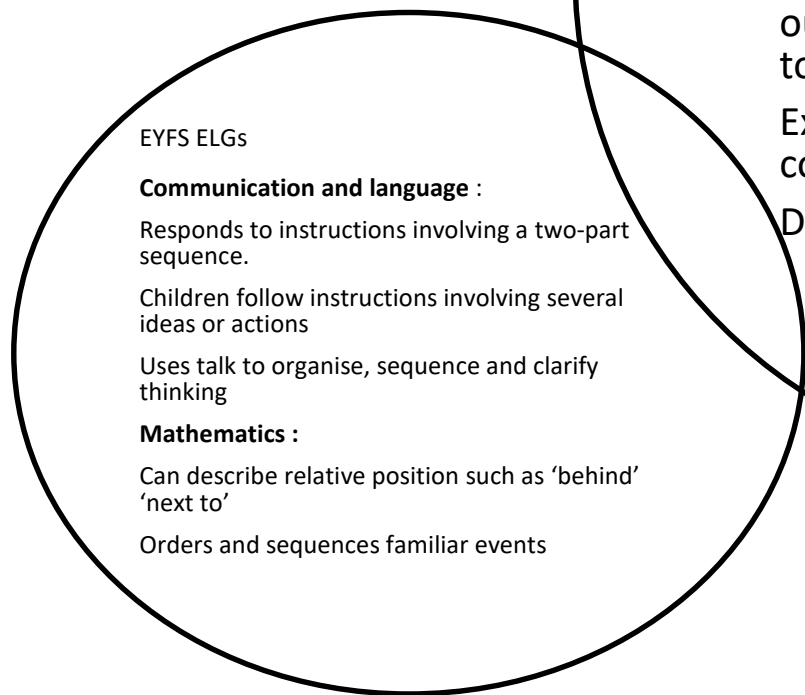


# Knowledge Progression for Computer Science and Computational Thinking Year 1



EYFS ELGs

**Communication and language :**

Responds to instructions involving a two-part sequence.

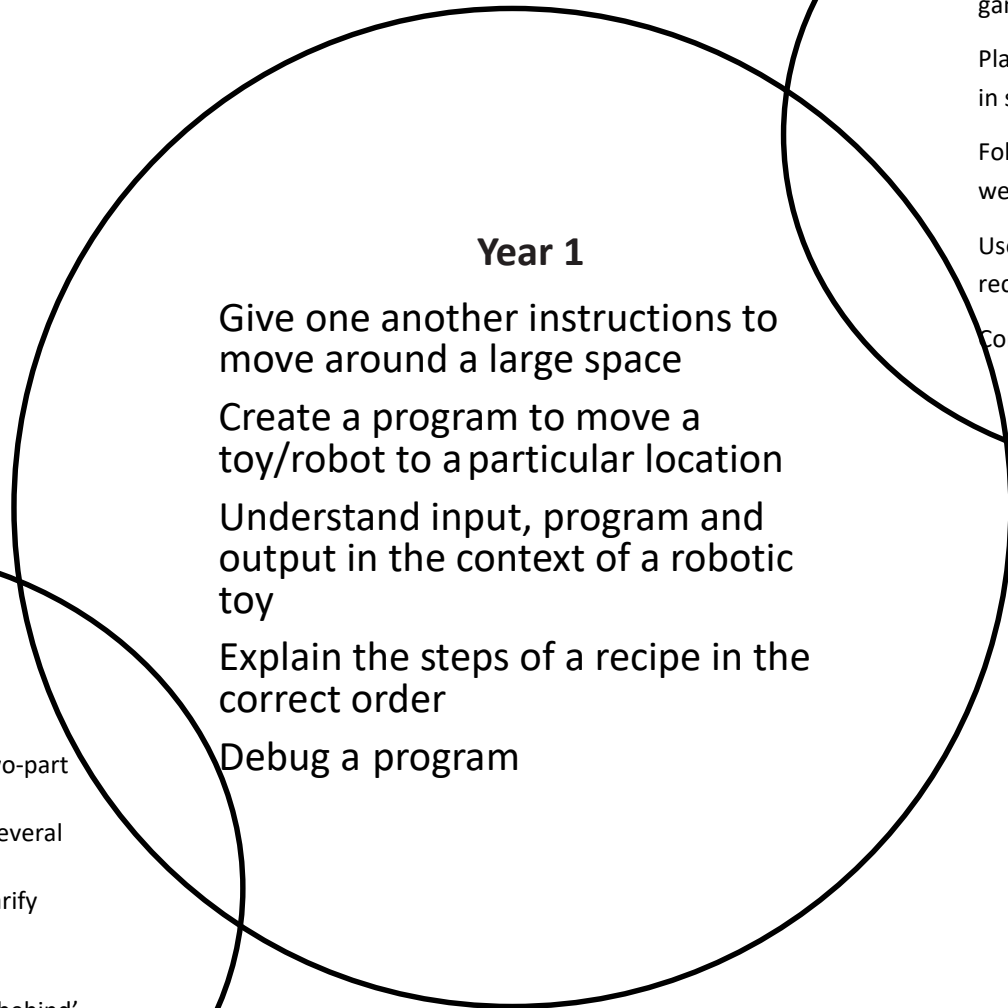
Children follow instructions involving several ideas or actions

