Computing Progression Ks 1

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Computing Taxonomy										Education for a Connected World
						1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI	ET	IT	NW	PG	SS	
1	1	Technology around us	1	To identify technology	- I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom				■	■	■			■				■				- Copyright and ownership - Health, well-being and lifestyle
1	1	Technology around us	2	To identify a computer and its main parts	- I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag				■	■	■			■								- Copyright and ownership - Health, well-being and lifestyle
1	1	Technology around us	3	To use a mouse in different ways	- I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program				■	■	■			■			■					- Copyright and ownership - Health, well-being and lifestyle
1	1	Technology around us	4	To use a keyboard to type	- I can save my work to a file - I can tell you that writing on a computer is called typing - I can type my name on a computer				■	■	■			■			■					- Copyright and ownership - Health, well-being and lifestyle
1	1	Technology around us	5	To use the keyboard to edit text	- I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor				■	■	■			■			■					- Copyright and ownership - Health, well-being and lifestyle
1	1	Technology around us	6	To create rules for using technology responsibly	- I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home				■	■	■			■			■				■	- Copyright and ownership - Health, well-being and lifestyle
1	2	Digital Painting	1	To describe what different freehand tools do	- I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture				■				■				■					
1	2	Digital Painting	2	To use the shape tool and the line tools	- I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist				■				■				■					
1	2	Digital Painting	3	To make careful choices when painting a digital picture	- I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices				■				■				■					
1	2	Digital Painting	4	To explain why I chose the tools I used	- I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs				■				■		■		■					
1	2	Digital Painting	5	To use a computer on my own to paint a picture	- I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own				■				■				■					
1	2	Digital Painting	6	To compare painting a picture on a computer and on paper	- I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper				■				■		■		■					
1	3	Moving a robot	1	To explain what a given command will do	- I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device	■	■	■		■		■										
1	3	Moving a robot	2	To act out a given word	- I can follow an instruction - I can give directions - I can recall words that can be acted out	■	■	■		■		■						■				
1	3	Moving a robot	3	To combine forwards and backwards commands to make a sequence	- I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place	■	■	■		■										■		
1	3	Moving a robot	4	To combine four direction commands to make sequences	- I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands	■	■	■		■										■		
1	3	Moving a robot	5	To plan a simple program	- I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do	■	■	■		■		■			■							
1	3	Moving a robot	6	To find more than one solution to a problem	- I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	■	■	■		■		■										
1	4	Grouping Data	1	To label objects	- I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups				■		■					■						- Copyright and ownership
1	4	Grouping Data	2	To identify that objects can be counted	- I can count a group of objects - I can count objects - I can group objects				■		■					■						- Copyright and ownership
1	4	Grouping Data	3	To describe objects in different ways	- I can describe a property of an object - I can describe an object - I can find objects with similar properties				■		■					■						- Copyright and ownership
1	4	Grouping Data	4	To count objects with the same properties	- I can count how many objects share a property - I can group objects in more than one way - I can group similar objects				■		■					■						- Copyright and ownership
1	4	Grouping Data	5	To compare groups of objects	- I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group				■		■					■						- Copyright and ownership
1	4	Grouping Data	6	To answer questions about groups of objects	- I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found				■		■					■						- Copyright and ownership

