Computing Curriculum Overview   Year 1

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**	Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture I can tell you that writing on a computer is called typing I can type my name on a computer I can use the shift key to type a capital letter I can save my work to a fileI can open my work from a file I can use the arrow keys to move the cursor I can delete letters I can identify rules to keep us safe and healthy when we are using technology in and beyond the home	Click Cursor Delete Drag Shift key

			I can give examples of some of these rules I can discuss how we benefit from these rules	

Online Safety: Self Image and Identity
(Education For A Connected World)

<table>
<tr>
<td colspan="5">End of unit assessment</td>
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<tr>
<td colspan="2"><u>Working towards</u></td>
<td><u>Working at</u></td>
<td><u>Working above</u></td>
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<tr>
<td>2</td>
<td>Unit 1.5
Programming A –
Moving a robot</td>
<td>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</td>
<td>I can predict the outcome of a command on a device
I can match a command to an outcome
I can run a command on a device
I can follow an instruction
I can recall words that can be acted out
I can give directions
I can compare forwards and backwards movements
I can start a sequence from the same place
I can predict the outcome of a sequence involving forwards and backwards commands
I can compare left and right turns
I can experiment with turn and move commands to move a robot
I can predict the outcome of a sequence involving up to four commands</td>
<td>Clear
Command
Directions</td>
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			I can explain what my program should do I can choose the order of commands in a sequence I can debug my program I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place	

Online Safety: Online Relationships
(Education For A Connected World)

		End of unit assessment		
	Working towards	**Working at**		**Working above**
3	**Unit 1.4 Data and information – Grouping data**	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully	I can describe objects using labels I can match objects to groups I can identify the label for a group of objects I can count objects I can group objects I can count a group of objects I can describe an object I can describe a property of an object I can find objects with similar propertiesI can group similar objects	Group Image Label Object Search

			I can group objects in more than one way	
			I can count how many objects share a propertyI can choose how to group objects	
			I can describe groups of objects	
			I can record how many objects are in a groupI can decide how to group objects to answer a question	
			I can compare groups of objects	
			I can record and share what I have found	

Online Safety: Online Reputation & Online Bullying
(Education For A Connected World)

<u>End of unit assessment</u>

<u>Working towards</u>	<u>Working at</u>	<u>Working above</u>

4	**Unit 1.2 – Creating media – Digital painting**	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	I can make marks on a screen and explain which tools I used	Erase
			I can draw lines on a screen and explain which tools I used	Fill
			I can use the paint tools to draw a picture	Paint
			I can make marks with the square and line tools	Paintbrush
			I can use the shape and line tools effectively	Programme
			I can use the shape and line tools to recreate the work of an artist	Tool
				Undo

			I can choose appropriate shapes	
			I can make appropriate colour choices	
			I can create a picture in the style of an artist	
			I know that different paint tools do different jobs	
			I can choose appropriate paint tools and colours to recreate the work of an artist	
			I can say which tools were helpful and why	
			I can make dots of colour on the page	
			I can change the colour and brush sizes	
			I can use dots of colour to create a picture in the style of an artist on my own	
			I can explain that pictures can be made in lots of different ways	
			I can spot the differences between painting on a computer and on paper	
			I can say whether I prefer painting using a computer or using paper	

Online Safety: Managing Online Information
(Education For A Connected World)

End of unit assessment		
Working towards	**Working at**	**Working above**

| 5 | Unit 1.6 Programming B – Introduction to animation | 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 find which commands move a sprite
I can use commands to move a sprite
I can compare different programming tools
I can use more than one block by joining them together
I can use a start block in a program
I can run my program
I can find blocks which have numbers
I can change the value
I can say what happens when I change a value
I can show that a project can include more than one sprite
I can delete a sprite
I can add blocks to each of my sprites
I can choose appropriate artwork for my project
I can decide how each sprite will move
I can create an algorithm for each sprite | Bee-Bot
Command
Compare
Programming
Programming area
Scratch-Jr
Sprite |

Online Safety: Health, Wellbeing and Lifestyle
(Education For A Connected World)

End of unit assessment

Working towards	Working at	Working above

6	Unit 1.3 - Creating media – Digital writing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private	I can open a word processor I can recognise keys on a keyboard I can identify and find keys on a keyboard I can enter text into a computer I can use letter, number, and space keys I can use backspace to remove text I can type capital letters I can explain what the keys that I have learnt about already do I can identify the toolbar and use bold, italic, and underline I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font I can say what tool I used to change the text I can decide if my changes have improved my writing I can use 'undo' to remove changes I can write a message on a computer and on paper I can compare using a computer with using a pencil and paper I can say which method I like best	Google Doc Letters Microsoft Word Word processor

Online Safety: Privacy and Security & Copyright and Ownership
(Education For A Connected World)

End of unit assessment

<u>Working towards</u>   **<u>Working at</u>**   **<u>Working above</u>**