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Computing progression in KUS

Knowledge Digital Literacy Computer Science Information Technology Functional Skills	**Year One**	**Year Two**
	National Curriculum Content: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school	
	I know to tell an adult if I feel something I see online is inappropriate or hurtful. I know how technology can be used at home and in the wider world. I can say what an 'algorithm' is. I know and use basic symbols to record directional instruction. I know a developing range of language and styles of control e.g. tilt and turn/instructional to direct a robot. I know I can use technology to create, organise and manipulate digital content.	I can say what personal information should be kept private. I know why it is important to discuss my use of technology with an adult. I know how technology can be used to support me at home and in the wider world. I know about simple events e.g. mouse clicks/tap on screen. I know how to find a bug in simple code I know how I can attempt to debug errors. I know about the different forms of digital content and know how to use technology purposefully.

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	Assessment by the end of Y2: I know why we use technology in the home and community. I know to keep safe and show respect to others while using digital technology. I know instructions and commands can be used to make toys and onscreen characters move. I know I can try and debug instructions to fix errors. I know how to use technology purposefully to create and organise digital content.

Understanding	**Year One**	**Year Two**
Digital Literacy Computer Science Information Technology Functional Skills	**National Curriculum Content:** Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	

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	I am aware of some of the dangers of online activity. I understand what a bug in a sequence of code is. I understand how technology can be used to show information in different ways. I understand why I need to log into and out of an account on a computer or program.	I can explain online dangers. I will begin to be responsible for my actions online. I can explain why personal information should be kept private. I understand how to use logical reasoning to predict the outcome of a sequence of instructions. I understand why I need to consider style, colour, layout and font when editing text on screen. I can select and record musical phrases, sound-effects or voice-overs and understand how this can enhance my multimedia work. I understand why it is important to organise my work when saving it. I understand when to use a range of methods of interacting with a program e.g. right click, drag and drop, long tap etc.
	Assessment by the end of Y2: I can talk about the different ways I can use technology to collect information. I can understand and follow online safety rules. I can explain why I need to keep my personal information private. I can predict what a series of commands might do. I can use technology purposefully to organise and present my ideas in different ways.	

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Skills	Year One	Year Two
Digital Literacy Computer Science Information Technology Functional Skills	**National Curriculum Content:** Create and debug simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	I can access information on the internet I can navigate a website using a QR code or links. With support, I am able to access and view pictures or work using an online platform. I am able to use a search engine or in-app search to search for and save images, I can search using keywords provided by my teacher. I can change options in simulations that represent real or fantasy situations to create different outcomes and effects. I can use keys or commands to make a virtual or floor robot go forward, backward, left and right.	I can navigate to the right information on a website using links or buttons. With support, I am able to share pictures or work and complete activities using an online platform. I am able to use a search engine to search for given information. I can make changes in a model/simulation and test predictions. I can give instructions that contain numerical data (e.g. move 2 steps etc). I can use the repeat command (loops) to program more efficiently.

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	I can program a bot or sprite by giving simple sequences of commands. I can use basic symbols to record directional instruction . I can use a developing range of language and styles of control e.g. tilt and turn/instructional to direct a robot. I can produce text on screen. I can add and make basic edits to text in appropriate software or apps. I can explore a range of simple tools within a digital art package. I can create and alter the appearance of an image. I can use simple video or animation software. I can use a sound recorder to store information as sound. I can create sounds or music by arranging sound markers. I can use suitable on-screen graphing software to create pictographs. I can enter text using single fingers, beginning to use more than one hand.	I can test a sequence, amending it if necessary. I can make use of simple events e.g. mouse clicks/tap on screen. I am able to find a bug in simple code. I will attempt to debug errors. I can add and edit text, considering style, colour, layout and font. I can use simple tools to create digital art or alter an image. I can use tools such as crop, resize, and flip, and explore effects such as symmetry. I can sequence and arrange images and text for a purpose. I can select and record musical phrases, sound-effects or voice-overs to enhance multimedia work. I can make use of different types of graphs (pictographs and bar charts) to represent data I have collected. I can enter text using more than one finger, beginning to use both hands. I can use basic keyboard keys e.g. backspace, space bar, and return. I can save, retrieve and begin to organise work with

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	I can shut down a device at the end of a session.	

	I can save and retrieve my work with support. I can use a mouse/trackpad to move and place items accurately on a screen. I can use double click or tap where needed.	support. I can use a range of methods of interacting with a program e.g. right click, drag and drop, long tap etc. I can use double click or tap, pinch to zoom, swipe etc.
	Assessment by the end of Y2: I can identify the benefits of using technology including finding information, creating and communicating. I know who to talk to if I feel unsafe when working online. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can identify errors in a program and begin to debug it. I can use technology purposefully to organise and present my ideas in different ways. I can use technology to collect and organise information.	