NATIONAL CURRICULUM COVERAGE USING THE NCCE SCHEME OF WORK

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Technology around us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Understand what algorithms are; how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.	NC: Understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs
Assess against Progression Map 'I Can' statements below: - I can identify technology - I can identify a computer and its main parts - I can use a mouse in different ways - I can use a keyboard to type on a computer - I can use the keyboard to edit text - I can create rules for using technology responsibly	Assess against Progression Map 'I Can' statements below: - I can describe what different freehand tools do - I can use the shape tool and the line tools - I can make careful choices when painting a digital picture - I can explain why I chose the tools I used	Assess against Progression Map 'I Can' statements below: - I can explain what a given command will do - I can act out a given word - I can combine forwards and backwards commands to make a sequence - I can combine four direction commands to make sequences	Assess against Progression Map 'I Can' statements below: - I can label objects - I can identify that objects can be counted - I can describe objects in different ways - I can count objects with the same properties - I can compare groups of objects - I can answer questions about groups of objects	Assess against Progression Map 'I Can' statements below: - I can use a computer to write - I can add and remove text on a computer - I can identify that the look of text can be changed on a computer - I can make careful choices when changing text	Assess against Progression Map 'I Can' statements below: - I can plan a simple program - I can find more than one solution to a problem - I can choose a command for a given purpose - I can show that a series of commands can be joined together - I can identify the effect of changing a value

	• I can use a computer on my own to paint a picture • I can compare painting a picture on a computer and on paper			• I can explain why I used the tools that I chose • I can compare writing on a computer with writing on paper	• I can explain that each sprite has its own instructions • I can design the parts of a project • I can use my algorithm to create a program

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Information Technology around us	Digital Photography	Robot Algorithms	Pictograms	Making Music	Programming Quizzes
NC: Recognise common uses of information technology beyond school 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.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school	NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	NC: Understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To create and debug simple programs To use logical reasoning to predict the behaviour of simple programs
Assess against Progression Map 'I Can' statements below: • I can recognise the uses and features of information technology • I can identify information technology in the home • I can identify information technology beyond school	Assess against Progression Map 'I Can' statements below: • I can use a digital device to take a photograph • I can make choices when taking a photograph • I can describe what makes a good photograph • I can decide how photographs can be improved	Assess against Progression Map 'I Can' statements below: • I can describe a series of instructions as a sequence • I can explain what happens when we change the order of instructions • I can use logical reasoning to predict the outcome of a program	Assess against Progression Map 'I Can' statements below: • I can recognise that we can count and compare objects using tally charts • I can recognise that objects can be represented as pictures • I can create a pictogram • I can select objects by attribute and make comparisons	Assess against Progression Map 'I Can' statements below: • I can say how music can make us feel • I can identify that there are patterns in music • I can describe how music can be used in different ways • I can show how music is made from a series of notes	Assess against Progression Map 'I Can' statements below: • I can explain that a sequence of commands has a start • I can explain that a sequence of commands has an outcome • I can create a program using a given design I can decide how my project can be improved

- I can explain how information technology benefits us
- I can show how to use information technology safely
- I can recognise that choices are made when using information technology

- I can use tools to change an image
- I can recognise that photos can be changed

- I can explain that programming projects can have code and artwork
- I can design an algorithm of my own
- I can create and debug a program that I have written

- I can recognise that people can be described by attributes
- I can explain that we can present information using a computer

- I can create music for a purpose
- I can review and refine our computer work

National Curriculum Coverage — Key Stage 1 Computing Curriculum	1.1 Technology around us	1.2 Digital painting	1.3 Moving a robot	1.4 Grouping data	1.5 Digital writing	1.6 Programming animations	2.1 Information technology around us	2.2 Digital photography	2.3 Robot algorithims	2.4 Pictograms	2.5 Making music	2.6 Programming quizzes
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	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Recognise common uses of information technology beyond school	✓		✓	✓			✓	✓				
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	✓				✓	✓	✓			✓		