| **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 2.1 - Computing systems and networks – Information technology around us**](https://drive.google.com/drive/folders/1rPGi3MiG4VNppsRKR2CuS36bwbGYH-yg?usp=sharing) | To can recognise common uses of information technology beyond school | I can identify information technology in the homeI can identify information technology beyond schoolI can explain how information technology benefits usI can explain how information technology benefits usI can show how to use information technology safelyI can recognise that choices are made when using information technology | **Information technology** (IT), computer, **barcode**, **scanner**/scan |
| **Online Safety:** Self Image and Identity(Education For A Connected World) |
| **2** | [**Unit 2.5 - Programming A, Robot Algorithms**](https://drive.google.com/drive/folders/16vlN6RxUNeo-zfmOU3ZY3oEUgmUaoY4N?usp=sharing) | To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.To create and debug simple programs.To use logical reasoning to predict the behaviour of simple programs. | I can describe a series of instructions as a sequenceI can explain what happens when we change the order of instructionsI can use logical reasoning to predict the outcome of a program (series of commands)I can explain that programming projects can have code and artworkI can design an algorithm.I can create and debug a program that I have written. | instruction, **sequence**, **unambiguous** (clear), **algorithm**, **program**, order, prediction, artwork, design, **route**, mat, **debugging**, **decomposition**Decomposition- “breaking a task/problem up into steps” |
| **Online Safety:** Online Relationships(Education For A Connected World) |
| **3** | [**Unit 2.4 - Data and information – Pictograms**](https://drive.google.com/drive/folders/1-oYtpwfipcHoOFkeDOeVX7UXHhrxgabs?usp=sharing) | To use technology purposefully to create, organise, store, manipulate and retrieve digital content | I can recognise that we can count and compare objects using tally chartsI can recognise that objects can be represented as picturesI can create a pictogramI can select objects by attribute and make comparisonsI can recognise that people can be described by attributesI can explain that we can present information using a computer. | more than, less than, most, least, **common**, **popular**, organise, **data**, object, tally chart, votes, total, **pictogram**, enter, compare, objects, count, explain, **attribute**, group, same, different, **conclusion**, **block diagram**, sharing |
| **Online Safety:** Online Reputation & Online Bullying(Education For A Connected World) |
| **4** | [**Unit 2.2 - Creating media – Digital photography**](https://drive.google.com/drive/folders/17kKu98MN5ETzrpurn70TxKqelEb17X96?usp=sharing) | To use technology purposefully to create, organise, store, manipulate and retrieve digital content. | I can use a digital device to take a photographI can make choices when taking a photographI can describe what makes a good photographI can decide how photographs can be improvedI can use tools to change an imageI can recognise that photos can be changed | **device**, camera, photograph, **capture**, image, **digital, landscape/portrait, framing,** subject, **compose**, light sources, flash, **focus**, background, editing, **filter, format,** lighting, |
| **Online Safety:** Managing Online Information(Education For A Connected World) |
| **5** | [**Unit 2.6 - Programming B, An introduction to quizzes**](https://drive.google.com/drive/folders/1u4wqJAaiVnnnVRX-janMt-w45dfYUkyL?usp=sharing) | To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.To create and debug simple programs.To use logical reasoning to predict the behaviour of simple programs. | I can explain that a sequence of commands has a startI can explain that a sequence of commands has an outcomeI can create a program using a given designI can create a program using a given designI can change a given designI can create a program using my own designI can decide how my project can be improved | sequence, **command,** program,run, start, **outcome**, predict, blocks, design, actions, **sprite**, **project**, **modify**, change, **algorithm**, build, match, compare, **debug**, features, **evaluate**, **decomposition**, **code**. |
| **Online Safety:** Health, Wellbeing and Lifestyle(Education For A Connected World) |
| **6** | [**Unit 2.3 Creating media – Making music**](https://drive.google.com/drive/folders/1wdzAJ6_j91ZjUPTf0aAXaALkGDActLQr?usp=sharing) | To use technology purposefully to create, organise, store, manipulate and retrieve digital content | I can say how music can make us feelI can identify that there are patterns in music.I can describe how music can be used in different waysI can show how music is made from a series of notesI can create music for a purposeI can review and refine our computer work | music, quiet, loud, feelings, emotions, **pattern**, **rhythm, pulse**, **pitch, tempo**, **notes,** create, **beat,** instrument, open, **edit.** |
| **Online Safety:** Privacy and Security & Copyright and Ownership(Education For A Connected World) |