| **Term** | **Computing Topic** | **Knowledge and understanding** | **What I will know and remember**  | **Vocabulary** |
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| **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 schoolUse 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 digitaldevices; and that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse 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 contentUse 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 contentUse 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 choseI 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) |