Year 1 Computing Progression Steps

Year 1	Developing	Expected Standard	Exceeding
Creating Media – Digital Painting	With support; To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer to paint a picture To compare painting a picture on a computer and on paper	Independently; To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	To describe in detail and demonstrate what different freehand tools do To use the shape tool and the line tools innovatively To make careful choices when painting a digital picture and give reasons for those choices To explain why I chose the tools I used and the purpose they served To use a computer with skill and flair to paint a picture To compare and discuss in detail painting a picture on a computer and on paper
Programming A – Moving a robot	With support; To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Independently; To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	To explain in detail and give examples of what given commands will do To act out a given word adding relevant detail where appropriate To combine forwards and backwards commands to make a sequence To combine four direction commands to make more complex sequences To plan a program in more detail To find multiple solutions to different problems
Programming B- Introduction to animation	With support; To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	Independently; To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	To choose a command for a given purpose and explain reasons for that choice To show that a series of more complex commands can be joined together To identify the effect of changing a value and explain To explain that each sprite has its own instructions and give examples To design in some detail the parts of a project To use more detailed algorithms to create programs
Computing systems and Networks- Technology Around us	With support; To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	Independently; To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	To identify technology and its uses To identify a computer, its main parts and some peripherals To use a mouse with confidence in different ways To use a keyboard to type on a computer and input simple commands To use the keyboard to edit text To create detailed rules for using technology responsibly
Data and Information- Grouping Data	With support; To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Independently; To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	To label objects with accuracy To identify that objects can be counted and demonstrate To describe objects in different ways adding appropriate detail To count objects with the same properties and explain reasoning To compare groups of objects and discuss in detail To answer questions about groups of objects giving detailed responses
Creating Media- Digital Writing	With support; To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	Independently; To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	To use a computer to write in a range of different ways To add, remove and edit text on a computer To identify that the look of text can be changed on a computer and demonstrate the ways in which this can be done To make careful choices when changing text and explain reasoning To explain in detail why I used the tools that I chose To compare typing on a computer to writing on paper and offer thoughts