

I am a programmer

National Curriculum	Year 1	Year 2
<i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>	I can follow an instruction Recognise that the order of instructions in an algorithm is important Combine four direction commands to make sequences Control a floor robot Create algorithms for sprites	Recognise the importance of giving clear instructions Use an algorithm to program a sequence on a floor robot Plan algorithms for different parts of a task Identify that a program needs to be started

<p><i>Create and debug simple programs</i></p>	<p>Debug my program</p> <p>Plan a simple program</p> <p>Use commands to move a sprite</p> <p>Use a Start block in a program</p> <p>Explain that each sprite has its own instructions</p> <p>Add programming blocks based on my algorithm</p> <p>Test the programs I have created</p>	<p>Create an algorithm to meet my goal</p> <p>Test and debug each part of the program</p> <p>Decide which blocks to use to meet the design</p> <p>Build the sequences of blocks I need</p> <p>Create a program based my own design</p> <p>Compare my project to my design</p> <p>Debug my program</p>
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<p><i>Use logical reasoning to predict the behaviour of simple programs</i></p>	<p>Explain what my program should do</p> <p>Predict the outcome of a command on a device</p> <p>Predict the outcome of a sequence involving forwards and backwards commands</p> <p>Predict the outcome of a sequence involving up to four commands</p>	<p>Explain what my algorithm should achieve</p> <p>Predict the outcome of a sequence</p> <p>Compare my prediction to the program outcome</p> <p>Predict the outcome of a sequence of commands</p> <p>Work out the actions of a sprite in an algorithm</p>
<p>I am a computer user</p>		
<p>National Curriculum</p>	<p>Year 1</p>	<p>Year 2</p>
<p><i>Recognise common uses of information technology beyond school</i></p>	<p>Identify technology</p> <p>Explain technology as something that helps us</p> <p>Identify a computer and its main parts (screen, mouse, keyboard)</p> <p>Use a mouse in different ways</p> <p>Use a keyboard to type on a computer</p> <p>Save and open my work</p>	<p>Recognise the uses and features of information technology</p> <p>Identify that a computer is a part of IT</p> <p>Identify the uses of information technology in the school</p> <p>Talk about uses of information technology beyond school e.g. in a shop</p>

I am a data handler			
National Curriculum		Year 1	Year 2
<i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>		Label objects	Recognise that objects can be represented as pictures
		Identify that objects can be counted	Create a pictogram
		Describe properties	Select objects by attribute
		Count and group objects	Explain that we can present information using a computer
I am a media creator			
National Curriculum		Year 1	Year 2
<i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</i>	TEXT	Use letters, numbers, space and back key	Use cross-curricular opportunities to consolidate previous learning from Year 1
		Type capital letters	
Use the arrow keys to move the cursor			
Use bold, italic and underline			
Change the font style, size and colour			
		Explain why I used the tools that I choose	
	Images	Use the freehand, shape, fill and line tools	Use a digital device to take a photograph
		Change colour and brush styles	Take photos landscape and portrait
		Make careful choices when painting a digital painting	Explore the effect of light on a photo
			Recognise that images can be altered

			Use tools to change an image
	Audio		Create rhythm patterns on a computer Experiment with pitch and duration Create a musical pattern using three notes Create music for a purpose Review and refine content