| **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 home I can identify information technology beyond school  I can explain how information technology benefits us  I can explain how information technology benefits us  I can show how to use information technology safely  I 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 sequence  I can explain what happens when we change the order of instructions  I can use logical reasoning to predict the outcome of a program (series of commands)  I can explain that programming projects can have code and artwork  I 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 charts  I can recognise that objects can be represented as pictures  I can create a pictogram  I can select objects by attribute and make comparisons  I can recognise that people can be described by attributes  I 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 photograph  I can make choices when taking a photograph  I can describe what makes a good photograph  I can decide how photographs can be improved  I can use tools to change an image  I 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 start  I can explain that a sequence of commands has an outcome  I can create a program using a given design  I can create a program using a given design  I can change a given design  I can create a program using my own design  I 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 feel  I can identify that there are patterns in music.  I can describe how music can be used in different ways  I can show how music is made from a series of notes  I can create music for a purpose  I 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) | | | | |