Computing Progression in Skills
Key Stage One

Name of Unit and Linked Skills	*Children needing support to achieve key skills*	*Children surpassing key skills*
Year 1: Using Programmable Toys and Tools to Understand Algorithms • Create and follow instructions (algorithms) to navigate other children and programmable toys around a course • Produce a storyboard of instructions (algorithms) • Create instructions to draw a simple shape or move a character across the screen		
Year 1: Modelling & Simulations • Use a mouse to move and place items accurately on a screen • Explore a simulation in other curriculum areas and talk about what happens		
Year 1: Text Editing and Multimedia Skills • Develop familiarity and correct use of the keyboard – spacebar, backspace, shift (for capital letters – not 'caps lock'), return etc. • Word process short texts. Use the return key to create line breaks; navigate around text in a variety of ways (mouse, arrow keys etc.) as work is edited • Select appropriate images and add to work • Select or record a sound and add to work		
Year 1: Digital Image Skills • Use a paint package to create a picture • Use tools, create lines and textures and use the 'fill/spray' and 'stamp' tools • Use a digital camera or camcorder to take a picture or record work • Create a sequence of images which, together, form a short animation to illustrate a story		
Year 1: Sound and Music (sound capture and editing, podcasts and music composition)		

• Use sound recorders/players to listen to pre-recorded sound • Use sound recorders (at and away from the computer) to record and playback sounds (e.g. voices, instruments and environmental sounds) • Experiment with a range of devices which create and record sound		
Year 1: Electronic Communication (email, blogs etc.) • Contribute ideas to a class email or blog, using online etiquette • Use simple authoring tools to create own messages		
Year 1: Research (internet) • Use appropriate buttons, meus and hyperlinks to navigate websites or stored information • Enter key words into a search engine to find specific information for a topic		
Year 1: Information Handling (database, graphing) • Develop simple classification skills by carrying out simple sorting activities (including those away from the computer) • Use simple graphing programs to produce pictograms and other simple graphs • Use simple search tools in a prepared database to answer simple questions		
Year 2: Using Programmable Toys and Tools to Understand Algorithms • Sequence a series of instructions (algorithms) to create a larger program (e.g. BeeBot travels in different directions around a map to find treasure without stopping • Test and debug a simple program – make sure things work, find and fix any mistakes • Use logical reasoning to 'tell the story' of what is happening and predict behaviour when controlling devices (actual or on screen) estimating distances and turns • Have experiences of controlling other devices such as MP3 players, sound recorders, CD and DVD players, video recording		

equipment and digital cameras		
Year 2: Modelling and Simulations (adventure games) • Use models and simulations to test out their thinking e.g. BBC Science Clips – if too much water is added to a plant, it will die • Use stop frame animation to tell a story		
Year 2: Text Editing and Multimedia Skills • Add captions to photographs, graphics and sounds • Use templates and other appropriate support to create simple presentations for different purposes • Be able to store and retrieve work, including other digital content, between computer and network and equivalent cloud-based storage • Begin to edit their work in the light of their own discussions and observations • Make use of graphics, video and sound to enhance text in multimedia work		
Year 2: Digital Image Skills **Graphics Packages (painting)** • Use ICT to source, generate and amend ideas for art work • Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect **Digital Photographs and Video** • Develop greater control over the features available on digital stills or video camera • Begin to edit digital photographs **Animation** • Use a stop frame animation package to tell a story		
Year 2: Sound and Music (sound capture and editing, podcasts and music composition) • Explore a range of electronic music and sound devices including keyboards, software and different peripherals • Use software to explore sound and musical phrases for a purpose • Compose music using icons to represent musical phrases (e.g. 2Simple Music Toolkit)		

Year 2: Electronic Communication (email, Wikis, blogs, VLE) • Author own pages in E Portfolio, adding text and images (link to multimedia)] • With support, write and send a short email from a class account (e.g. a letter to Santa)		
Year 2: Research (internet and CD-ROM) • Use appropriate buttons, menus and hyperlinks to navigate websites or stored information • Access different information using a range of equipment (website, TV, DVD etc.) • Enter key words into a search engine to find specific information for a topic • Locate specific sites by typing a website address (URL) into the address bar in a web browser		
Year 2: Information Handling (database, graphing) • Use graphing software to change a graph type (e.g. pictogram to bar chart) and consider which best explains the data • Interpret graphs and answer simple questions about them • Use simple search tools in a prepared database to answer simple questions (e.g. how many children have brown hair) • Sort and classify a group of items by asking simple yes/no questions • Use a branching database program to sort and identify items • Explain and report on results from a data-logging investigation e.g. the cause of sound or light levels rising and falling, telling the story of a 'noise level' graph		