Uses talk to organise, sequence and clarify thinking

**Mathematics :**

Can describe relative position such as 'behind' 'next to'

Orders and sequences familiar events



**Year 1**

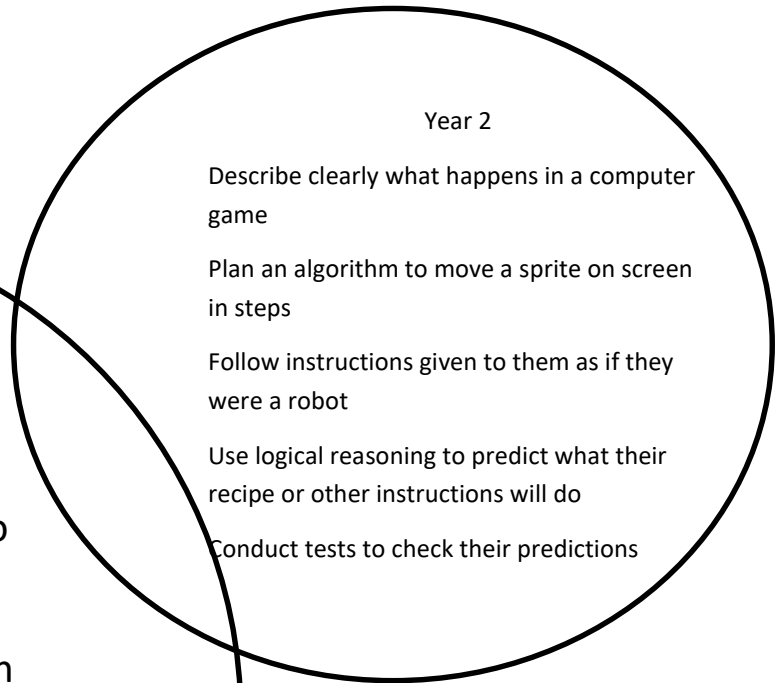
Give one another instructions to move around a large space

