Computing

Progression of knowledge, skills and understanding

Skills	Class 1	Class 2
Online Safety and digital literacy	Are aware that some online content is inappropriate Are aware that information can be public or private Recognise inappropriate content and know to tell an appropriate adult Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world Can identify rules to add to an acceptable use policy for the class Understand that spending a long time in front of a computer screen can be unhealthy Understand that digital content belongs to the person who first created it	Understand that you can share digital content online Understand what personal information is and the need to keep it Know who to tell if concerned about content or contact Can identify rules to add to an acceptable use policy for the class Understand that when we share content online, we might not be able to delete it Know that not all information found online is true Understand that the digital content we make belongs to us and others need to ask permission to use it
What is a computer?	Use different digital devices Understand that you can access content on a digital device Use a mouse, touchscreen or appropriate access device to target and select options on screen Recognise a range of digital devices Recognise the basic parts of a computer, e.g. mouse, screen, keyboard Recognise key parts of a keyboard, e.g. spacebar, numbers and letters Understand that you can access the same content on different devices Add text to a document using the keyboard (where appropriate) ⬚ Understand that information and	Name a range of digital devices Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard Understand that you can find information from a website Use a simple password when logging on, where relevant and understand why we use passwords Can remember a simple password and know not to tell anyone Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen

	media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet	Recognise that a range of devices contain computers, e.g. washing machine, car, laptop Know where to save and open work Understand that you can use a search engine to find information using keyword searches Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
Communication: text, images and multimedia	Use technology to explore and access digital content Operate a digital device with support to fulfil a task Create simple digital content, e.g. digital art Choose media to convey information, e.g. image for a poster Choose a digital device from a selection to complete a specific task	Select media (e.g. images, video, sound) to present information on a topic Understand that you can edit and change digital content Select basic options to change the appearance of digital content Combine media with support to present information, e.g. text and images Apply edits to digital content to achieve a particular effect Plan out digital content Present ideas and information by combining media independently Talk about what makes digital content good or bad Edit digital content to improve it
Programming and computer control From Discovery Coding – see coding pathways and lesson plans for further objectives and SC	**LEVEL 1:** **Lesson title – objective** 1. On the move: Under the sea – To understand when a computer does something, it follows instructions called code 2. On the move: Royal Chase - To give instructions to make objects on the screen move when the program starts. 3. On the move: Transport on the go - To use code to make objects move when they are clicked on. 4. On the move: Another planet - To use code to write a computer program where objects in a space scene move when they are clicked on. 5. Simple inputs: Burst the bubbles – To combine start events and click events to make a simple game.	**LEVEL 2:** **Lesson title – objective** 1. Different sorts on input: Red Riding Hood - To write code that makes an object move around the screen when keys are pressed. 2. Different sorts of input: Key to the race - To make objects perform different actions when keys are pressed on the keyboard. 3. Different sorts of input: Up in the air - To write code that makes an object change direction when different keys on the keyboard are pressed. 4. Different sorts of input: Shark attack - To write code that makes an object change direction when the pointer is pressed and released 5. Different sorts of input: Snow White - To write code where different inputs can be used to make objects move and disappear. 6. Buttons and instructions: Fly a helicopter - To write code where buttons can be used to make an object move around the screen.

	6. Simple inputs: Catch the fish – To combine start events and click events in code to make a simple game 7. Simple inputs: Magic Castle - To combine start events and click events in code to make a scene 8. Simple inputs: Emergency - To combine start events and click events to program	7. Buttons and instructions: Slug hunt - To write the code for a simple game where buttons are used to move an object around. 8. Buttons and instructions: Find my cat! - To write the code for a simple game where buttons are used to move an object around and cast a magic 'disappearing spell'. 9. Buttons and instructions: Hungry Migbod - To write code where buttons are used to move a monster around and eat (hide) fruit.