Y1 and Y2 Computing Progression Map 2023 - 2024

Aspect	Year 1	Year 2
Computing Systems and Networks	**Unit 1: Technology around Us** • 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	**Unit 1: IT around us** • 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 • 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
Creating Media	**Unit 2: Digital painting / Unit 5: Digital writing** • 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 • 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 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 • I can explain why I used the tools that I chose • I can compare writing on a computer with writing on paper	**Unit 2: Photography / Unit 5: Music** • 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 • I can use tools to change an image • I can recognise that photos can be changed • 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 • I can create music for a purpose • I can review and refine our computer work

Data and Information	**Unit 4: Grouping Data** • 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	**Unit 4: Pictograms** • 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 • I can recognise that people can be described by attributes • I can explain that we can present information using a computer
Programming	**Unit 3: Moving a Robot (Beebots) / Unit 6: Animation (Scratch Jr)** • 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 • 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 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	**Unit 3: Algorithms (Beebots) / Unit 6 Quizzes (Scratch Junior)** • 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 • 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 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

Aspect	Skills	Vocabulary	
Technology in our Lives	• I can access a range of technologies, both digital and non-digital. • I can explore with different technologies to develop my skills. • I know how to operate simple equipment eg turn on CD player, use a remote control, move remote control toys. • I show an interest in technological toys with knobs or pulleys, real objects (such as cameras), and touchscreen devices such as tablets. • I can show skill in making toys work by pressing parts or lifting flaps to achieve effects (such as sounds, movements or new images) • I can play with a range of materials to learn cause and effect, eg. making a string puppet. • I can name technology that is used at home and a school	Home School Technology Device Ipad Tablet Phone Desktop Computer Camera Interactive Whiteboard	TV/Television Online Internet Knob/Pulley Twist/turn/swipe/rotate Touch/Press/Click Button Hold Drag
Online Safety	• I can talk about what we mean by 'going online' e.g. using the internet/Roblox/Google, Cbeebies etc. • I can name devices which can be used online e.g. tablet, games, phones, computers, consoles etc. • I know that there are rules which need to be followed when we use technology and go online (SMART rules) • I can tell someone how to stay safe online. • I know that I need to ask an adult if I go online/play an online game/visit a website/use an App. • I can name adults I trust. • I know that I need to talk to a trusted adult if something online upsets, worries or scares me. • I know that I should not click on buttons if something pops up, and I need to tell an adult. • I understand that the amount of time I spend using a computer/tablet/game/device should be for a short amount of time.	Devices Online Internet Computers Tablet iPad. Games consoles Rules SMART rules Safe Technology	Online game Website App. Adults Trust Pops up. Amount of time

Programming	- I know some simple instructional language. - I can follow simple instructions from - an adult/friend to move around - e.g. take two steps forwards. - I can give instructions to someone to move around e.g. take two steps backwards. - I can use simple software to make something happen. - I can understand cause and effect e.g. if I press a button 'something' happens. - I can make choices about which buttons/icons need to be pressed, touched, clicked on to make something happen. - I can use the basic functions of the IWB e.g. pen, rubber, changing colour/thickness etc. - I can make a floor robot move by pressing the buttons. - I am beginning to begin to know the functions of the buttons on the floor robots.	Swipe Turn Touch Press. Button Click/Hold/Drag. Pen Rubber Change colour/thickness.	Floor robot Instructions. Functions Forwards. Backwards Follow
Multimedia and Data Handling	- I can talk about how information can be shown in different ways e.g. pictures, videos, text, sound. - I can find information by using an electronic device e.g. computer, - tablet, website, App, search engine with support. - I can click on buttons using an IWB pen/mouse/finger. - I can swipe on a tablet. - I can move objects around on screen with an IWB pen/mouse/finger. - I can move the mouse to where you need the pointer/arrow/cursor to be on screen. - I can click and drag using a mouse. - I can double click using a mouse. - I am able to create text on screen by pressing letter keys on a keyboard/pressing buttons on a touch screen, with support. - I am able to choose a piece of technology to complete a particular task.	Hold Icon Drag Text Object Information Picture Video Sound. Electronic device Find. Press Website Click Buttons	Mouse Finger Swipe IWB pen Screen. Keyboard Touch screen App Double click Text Pointer Arrow Cursor Letter keys Search Engine