

## Computing progression journey – Teach Computing Curriculum

Year 1

Computing Systems and Networks/Key Skills	Creating Media	Data & Information	Programming
<ul style="list-style-type: none"> <li>- Explain that technology is something that helps us</li> <li>- Recognise a range of digital devices.</li> <li>- Name a range of digital devices, e.g. laptop, phone, games console.</li> <li>&gt; Unlock the school tablet with support.</li> <li>- Identify the main parts of a device (on/off button, volume buttons, trackpad/home buttons)</li> <li>&gt; Use a suitable access device (keyboard, touchscreen) to control an activity on a computer.</li> <li>&gt; Open key applications independently.</li> <li>&gt; Save and open files with support.</li> <li>&gt; Use the keyboard to type and edit text.</li> <li>- Explain why we use passwords.</li> <li>- Identify rules to keep safe and healthy when using technology</li> <li>- Know who to tell if concerned about content or contact online.</li> <li>- Talk about their use of technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Create simple digital content, e.g. digital art.</li> <li>&gt; Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.</li> <li>- Recognise that you can edit digital content to change its appearance.</li> <li>&gt; Choose appropriate tools to change the appearance of digital content for a purpose</li> <li>- Recognise the difference between creating content on a computer and on paper.</li> <li>- Recognise that digital content belongs to the person who created it.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify an appropriate label for a group of objects.</li> <li>- Recognise that we can label and group objects according to their properties.</li> <li>- Recognise that computers require input from humans to perform tasks.</li> <li>&gt; Group similar objects according to a given property.</li> <li>- Make choices about how to group objects.</li> <li>&gt; Answer questions about groups of objects.</li> <li>- Recognise examples of personal information e.g. name, image.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that we control computers by giving them instructions.</li> <li>&gt; Input a simple program e.g. to control a floor robot.</li> <li>&gt; Predict the outcome of a simple algorithm or program.</li> <li>&gt; Plan out a simple program to control a floor robot or sprite on a screen.</li> <li>&gt; Debug an error in a simple algorithm or program.</li> <li>&gt; Create a simple algorithm.</li> <li>- Recognise that an algorithm is a precise set of ordered instructions which can be turned into code.</li> <li>- Explain that we can use algorithms to plan out our programs.</li> <li>&gt; Make decisions about the design of a program.</li> </ul>

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Year 2

Computing Systems and Networks/Key Skills	Creating Media	Data & Information	Programming
<ul style="list-style-type: none"> <li>- Recognise examples of information technology.</li> <li>- Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker.</li> <li>- Explain what the basic parts of a computer are used for e.g. mouse, keyboard</li> <li>&gt; Open key applications independently.</li> <li>&gt; Save and open files to/from a given folder.</li> <li>&gt; Move and resize an image in a document.</li> <li>- Explain that information technology is a computer or something that works with a computer.</li> <li>- Talk about uses of information technology in the real world.</li> <li>- Remember a simple password to log onto the computer or a website.</li> <li>- Identify rules for acceptable use of technology in school.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Create simple digital content for a purpose, e.g. digital music.</li> <li>- Recognise that we can use technology in different ways, e.g. to make music or take and view photographs.</li> <li>&gt; Apply edits to digital content to achieve a particular effect, e.g. add a filter to a photo.</li> <li>&gt; Present ideas and information by combining media, e.g. text and images.</li> <li>- Explain how content has been improved.</li> <li>- Describe the features of a good piece of content, e.g. a photo.</li> <li>- Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.</li> <li>- Recognise what personal information is and the need to keep it private.</li> <li>- Recognise that images can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise different forms of digital content, i.e. text, image, video and audio.</li> <li>&gt; Collect simple data (e.g. likes/dislikes) on a topic.</li> <li>&gt; Present simple data using images, e.g. number of animals.</li> <li>- Recognise charts and pictograms and why we use them.</li> <li>&gt; Explain information shown in a simple chart or pictogram.</li> <li>&gt; Modify simple charts or pictograms, e.g. add title, item or labels.</li> <li>- Identify the key features of a chart or pictogram.</li> <li>&gt; Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain that computers have no intelligence and we have to program them to do things.</li> <li>&gt; Create a program with multiple steps e.g. to control a floor robot.</li> <li>&gt; Predict the outcome of an algorithm or program with multiple steps.</li> <li>&gt; Identify and correct errors in a given algorithm or program, and recognise the term debugging.</li> <li>- Recognise that there may be more than one solution to a problem.</li> <li>- Recognise that the order of instructions in a sequence is important.</li> <li>- Explain what an algorithm is, and that when inputted on a computer it is called a program.</li> <li>&gt; Plan out a program by creating an algorithm and evaluate its success.</li> </ul>