ Online bullying</u> <ul style="list-style-type: none">• I can use internet with adult support to communicate with people I know.• I can explain why it is important to be considerate and kind to people online.• I can describe how to behave online in ways that do not upset others and can give examples.	<u>Online reputation</u> <ul style="list-style-type: none">• 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	<u>Privacy and security</u> <ul style="list-style-type: none">• I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school).• I can explain why I should always ask a trusted adult before I share any information about myself online.• I can explain how passwords can be used to protect information and devices.	<u>Self-image and identity</u> <ul style="list-style-type: none">• I can recognise that there may be people online who could make me feel sad, embarrassed or upset.• 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.
Vocabulary		videos, camera stills, sounds, image bank , word bank , space bar, tools, select, shift key, backspace, undo, run, select, animation/movement, icons, headphones	purpose , online tools, log on, web address, address bar, buttons, icons, information	Photographs, video, sound, data, pictogram, digitally	Monitor, screen, computer, mouse, keyboard	instructions, robots, patterns, program, algorithm, order, precise, direction, arrow, debug, turtle, rectangles, squares	
		communicate, rules , private information , email	communicate, rules , private information , email	communicate, rules , private information , email	communicate, rules , private information , email	communicate, rules , private information , email	communicate, rules , private information , email
Ongoing skills		<u>General ICT Skills:</u> <ul style="list-style-type: none">• To use a mouse to point and click• To move items on the screen accurately	<u>General Graphics /Video Skills</u> <ul style="list-style-type: none">•To select colours•To use the brush tool accurately to create a recognisable picture•To use various tools including brushes, pens, lines, fill, spray and stamps	<u>General Sound Recording Skills</u> <ul style="list-style-type: none">•To listen to a talking story•To talk about devices that make and record sound•To use play, pause, stop, forward, rewind	<u>Word Processing</u> <ul style="list-style-type: none">•To find letters on the keyboard•To use the shift key•To use the space bar	<u>Presentation skills</u> <ul style="list-style-type: none">• Use a range of tools• Use the keyboard• Add sound and movement to a presentation• Amend their work	<u>Internet Skills</u> To be able to print out a page from the internet.
		<u>e-safety</u> Managing online information <ul style="list-style-type: none">• I can use the internet to find things out.• I can use simple keywords in search engines.• I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.					

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	Computer Science
	Information Technology
	Digital Literacy