

Knowledge and skills Tracker Key stage 1

Year 1				
	Autumn	Spring	Summer	
Curriculum Theme	Digital Painting	Moving A robot	Grouping Data	E-Safety
Knowledge (NC)	<p>To explain what different freehand tools do.</p> <p>To recognise computers can be used to create art.</p> <p>To recognise a tool can be adjusted to suit my need</p> <p>To decide when it's appropriate to use each tool</p> <p>To consider impact of choices made</p> <p>To compare painting using a computer with painting using brushes</p>	<p>To understand that there are many programmable and automated devices in our homes,schools and in the wider world.</p> <p>To know that programmes should be tested, debugged and improved.</p> <p>To explain what a given command does</p> <p>To understand that programmes are often written using algorithms.</p> <p>To understand that a program is a set of commands that a computer can run</p> <p>To recall that a series of instructions can be issued before they are enacted</p>	<p>To identify/understand that objects can be Counted.</p> <p>To recognise that information can be presented</p> <p>To recognise that information can be presented in different ways</p>	<p>To understand how to use technology safely and respectfully</p> <p>To understand what we can do if we see or hear anything that makes us feel upset.</p> <p>To know to tell a trusted grownup if any technology makes them feel uncomfortable or worried.</p> <p>To understand the importance of keeping our personal details private.</p> <p>To understand that we need to ask permission before photographing anyone.</p>

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<p>Skills</p>	<p>To be able to log on to the devices and purple mash.</p> <p>To be able to save, edit and locate their work.</p> <p>To use shape and line tools when precision is needed.</p> <p>To create a picture using freehand tools.</p> <p>To use a range of paint colours.</p> <p>To use the fill tool to colour an enclosed area.</p> <p>To use the undo button to correct a mistake</p> <p>To combine a range of tools to create a piece of artwork.</p>	<p>To enact a given word</p> <p>To predict the outcome of a command on a device</p> <p>To list which commands can be used on a given device</p> <p>To run a command on a floor robot</p> <p>To choose a command for a given purpose</p> <p>To choose a series of words that can be enacted as a program</p> <p>To choose a series of commands that can be run as a program</p> <p>To build a sequence of commands in steps</p> <p>To combine commands in a program</p> <p>To run a short program on a device</p>	<p>To identify some attributes of an object.</p> <p>To collect simple data.</p> <p>To show that collected data can be counted</p> <p>To describe the properties of an object</p> <p>To choose an attribute to group objects by</p> <p>To group objects to answer Questions</p> <p>To explain that objects can be grouped by similarities (attribute)</p> <p>To describe a group of objects (based on commonality)</p>	<p>To be able to use technology safely and respectfully.</p> <p>To be able to identify who are safe adults are.</p> <p>To be able to talk about how they stay safe with technology.</p> <p>To be able to keep our personal login details private.</p>
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Year 2				
	Autumn	Spring	Summer	
Curriculum Theme	Digital Photography	Robot Algorithms	Pictograms	E-Safety
Knowledge (NC)	<p>To recognise that some digital devices can capture images using a camera.</p> <p>To talk about how to take a photograph</p> <p>To recognise that photographs can be saved and viewed later</p> <p>To make choices when composing my photograph</p> <p>To recognise features of 'good' photographs</p> <p>To identify how a photograph could be improved</p> <p>To explain the effect of light on a photograph</p> <p>To recognise that photographs can be change after they have been taken.</p> <p>To recognise that some images are not accurate</p>	<p>To describe that a series of instructions is a sequence</p> <p>To explain what happens when we change the order of instructions</p> <p>To recall that a series of instructions can be issued before they are enacted</p> <p>To recognise that you can predict the outcome of a program</p>	<p>To use a tally chart to collect data</p> <p>To compare objects that have been grouped by attribute</p> <p>To suggest appropriate headings for tally charts and pictograms</p> <p>To construct (complete) a given comparison question,</p> <p>To use a computer program to present information in different ways</p> <p>To explain that we can present information using a computer</p> <p>To give simple examples of why some information should not be shared</p>	<p>To know that when we use technology there are rules that we need to follow.</p> <p>To understand that anyone can use the internet and to make sure our safe adult knows when and what we are doing online.</p> <p>To know the importance and benefits of talking and sharing our online activities with trusted adults.</p> <p>To understand what information is and is not okay to share.</p>

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<p>Skills</p>	<p>To capture a digital Image</p> <p>To take photographs in both landscape and portrait format</p> <p>To view photographs on a digital device</p> <p>To decide which photographs to keep.</p> <p>To hold the camera still to take a clear photograph</p> <p>To use zoom to change the composition of a photograph</p> <p>To consider lighting before taking a photograph</p> <p>To use filters to edit the appearance of a photograph</p> <p>To improve a photograph by retaking it</p>	<p>To choose a series of words that can be enacted as a sequence</p> <p>To choose a series of instructions that can be run as a program</p> <p>To create a program</p> <p>To trace a sequence to make a prediction</p> <p>To run a program on a device</p> <p>To debug a program that I have written</p>	<p>To show I can enter data onto a computer</p> <p>To recognise that people, animals and objects can be described by attributes</p> <p>To use a computer to view data in different formats</p> <p>To use pictograms to answer single-attribute questions</p> <p>To use a computer to answer comparison questions (graphs, tables)</p>	<p>To be able to communicate online in a respectful manner.</p> <p>To be able to talk and share with an adult when there are problems.</p> <p>To be able to keep my personal information private.</p> <p>To be able to talk about what I would like to do online.</p>
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