

**purple  
mash**

# **Years 1 Skills & Knowledge Check**

**Progression Overview  
&  
'I can' skills and  
knowledge  
statements**

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# Introduction

The purpose of this document is to provide a mechanism for children to identify the progress they are making against core skills and knowledge.

The skills and knowledge have been mapped against the National Curriculum and the Purple Mash Scheme of Work. We have provided helpful reference codes to each statement and the unit(s) this most explicitly relates to.

This document has been separated into year groups containing a skills progression overview for teachers and individual child friendly 'I can' statements for each computing strand.

# Layout and Use

Teachers have a handy year group progression overview to refer to throughout the year. Each progression overview is sectioned into strands, national curriculum objectives and outcome statements.

## Strands

N.C Statements

Pupil Outcomes

Computer Science			Information Technology	Digital Literacy		
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Pupils have 'I can' progression statements. For each term they can colour code the monkey, self-assessing at either: Sometimes, mostly, or always.

There is also space for teachers to add additional information against each progression statement.

= Sometimes = Mostly = Always

Unit Theme		'I can'	Aut	Spr	Sum	Teacher Comments
Computer Science	1.4-Lego Builders	I can explain that an algorithm is a set of instructions. (1.4, 1.5)				
	1.5-Maze Explorers	I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7)				
	1.7-Coding	I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5)				
		I can say that if something does not work how it should it is because my code is incorrect. (1.7)				
		I can try and fix my code if it isn't working properly. (1.7)				
		I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7)				

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# Y1 Teacher Progression Overview: N.C. Statements and skills & knowledge

	Computer Science			Information Technology	Digital Literacy	
Statement	<p><b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</b></p>	<p><b>Create and debug simple programs.</b></p>	<p><b>Use logical reasoning to predict the behaviour of simple programs.</b></p>	<p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p>	<p><b>Recognise common uses of information technology beyond school.</b></p>	<p><b>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.</b></p>
Outcome	<p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.</p>	<p>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</p>	<p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<p>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</p>	<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p>	<p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>

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# Y1 Pupil 'I Can' Statements for Computing SOW Skills - Computer Science

Name: \_\_\_\_\_

Class: \_\_\_\_\_

= Sometimes    = Mostly    = Always

Unit Theme		'I can'	Aut	Spr	Sum	Teacher Comments
Computer Science	1.4-Lego Builders 	I can explain that an algorithm is a set of instructions. (1.4, 1.5)				
	1.5-Maze Explorers 	I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7)				
	1.7-Coding 	I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5)				
		I can say that if something does not work how it should it is because my code is incorrect. (1.7)				
		I can try and fix my code if it isn't working properly. (1.7)				
		I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7)				

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# Y1 Pupil 'I Can' Statements for Computing SOW Skills - Information Technology



Name: \_\_\_\_\_

Class: \_\_\_\_\_

= Sometimes    = Mostly    = Always

Information Technology	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	1.2- Grouping & Sorting 	I can sort sound, pictures and text. (1.2)				
	1.3-Pictograms 	I can add sound, pictures and text to a program such as 2Create a Story. (1.6)				
	1.6-Animated Stories 	I can change content on a file such as text, sound and images. (1.3, 1.6, 1.7, 1.8)				
	1.7-Coding 	I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8)				
	1.8-Spreadsheets 	I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8)				
		I can find my work. (1.2, 1.3, 1.6, 1.7, 1.8)				

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# Y1 Pupil 'I Can' Statements for Computing SOW Skills - Digital Literacy



Name: \_\_\_\_\_

Class: \_\_\_\_\_

= Sometimes

= Mostly



= Always

Digital Literacy	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	1.1-Online Safety	I can say what technology is. (1.9)				
		I can say what examples of technology are in school. (1.9)				
		I can say what examples of technology are at home. (1.9)				
	1.9-Tech Outside School	I know that a chair uses old technology and a smart phone uses new technology. (1.9)				
		I can keep my login information safe. (1.1 and most units)				
		I can save my work in a safe place such as 'My Work' folder. (1.1 and most units)				

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