Create a program to move a toy/robot to a particular location

Understand input, program and output in the context of a robotic toy

Explain the steps of a recipe in the correct order

Debug a program



**Year 2**

Describe clearly what happens in a computer game

Plan an algorithm to move a sprite on screen in steps

Follow instructions given to them as if they were a robot

Use logical reasoning to predict what their recipe or other instructions will do

Conduct tests to check their predictions

**Vocabulary**

Sequence

Instruction

Algorithm

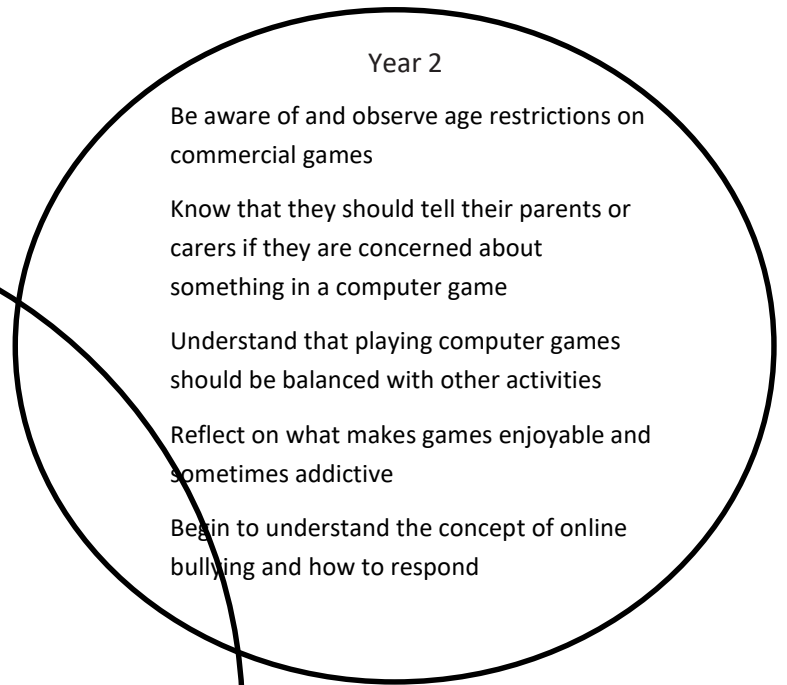
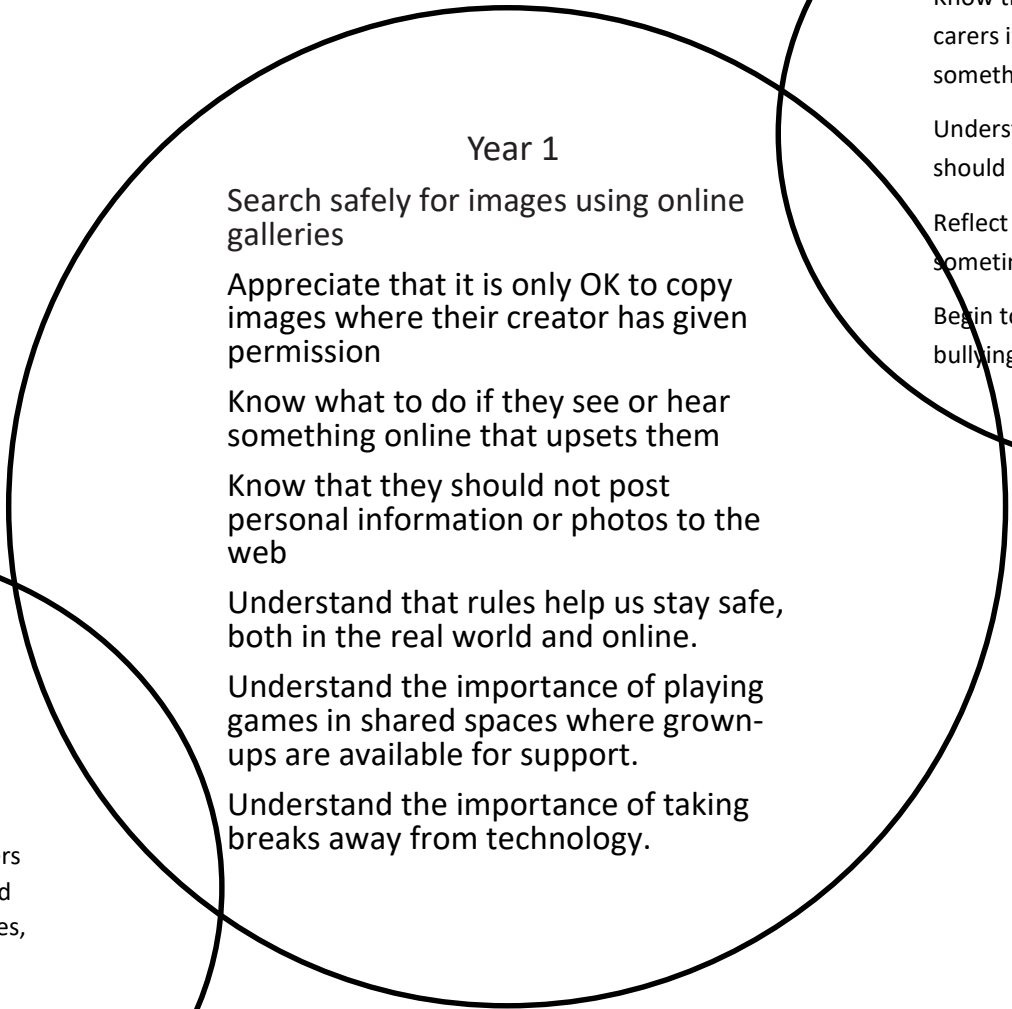
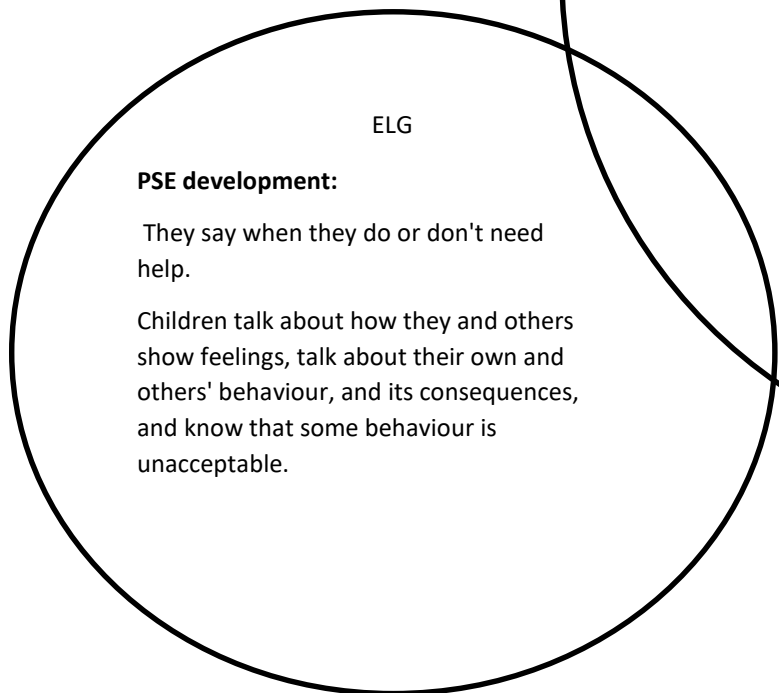
Debug

Input

Program

# Knowledge Progression for Digital Literacy and Online Safety

## Year 1



## Vocabulary

Internet

Images

Web

Safe

Report

Permission

Private Information

# Knowledge Progression for Information Technology

## Year 1

### Year 1

Can use a range of digital technologies to store and access digital content.

Use a paint program to create an illustration, edit and improve it

Be able to retrieve previously saved work

Record sound effects or dialogue using a digital audio recorder (or software)

Review and improve recordings

Understand how to use the keyboard to enter alphabetic and non-alphabetic characters

Combine text, image or sound to make eg a greetings card or e-book with a clear purpose

Film video, keeping the camera still and steady

Join video clips together

### ELG Technology

Expected : Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Exceeding: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train

### Year 2

Take focused, sharp photos using a digital camera, tablet or smartphone and apply adjustments and effects to digital photos

Select their favourite photos for inclusion in a shared portfolio

Find useful information and images on websites.

Create short presentations or Information leaflets

Save and retrieve their presentations; add images or other media as appropriate.

Create and label charts to show data they collect

Explore Google Maps or Google Earth to find a familiar location

## Vocabulary

Image

Save

Open

Camera

Video

Audio Recording

Text

Keyboard