

	Knowledge and Skills	Vocabulary
<p>Year R</p>	<p>Computer Science</p> <ul style="list-style-type: none"> • Know that many everyday devices respond to commands • follow simple instructions e.g. playing at robots, country dancing (pre-Logo activities) • control a programmable robot in a linear simulation scenario e.g. a programmable robot as postman, using Forward and Backward commands (arrows) and the Go command • use arrow keys or click on arrows to explore a scene or backdrop in a simple on-screen Logo program <p>IT</p> <ul style="list-style-type: none"> • be able to logon to the school system and learning platform/online learning space • Can shut down a computer/lap top accurately • Knows how to close apps on the Ipad • with support, print their work using the Print icon • load programs with support • use appropriate ICT vocabulary • be able to discuss the use of ICT in the World around us and compare to the use of ICT in the classroom • be aware that digital pictures and video can be saved on a computer • know that sound can be recorded and played back • use arrow keys or mouse to navigate the program <p>Digital Literacy</p> <p>Finding and using information and data</p> <ul style="list-style-type: none"> • develop simple classification skills based on practical sorting activities • put text on screen • use upper and lower case letters • Use delete button <p>Creative / productive use of ICT</p> <ul style="list-style-type: none"> • be able to use an art package as medium to convey their ideas, as one of a range of media available • be aware of a wider range of tools in the art package • use a digital camera or digital video camera to take pictures <p>Sound</p> <ul style="list-style-type: none"> • use sound recorders / players independently to listen to pre-recorded sound 	<p>Command Program Clear memory Arrows Forward Backward</p> <p>Log on/off Password User name Print Button Apps (application) Shut down Window Load Play, rewind, fast forward</p> <p>Type Key/keyboard Delete Shift Caps lock Space bar Return</p>

	Knowledge and Skills	Vocabulary
Year 1	<p>Computer Science</p> <ul style="list-style-type: none"> • Know that , once programmed a programmable robot can repeat the same instructions • use trial and error to create a sequence of instructions to a move a programmable robot to a specified location on a grid or mat • create a plan of the steps needed to solve a more complicated problem (an algorithm) e.g. How can we get the robot to the post office, then the castle, avoiding the graveyard and the lake? • execute their programs and identify errors • talk about how to fix errors in their programs e.g. It turned the wrong way after the cottage so I need to change that instruction • use trial and error to move an object to a destination in a scene or backdrop in a simple on-screen Logo program e.g. 2Go or Terry the Turtle • Create a plan of the steps needed to solve a problem in a simple onscreen Logo type program (create an algorithm) e.g. How can we get the rocket to the planet? <p>IT</p> <ul style="list-style-type: none"> • print their work using the Print icon independently • load programs independently • know that work can be saved and retrieved • name, save and retrieve work with support • use appropriate ICT vocabulary • be able to discuss the use of ICT in the World around us and compare to the use of ICT in the classroom • be able to save digital pictures on a computer • independently record sound on a computer • use the cursor (arrow) keys for simple on screen editing • Use back space to edit <p>Digital Literacy</p> <p>Finding and using information and data</p> <ul style="list-style-type: none"> • with support, use simple data plotting and graphing programs to produce pictograms and other simple graphs • interpret the graphs - discuss the graphs and answer simple questions • with support use pre-selected web pages (Favourites file, hyperlinks set up by the teacher) • use simple adventure games or simulations • use the Space Bar, the Return key, use the Shift key to make a capital letter 	<p>Algorithm instruction Left, right Repeat Error (bug) Logo Sequence order</p> <p>Select Icon Retrieve File Jpeg Text style Font style Back space</p> <p>Pictogram Collect Sort Classify</p>

	<ul style="list-style-type: none">• use word lists to enter text• plan what they are going to do• practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar – possibly use typing tutor software• change the font style , the font size and the font colour <p>Creative / productive use of ICT</p> <ul style="list-style-type: none">• independently select and use a wider range of tools in the art package• use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose• with support, add captions or sound to digital pictures or video• create a storyboard on paper and with support, use simple animation software to create a short animated film e.g. retelling a well-known story <p>Sound</p> <ul style="list-style-type: none">• use a range of devices to record and playback sounds e.g. voices, instrumental sounds, environmental sounds• with support, use music software to explore, create and choose sounds in response to a range of given starting points <p>Electronic communication</p> <ul style="list-style-type: none">• know that email exists• with support, write and send a short email e.g. to Santa• with support, add comments to a blog or forum	<p>Spray tool Texture Flood fill Brush tool Pencil tool</p>
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	Knowledge and Skills	Vocabulary
<p>Year 2</p>	<p>Computer Science</p> <ul style="list-style-type: none"> • Understand that Logo is a computer language • explore different programs logically working through one instruction at a time to predict what they will do e.g. If the robot starts here and this program is executed where will it end up? • use algorithms they have created to program a robot to solve a problem • execute their programs and identify errors • fix their programs to achieve the original intended outcome (debug) • plan and create a sequence of Logo instructions to move around a scene or backdrop in a simple on-screen Logo program, with a purpose (defined by either teacher or child) • Use algorithms they have developed to create programs to move an object within a simple onscreen Logo type program <p>IT</p> <ul style="list-style-type: none"> • print their work using the Print menu independently and know they can change the printer selected • save and retrieve work independently • be aware that sound is recorded and stored on the computer as a sound file • be aware that work can be saved in different places on the network <p>Digital Literacy</p> <p>Finding and using information and data</p> <ul style="list-style-type: none"> • independently plot data as a pictogram, block chart or bar graph • be aware that graph types can be changed • interpret the graphs - discuss the graphs and answer simple questions • use the Internet to find information for a topic • work with a partner or in a small group to solve problems in an adventure game or simulation • use more complex adventure games or simulations • practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar – possibly use typing tutor software • with support, import graphics and add text to a document <p>Creative / productive use of ICT</p> <ul style="list-style-type: none"> • use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose • add captions or sound to digital pictures or video independently • with support, be able to do simple manipulation of images using an art package or other software e.g. the 	<p>Graphics Insert Search Hyperlinks</p>

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	<p>digital camera's software</p> <ul style="list-style-type: none">• with support, do simple editing of a sequence of digital pictures or video (presentation) e.g. change sequence, add transitions• use simple animation software to create a short animated film <p>Sound</p> <ul style="list-style-type: none">• use music software to explore sounds and create and play their own compositions• with support, evaluate and modify (edit) their own compositions <p>Electronic communication</p> <ul style="list-style-type: none">• write and send emails• add comments to a blog or forum	
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