| **Term** | **Computing Topic** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| --- | --- | --- | --- | --- |
| **Online Safety KS1:** 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. | | | | |
| **1** | [**Unit 1.1 Computing systems and networks – Technology around us**](https://drive.google.com/drive/folders/1e85BrxsKda_2HDmjYBMmR_bQYOOr2pcl?usp=sharing) | Recognise common uses of information technology beyond school  Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | I can identify technology.  I can identify a computer and its main parts.  I can use a mouse in different ways.  I can use a keyboard to type on a computer.  I can use the keyboard to edit text.  I can create rules for using technology responsibly. | **technology**, computer, mouse, trackpad, keyboard, screen, double-click, typing |
| **Online Safety:** Self Image and Identity  (Education For A Connected World) | | | | |
| **2** | [**Unit 1.5 Programming A – Moving a robot**](https://drive.google.com/drive/folders/1bppncGNa908UwFPPVZDZjK130kOiAaue?usp=sharing) | 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 | I can explain what a given command will do.  I can act out a given word.  I can ‘forwards’ and ‘backwards’ commands to make a sequence.  I can combine four direction commands to make sequences.  I can plan a simple program.  I can find more than one solution to a problem. | Bee-Bot, forwards, backwards, turn, clear, go, **commands**, instructions, directions, left, right, route, plan, **algorithm**, **program**. |
| **Online Safety:** Online Relationships  (Education For A Connected World) | | | | |
| **3** | [**Unit 1.4 Data and information – Grouping data**](https://drive.google.com/drive/folders/1pg7pRFV7LPgdybaj06W-GlPc6pMT6Tjo?usp=sharing) | Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Use technology safely and respectfully | I can label objects.  I can identify that objects can be counted.  I can describe objects in different ways.  I can count objects with the same properties.  I can compare groups of objects.  I can answer questions about groups of objects. | object, label, group, search, **image**, **property**, colour, size, shape, value, **data** set, more, less, most, fewest, least, the same  \*Data “information we find out by counting” |
| **Online Safety:** Online Reputation & Online Bullying  (Education For A Connected World) | | | | |
| **4** | [**Unit 1.2 - Creating media – Digital painting**](https://drive.google.com/drive/folders/1LnQ8xeeJ1HZy9eoaA-uTi3YD4cAqFxLL?usp=sharing) | Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | I can describe what different freehand tools do.  I can use the shape tool and the line tools.  I can make careful choices when painting a digital picture.  I can explain why I chose the tools I used.  I can use a computer on my own to paint a picture.  I can compare painting a picture on a computer and on paper. | **paint program**, **tool**, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers |
| **Online Safety:** Managing Online Information  (Education For A Connected World) | | | | |
| **5** | [**Unit 1.6 Programming B – Introduction to animation**](https://drive.google.com/drive/folders/185EVgl5s6fjldMh8DVTW__K4FKNP5SLs?usp=sharing) | 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 | I can choose a command for a given purpose.  I can show that a series of commands can be joined together.  I can identify the effect of changing a value. I can explain that each sprite has its own instructions. I can design the parts of a project.  I can use my algorithm to create a program. | ScratchJr, command, **sprite**, compare, **programming**, area, **block**, joining, start, **run**, program, background, delete, reset, algorithm, **predict**, effect, change, **value**, instructions, design. |
| **Online Safety:** Health, Wellbeing and Lifestyle  (Education For A Connected World) | | | | |
| **6** | [**Unit 1.3 - Creating media – Digital writing**](https://drive.google.com/drive/folders/1tA9u9Co1LVpPT77ApuRmfNhujhM95mfU?usp=sharing) | Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Use technology safely and respectfully, keeping personal information private | I can use a computer to write.  I can add and remove text on a computer.  I can identify that the look of text can be changed on a computer.  I can make careful choices when changing text.  I can explain why I used the tools that I chose  I can compare typing on a computer to writing on paper. | **word processor**, keyboard, keys, letters, type, numbers, space, backspace, text **cursor**, capital letters, **toolbar**, **bold, italic**, underline, mouse, select, **font**, undo, redo, **format**, compare, typing, writing. |
| **Online Safety:** Privacy and Security & Copyright and Ownership  (Education For A Connected World) | | | | |