

## Computing Progression Grid - Class 1

For ICT we use a scheme called Purple Mash. Teachers have their own log on and cover all units across the year. The following document gives the unit titles but planning assessment tools are embedded in the Purple Mash Scheme of learning. Some terms may have less weeks than purple mash have planned for. Therefore, some lessons may take additional time and there will be an opportunity to have retrieval practice and revisit key areas within the topic.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1.1 Online Safety and Exploring Purple Mash (Digital Literacy) 4 lessons – covering over 7 weeks</b>	<b>1.2 Grouping and Sorting (Computer Science) (2Weeks) and 1.4 Pictograms (Information Technology) (3 week)</b>	<b>1.3 Lego Builders (Computer Science) (3 weeks) and 1.5 Maze Explorers (Computer Science 3 weeks)</b>	<b>1.6 Animated Story (Information Technology) (5 weeks)</b>	<b>1.7 Coding (Computer Science) (6weeks)</b>	<b>1.8 Spreadsheets (Information Technology) (3 weeks) and 1.9 Technology outside school (Digital Literacy) (2 weeks)</b>
Minimum learning is highlighted			Key vocabulary is in bold		
<p>To log in safely and to understand why that is important.</p> <p>To create an <b>avatar</b> and to understand what this is and how it is used.</p> <p>To be able to create a picture and add their own name to it.</p> <p>To start to understand the idea of inverted commas ownership of creative work.</p> <p>To save work to the <b>MY WORK</b> area and understand that this area is <b>private</b> space now what a <b>file</b> is</p>	<p>To sort items using a range of <b>criteria</b>.</p> <p>To sort items on the <b>computer</b> using the inverted commas grouping activities in Purple Mash.</p> <p><b>1.4 Pictograms (Information Technology) (3 weeks)</b></p> <p><b>What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, SEN is highlighted)</b></p> <p>To understand that <b>data</b> can be represented in picture format and to compare data.</p> <p>To collect data to contribute to a class <b>pictogram</b>.</p> <p>To use a pictogram to record the results of an experiment.</p>	<p>To emphasise the importance of following instructions – using <b>algorithms</b>.</p> <p>To follow and create simple instructions on the <b>computer</b>.</p> <p>To consider how the order of instructions affects the results through <b>coding</b>.</p> <p><b>1.5 Maze Explorers (Computer Science) (3 weeks)</b></p> <p><b>What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, SEN is highlighted)</b></p> <p>To understand the functionality of the basic <b>direction keys</b> in <b>Challenges</b> 1 and 2.</p>	<p>To understand the differences between <b>traditional books and ebooks</b>.</p> <p>To explore the tools of 2Create a Story’s My Simple Story level.</p> <p>To save the page they have created.</p> <p>To add <b>animation</b> to a picture.</p> <p>To play the pages created so far.</p> <p>To save the additional changes and overwrite the file.</p> <p>To add a <b>sound effect</b> to a picture.</p> <p>To add a voice recording to the picture.</p> <p>To add created music to the picture.</p> <p>To add a background to the story.</p> <p>To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these</p>	<p>To understand what instructions are.</p> <p>To predict what will happen when instructions are followed.</p> <p>To understand that computer programs work by following instructions called <b>code</b>.</p> <p>To use code to make a computer program.</p> <p>To understand what <b>objects and actions</b> are.</p> <p>To understand what an <b>event</b> is.</p> <p>To use an event to control an object.</p> <p>To begin to understand how code executes when a program is run.</p> <p>To understand what backgrounds and objects are.</p> <p>To understand how to use the scale property.</p> <p>To plan a computer program.</p> <p>To make a computer program.</p>	<p>To understand what a <b>spreadsheet</b> looks like.</p> <p>To be able to navigate around a spread sheet and enter <b>data</b>.</p> <p>To learn new vocabulary related to spreadsheets.</p> <p>To add clipart images to a <b>spreadsheet</b>.</p> <p>To use the ‘<b>move cell</b>’ and ‘<b>lock</b>’ tools.</p> <p>To use the ‘speak’ and ‘count’ tools in 2Calculate to count items.</p> <p><b>1.9 Technology Outside School (Digital Literacy) (2 weeks)</b></p> <p><b>What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, SEN is highlighted)</b></p> <p>To find and understand examples of where</p>

	<p>To be able to give a piece of work a title.</p>	<p>To be able to use the <b>direction</b> keys to complete the challenges successfully.</p> <p>To understand the functionality of the basic keys in <b>Challenges</b> 3 and 4.</p> <p>To understand how to create a debug set of <b>instructions (algorithm)</b>.</p> <p>To understand the additional direction keys as part of their <b>algorithm</b>.</p> <p>To understand how to change and extend the algorithm list.</p> <p>To create a longer <b>algorithm</b> for an activity.</p> <p>To learn how to <b>undo an instruction</b>.</p> <p>To provide an opportunity for the children to set <b>challenges</b> for each other.</p> <p>To provide an opportunity for the teacher to add these challenges to a display board for the class to try.</p> <p>To be able to give a <b>command</b> such as <b>left or right</b>.</p>	<p>successfully to create their own story.</p> <p>To use the copy and paste feature to create additional pages.</p> <p>To continue and complete an animated story.</p> <p>To create a class display board of the story books created by the class.</p>		<p>technology is used in the local community.</p> <p>To record examples of technology outside school.</p>
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