

I am a programmer		
National Curriculum	Year 1	Year 2
<b><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></b>	<p>I can follow an instruction</p> <p>Recognise that the order of instructions in an algorithm is important</p> <p>Combine four direction commands to make sequences</p> <p>Control a floor robot</p> <p>Create algorithms for sprites</p>	<p>Recognise the importance of giving clear instructions</p> <p>Use an algorithm to program a sequence on a floor robot</p> <p>Plan algorithms for different parts of a task</p> <p>Identify that a program needs to be started</p>

<p><b><i>Create and debug simple programs</i></b></p>	<p>Debug my program</p> <p>Plan a simple program</p> <p>Use commands to move a sprite</p> <p>Use a <b>Start</b> 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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<b><i>Use logical reasoning to predict the behaviour of simple programs</i></b>	<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>
<b>I am a computer user</b>		
National Curriculum	Year 1	Year 2
<b><i>Recognise common uses of information technology beyond school</i></b>	<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  Identify that objects can be counted  Describe properties  Count and group objects	Recognise that objects can be represented as pictures  Create a pictogram  Select objects by attribute  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 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	Use cross-curricular opportunities to consolidate previous learning from Year 1	
	Images	Use the freehand, shape, fill and line tools  Change colour and brush styles  Make careful choices when painting a digital painting	Use a digital device to take a photograph  Take photos landscape and portrait  Explore the effect of light on a photo  Recognise that images can be altered	

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