



Computing

Progression of knowledge, skills and understanding

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



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| | <p>Understand that you can access the same content on different devices</p> <p>Add text to a document using the keyboard (where appropriate)</p> <p>Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet</p> | <p>Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen</p> <p>Recognise that a range of devices contain computers, e.g. washing machine, car, laptop</p> <p>Know where to save and open work</p> <p>Understand that you can use a search engine to find information using keyword searches</p> <p>Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks</p> |
| VOCAB: | <p>Screen, Mouse, Keyboard, device, space bar</p> | <p>Password, touchscreen, microphone, log on, screen/monitor, printer, speaker, caps lock, file/folder, search engine, app, document</p> |
| <p>Communication: text, images and multimedia</p> | <p>Use technology to explore and access digital content</p> <p>Operate a digital device with support to fulfil a task</p> <p>Create simple digital content, e.g. digital art</p> <p>Choose media to convey information, e.g. image for a poster</p> <p>Choose a digital device from a selection to complete a specific task</p> | <p>Select media (e.g. images, video, sound) to present information on a topic</p> <p>Understand that you can edit and change digital content</p> <p>Select basic options to change the appearance of digital content</p> <p>Combine media with support to present information, e.g. text and images</p> <p>Apply edits to digital content to achieve a particular effect</p> <p>Plan out digital content</p> <p>Present ideas and information by combining media independently</p> <p>Talk about what makes digital content good or bad</p> <p>Edit digital content to improve it</p> |
| VOCAB: | <p>Image, communication purpose, information</p> | <p>Video, edit, digital, present, purpose, information, text(writing),</p> |
| <p>Programming and computer control</p> <p>YEAR A (2022-23)</p> <p>From Discovery Coding – see coding</p> | <p>Lesson title – objective</p> <p>LEVEL 1:</p> <ol style="list-style-type: none"> 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. | |



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| <p>pathways and lesson plans for further objectives and SC</p> | <p>LEVEL 2</p> <ol style="list-style-type: none"> Buttons and instructions: Fly a helicopter - To write code where buttons can be used to make an object move around the screen. Buttons and instructions: Slug hunt - To write the code for a simple game where buttons are used to move an object around. 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'. Buttons and instructions: Hungry Migbod - To write code where buttons are used to move a monster around and eat (hide) fruit. | |
| <p>Programming and computer control YEAR B (2023-24)</p> | <p>Lesson title – objective</p> <p>LEVEL 1</p> <ol style="list-style-type: none"> Simple inputs: Burst the bubbles – To combine start events and click events to make a simple game. Simple inputs: Catch the fish – To combine start events and click events in code to make a simple game Simple inputs: Magic Castle - To combine start events and click events in code to make a scene Simple inputs: Emergency - To combine start events and click events to program <p>LEVEL 2</p> <ol style="list-style-type: none"> Different sorts on input: Red Riding Hood - To write code that makes an object move around the screen when keys are pressed. Different sorts of input: Key to the race - To make objects perform different actions when keys are pressed on the keyboard. 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. Different sorts of input: Shark attack - To write code that makes an object change direction when the pointer is pressed and released Different sorts of input: Snow White - To write code where different inputs can be used to make objects move and disappear. | |
| <p>VOCAB:</p> | <p>Object, Command, Start event, Click event, Run, Code, Action, Execute, Program, Algorithm, input</p> | <p>Key press event, Pointer event, Key press event, Pointer event, Button, Output, Input, Pointer, Key press, Algorithm</p> |