1	5	Digital Writing	1	To use a computer to write	- I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard																	- Privacy and security
1	5	Digital Writing	2	To add and remove text on a computer	- I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys																	- Privacy and security
1	5	Digital Writing	3	To identify that the look of text can be changed on a computer	- I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters																	- Privacy and security
1	5	Digital Writing	4	To make careful choices when changing text	- I can change the font - I can select a word by double-clicking - I can select all of the text by clicking and dragging																	- Privacy and security
1	5	Digital Writing	5	To explain why I used the tools that I chose	- I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes																	- Privacy and security
1	5	Digital Writing	6	To compare writing on a computer with writing on paper	- I can compare using a computer with using a pencil and paper - I can say which method I like best - I can write a message on a computer and on paper																	- Privacy and security
1	6	Programming Animations	1	To choose a command for a given purpose	- I can compare different programming tools - I can find which commands move a sprite - I can use commands to move a sprite																	
1	6	Programming Animations	2	To show that a series of commands can be joined together	- I can run my program - I can use a start block in a program - I can use more than one block by joining them together																	
1	6	Programming Animations	3	To identify the effect of changing a value	- I can change the value - I can find blocks which have numbers - I can say what happens when I change a value																	
1	6	Programming Animations	4	To explain that each sprite has its own instructions	- I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite																	
1	6	Programming Animations	5	To design the parts of a project	- I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move																	
1	6	Programming Animations	6	To use my algorithm to create a program	- I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites which match my design																	
2	1	Information Technology around us	1	To recognise the uses and features of information technology	- I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of information technology																	- Health, well-being and lifestyle
2	1	Information Technology around us	2	To identify information technology in the home	- I can explain the purpose of information technology in the home - I can move and resize images - I can open a file																	- Health, well-being and lifestyle
2	1	Information Technology around us	3	To identify information technology beyond school	- I can compare types of information technology - I can find examples of information technology - I can talk about uses of information technology																	- Health, well-being and lifestyle
2	1	Information Technology around us	4	To explain how information technology benefits us	- I can demonstrate how information technology is used in a shop - I can explain how information technology helps people - I can recognise that information technology can be connected																	- Health, well-being and lifestyle
2	1	Information Technology around us	5	To show how to use information technology safely	- I can list different uses of information technology - I can recognise how to use information technology responsibly - I can say how those rules/guides can help me																	- Health, well-being and lifestyle
2	1	Information Technology around us	6	To recognise that choices are made when using information technology	- I can enjoy a variety of activities - I can explain simple guidance for using information technology in different environments and settings - I can identify the choices that I make when using information technology																	- Health, well-being and lifestyle
2	2	Digital Photography	1	To know what devices can be used to take photographs	- I can capture digital photos and talk about my experience - I can sort devices into old and new - I can talk about how to take a photograph																	- Self-image and identity
2	2	Digital Photography	2	To use a digital device to take a photograph	- I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format																	- Self-image and identity
2	2	Digital Photography	3	To describe what makes a good photograph	- I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it																	- Self-image and identity
2	2	Digital Photography	4	To decide how photographs can be improved	- I can experiment with different light sources - I can explore the effect that light has on a photo - I can focus on an object																	- Self-image and identity
2	2	Digital Photography	5	To use tools to change an image	- I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect																	- Self-image and identity
2	2	Digital Photography	6	To recognise that images can be changed	- I can apply a range of photography skills to capture a photo - I can identify which images are real and which have been changed - I can recognise which images have been changed																	- Self-image and identity

2	3	Robot Algorithms	1	To describe a series of instructions as a sequence	- I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear and unambiguous instructions																	
2	3	Robot Algorithms	2	To explain what happens when we change the order of instructions	- I can create different algorithms for a range of sequences (using the same commands) - I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot																	
2	3	Robot Algorithms	3	To use logical reasoning to predict the outcome of a program (series of commands)	- I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence																	
2	3	Robot Algorithms	4	To explain that programming projects can have code and artwork	- I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable																	
2	3	Robot Algorithms	5	To design an algorithm	- I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program																	
2	3	Robot Algorithms	6	To create and debug a program that I have written	- I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program																	
2	4	Pictograms	1	To recognise that we can count and compare objects using tally charts	- I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total																	- Privacy and security
2	4	Pictograms	2	To recognise that objects can be represented as pictures	- I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects																	- Privacy and security
2	4	Pictograms	3	To create a pictogram	- I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram																	- Privacy and security
2	4	Pictograms	4	To select objects by attribute and make comparisons	- I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute																	- Privacy and security
2	4	Pictograms	5	To recognise that people can be described by attributes	- I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it																	- Privacy and security
2	4	Pictograms	6	To explain that we can present information using a computer	- I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways																	- Privacy and security
2	5	Making Music	1	To say how music can make us feel	- I can describe how music makes me feel, e.g. happy or sad - I can identify simple differences in pieces of music - I can listen with concentration to a range of music (links to the Music curriculum)																	- Copyright and ownership
2	5	Making Music	2	To identify that there are patterns in music	- I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern																	- Copyright and ownership
2	5	Making Music	3	To describe how music can be used in different ways	- I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch and duration																	- Copyright and ownership
2	5	Making Music	4	To show how music is made from a series of notes	- I can identify that music is a sequence of notes - I can refine my musical pattern on a computer - I can use a computer to create a musical pattern using three notes																	- Copyright and ownership
2	5	Making Music	5	To create music for a purpose	- I can describe an animal using sounds - I can explain my choices - I can save my work																	- Copyright and ownership
2	5	Making Music	6	To review and refine our computer work	- I can explain how I made my work better - I can listen to music and describe how it makes me feel - I can reopen my work																	- Copyright and ownership
2	6	An Introduction to Quizzes	1	To explain that a sequence of commands has a start	- I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program																	
2	6	An Introduction to Quizzes	2	To explain that a sequence of commands has an outcome	- I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands																	
2	6	An Introduction to Quizzes	3	To create a program using a given design	- I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can tell the actions of a sprite in an algorithm																	
2	6	An Introduction to Quizzes	4	To change a given design	- I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design																	
2	6	An Introduction to Quizzes	5	To create a program using my own design	- I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm																	
2	6	An Introduction to Quizzes	6	To decide how my project can be improved	- I can compare my project to my design - I can debug - I can improve my project by adding features																	