

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 	
	<p>Copyright and ownership</p> <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). 	<p>Health, Well-being and Lifestyle</p> <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 	<p>Online relationships/ Online bullying</p> <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. 	<p>Online reputation</p> <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 	<p>Privacy and security</p> <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. 	<p>Self-image and identity</p> <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	<i>videos, camera stills, sounds, image bank, word bank, space bar, tools, select, shift key, backspace, undo, run, select, animation/movement, icons, headphones</i>	<i>purpose, online tools, log on, web address, address bar, buttons, icons, information</i>	<i>Photographs, video, sound, data, pictogram, digitally</i>	<i>Monitor, screen, computer, mouse, keyboard</i>	<i>instructions, robots, patterns, program, algorithm, order, precise, direction, arrow, debug, turtle, rectangles, squares</i>	
	<i>communicate, rules, private information, email</i>	<i>communicate, rules, private information, email</i>	<i>communicate, rules, private information, email</i>	<i>communicate, rules, private information, email</i>	<i>communicate, rules, private information, email</i>	<i>communicate, rules, private information, email</i>
Ongoing skills	<p>General ICT Skills:</p> <ul style="list-style-type: none"> • To use a mouse to point and click • To move items on the screen accurately 	<p>General Graphics/Video Skills</p> <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 	<p>General Sound Recording Skills</p> <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 	<p>Word Processing</p> <ul style="list-style-type: none"> • To find letters on the keyboard • To use the shift key • To use the space bar 	<p>Presentation skills</p> <ul style="list-style-type: none"> • Use a range of tools • Use the keyboard • Add sound and movement to a presentation • Amend their work 	<p>Internet Skills</p> <ul style="list-style-type: none"> • To be able to print out a page from the internet.
	e-safety	<p>Managing online information</p> <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