Year 1 expected		
Information Technology	Computer Science	Digital Literacy
Handling Data *(To be completed in parallel to data handling in Maths)* **Pictograms**: To use simple graphing software to complete a pictogram. To 'read' and answer questions relating to a pictogram. **Graphing:** To use graphing software to enter data and change graph type. To discuss, interpret and draw conclusions from graphs. To answer simple questions about graphs. **Multimedia and Word Processing** To develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free. To select appropriate images. To begin to select or record a sound to add to work. To add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. *2create A Story*. To use pre-defined layouts or templates for presentations. To begin to explain reasons why choices have been made to teacher or talk partner. **Graphics and Sound** To use a paint package to create a picture to communicate their ideas To talk about their use of a paint package and their choice of tools To print and to save with help. To begin to use a camera with support. To experiment with a range of devices which create and record sounds and musical phrases. To understand that devices have stop, record and playback functions To explore a range of electronic music and sound devices including software. To talk about their music when they share their recordings with the rest of the class.	To give instructions to a peer and follow their instructions to move around. To describe what happens when they press buttons on a programmable toy. To press buttons in the correct order to make a programmable toy do what they want. To describe what actions they will need to do to make something happen and begin to use the word algorithm. To begin to predict what will happen for a short sequence of instructions. To begin to use software/apps to create movement and patterns on a screen (Discovery coding, beebot app, Scratch Jr) To begin to understand that if a program does not do what you want it to, there is a problem with your instructions (debugging). To describe and write algorithms to complete specific tasks.	**E-safety** To understand how to keep passwords private. To identify what personal information is. To know to tell an adult when they see something unexpected or worrying online. To talk about why it's important to be kind and polite. To recognise an age appropriate website. To agree to and follow sensible e-Safety rules **Technology in our Lives** To recognise the ways we use technology in our classroom. To recognise ways that technology is used in my home and community. To talk about their use of ICT and the internet to find information. To select appropriate buttons to navigate websites to find information e.g. select part of the cbeebies site to find an activity.

Year 1 challenging		
Information Technology	Computer Science	Digital Literacy
<u>Handling Data</u> **Pictograms**: To talk about how simple graphing software helps them to organise their information. **Graphing**: To begin to label graphs using software. To talk about how simple graphing software helps them to organise their information. <u>Multimedia and Word Processing</u> To format and resize images. To confidently double click with a mouse or trackpad. To confidently have knowledge of the location of letters and symbols on a keyboard. To save work in a folder independently. <u>Graphics and Sound</u> To talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made) To explore shape, line and colour to communicate a specific idea. To print and to save independently. To begin to discuss the quality of a photo/image and make decisions (e.g delete a blurred/bad image)	To write a simple set of instructions and test. To predict what will happen. To evaluate and improve their sequence (debug). To predict the behaviour of a character/sprite based on a sequence of instructions.	<u>E-safety</u> To apply their knowledge of online safety to help others make safe choices. <u>Technology in our Lives</u> To record the information they find in an appropriate way. To begin to identify some of the benefits of using technology.