

## CHI Progression of Computing Skills and Knowledge

Threshold Concepts		Reception*	Year 1	Year 2
Data Handling	DH1	Class data collection e.g. What is Bee Class's favourite fruit? What countries do we come from? Pictogram.	Discuss and explore the use of pictograms and interpret the data it represents.	To understand that information can be represented as a simple graph or pictograms and how data can be organised, presented and understood.
	DH2	Can I answer simple questions relating to the pictogram as a class?	Recognise that information presented on screen represents the data collected in class.	To understand that when data has not been entered accurately it cannot be used to provide answers to questions. To recognise that ICT allows quick changes to fix data.
	DH3	To sort, organise and classify a range of physical objects based on their properties (e.g. shapes, colour).	To discuss and explore the use of ICT to sort, organise and classify objects based on their properties.	To be able to use branching databases and to know how it can be used to find answers to questions.
Information Literacy	IL1	I can tell you about different kinds of information such as pictures, video, text and sound.	To understand that information comes from different sources e.g. books, websites, TV etc.	To discuss different forms of information (text, images, sounds and video) and understand some are more useful than others.
	IL2	To use technology purposefully e.g. make a postcard/ comic on 2 simple with a picture and a simple caption.	To use technology purposefully to create digital content.  e.g. newspaper reports/ postcards on 2publish	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Google Chromebooks, Microsoft word, 2simple - 2 publish
	IL3	Knows that information can be retrieved from computers.	To understand that ICT can give access quickly to a wide variety of resources. <i>iPads in class.</i>	Select relevant information to answer specific questions by navigating to different pages in a website. <i>Choose a child-friendly website linked to your topic with different pages.</i>
	IL4	Completes a simple program on a computer.  Interacts with age-appropriate computer software.	To explore a variety of electronic information as part of a given topic.  To follow links to find information required.	To understand the Internet contains a large amount of information. <i>Kidzsearch (child-friendly Google).</i>  To recognise the layout of a web page, web addresses, menu buttons and links. Uses premade files.

## CHI Progression of Computing Skills and Knowledge

Multimedia	MM1	I can tell you about different kinds of information such as pictures, video, text and sound.	To understand that Multimedia includes sounds, texts and graphics.	To know how to express their ideas using a range of ICT tools. <i>Camera, voice note, video, text.</i>  To save and retrieve work independently.
	MM2		To discuss how ICT can be used to convey information.	To share ideas in different forms including text, images and sound.  To recognise that changes can be made at a later stage to improve the look and to improve their ideas.
	MM3		To use text to communicate ideas and understand that it comes in different sizes and styles.	To use the skills and techniques learnt to organise, recognise and communicate ideas for a specific purpose in different contexts.
	MM4		To communicate ideas through texts and images.	To talk about their use of ICT and their choices.
Computer Programming/Digital Devices	CP1	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	To understand what an algorithm is (a series of instructions) without ICT equipment (e.g. recipes).	To understand that real and virtual devices can be controlled by a sequence of commands (algorithms). To predict the outcome of the sequence.
	CP2	Seeks to acquire basic skills in turning on and operating equipment.	Explore making digital devices work using algorithms. <i>Bee bots.</i>	To plan a set of commands to control devices for a specific outcome. To be able to control devices through a series of commands. <i>Bee bots.</i>
	CP3	Children recognise that a range of technology (e.g. washing machines, TV remotes, DVD players, toys with buttons) is used in places such as homes and schools. They select and use technology for particular purposes. <i>Survey goes home.</i>	To recognise common uses of technology beyond the school e.g. using TV remote/using a washing machine.	To write, test and debug simple programmes. <i>Coding.</i>  To understand the benefits of using technology beyond the school.
Sound and Music	SM1	To play and experiment with different musical instruments.	To know that sound and music can be explored through ICT using keyboards and on-screen music software. <i>2Simple – Music Toolkit.</i>	To understand that they can compose music using icons to represent music phases. <i>2Simple – Music Toolkit.</i>

## CHI Progression of Computing Skills and Knowledge

	<b>SM2</b>		To know that ICT can record sound and can be stored to playback. To locate and listen to these recorded and stored sounds.	To understand that they can locate, listen and play sounds which can be added to presentations. <i>PowerPoint</i> .
	<b>SM3</b>		To understand that software can be used to change the musical phrases they can create.	To begin to understand that adding music and or a sound can affect mood and atmosphere of their work.
<b>Visual Media</b>	<b>VM1</b>	To create pictures.	To enable children to explore a variety of tools in a graphics package to communicate an idea. <i>2Simple – 2Paint</i> .	To understand that there are a variety of tools and techniques which can be used to create different styles and effects for different purposes.
	<b>VM2</b>	To take photos using iPads.	To understand that digital, still or video cameras can capture an image to share, store and retrieve.	To understand that digital still or video cameras, webcams, mobile phones or visualizers can capture an image to store and these images can be shared.  To open images they have created in other software.
	<b>VM3</b>		To understand the need to frame an image or scene and keep the recording device still.  Begin to understand that some packages will enable images to be animated.	To understand that animation is a sequence of still images.
<b>Online-Safety</b>	<b>OS1</b>	I can ask an adult when I want to use the internet and tell them if something worrying happens.	I can speak to an adult before using new programs or websites and I know it's important to tell an adult when I see something unexpected or worrying online.	I can describe the things that happen online that I must tell an adult about.
	<b>OS2</b>	I can talk about how to be careful with technology devices.	I can tell you what personal information is e.g. passwords.	I can explain why I need to keep a password and personal information private. I know that not everyone is not who they say they are on the internet