Computing Assessment Year 1 –   Class   2020/2021

National Curriculum	Progression of Skills	WTS	EXS	GDS
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Graphics** Use to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work.	Use a **single tool** to create an image **Understand** how to save, retrieve and print work	Use to generate ideas for their work. Use **various tools** such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work.	**Confidently** save, retrieve and print work.
	Text Use a space bar, backspace, delete, arrow keys including return.	**Know where** the space bar, backspace, delete, arrow keys including return are and know **what they look like**	**Use** a space bar, backspace, delete, arrow keys including return.	**Begin** to type **short sentences** using the whole keyboard.
	Sound recording Record sound at and away from the computer. Use software to record sounds	Use a **single piece of technology** to record sounds	Record sound **at and away from the computer**. Use **software** to record sounds	**Begin** to **change sounds** that have been recorded.
	Video Capture video. Discuss which videos to keep and which to delete.	Capture video.	Capture video. **Discuss** which videos to keep and which to delete.	**Arrange clips** into a logical order
	Presentation Choose a suitable subject and collect some information. Create a mind-map of this data.	Choose a **subject of personal importance** to present information about	Choose a suitable subject and **collect some information**. Create a **mind-map** of this data.	**Present** information to a group.

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Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs	Explore what happens when a sequence of instructions is given.	**Follow** a sequence of instructions	**Explore** what happens when a sequence of instructions is given.	**Change** their commands based on what they have seen/created
	Give commands including straight forwards / backwards / turn one at a time	**Follow** commands	**Give** commands including **straight forwards / backwards / turn one at a time**	Give a set of instructions to form **simple geometric shapes**
	Give a set of simple instructions to follow out a task.	**Follow** a simple set of instructions	Give a set of simple instructions to **follow out a task.**	

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	Talk about websites they have been on.	**Understand** what a website is.	**Talk** about websites they have been on.	**Explore** a website by clicking on the images and hyperlinks
Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	Recognise an email address.	**Know** what emails are used for	**Recognise an email address.**	**Open** and select to **reply** to an email as a class.
	Find the @ key on the internet.	**Know** what the @ symbol looks like and what it represents	**Find** the @ key on the internet.	
	Contribute to a class email.	**Contribute** to a class email	**Contribute** to a class email.	

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Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Make decisions about whether or not statements	Uses ICT hardware to **interact** with age-appropriate computer software	Make decisions about **whether or not statements**	**Identify** inappropriate content. **Knows how to act** after accessing inappropriate content
	Identify devices that can be used to search the internet.	**Recognise** that technology is used in a range of places, such as home and school	**Identify** devices that can be used to search the internet.	**Recognise** that a **variety of devices** can be used to access the internet.
	Identify what things count as personal information.	**Know** their **own** personal information, e.g. name and age	**Identify** what things count as personal information.	**Consider** other people's feelings on the internet.

National Curriculum	Progression of Skills	WTS	EXS	GDS
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Know that images give information	Knows that information can be **retrieved from computers**	Know that **images** give information	**Sort** objects and pictures
	Say what a pictogram is showing them.	Say what an **image** is showing	Say what a **pictogram** is showing them.	**Explain** the information a pictogram is showing

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		Put data into a pictogram.	**Understand the data** given	**Put data** into a pictogram.	**Create** a branching database.