**Year 1 Computing Curriculum – Autumn 1**

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| **Theme: Technology Around Us** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| - Use technology purposefully to create, organise, store, manipulate and retrieve digital content  - Recognise common uses of information technology beyond school  - 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 | | | **Keyword** | Definition | Screen | How you visualise inputs and outputs | | PSHE Managing Online Information  * [I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.](https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-know-how-to-get-help-from-a-trusted-adult-if-we-see-content-that-makes-us-feel-sad-uncomfortable-worried-or-frightened/?from=years)   Self-image and Identity   * [If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.](https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/if-something-happens-that-makes-me-feel-sad-worried-uncomfortable-or-frightened-i-can-give-examples-of-when-and-how-to-speak-to-an-adult-i-can-trust-and-how-they-can-help/?from=years)   Health, well-being and lifestyle   * [I can explain rules to keep myself safe when using technology both in and beyond the home.](https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-explain-rules-to-keep-myself-safe-when-using-technology-both-in-and-beyond-the-home/?from=years)   [**Art**](https://assets.publishing.service.gov.uk/media/5a7ba810ed915d4147621ca0/PRIMARY_national_curriculum_-_Art_and_design.pdf)  **(Lesson 3)**   * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | |
| technology | The application of knowledge | Double-click | The motion to which you move on | |
| Computer | Device with a keyboard and screen | typing | The act of pressing the keys | |
| Mouse | Object which you move to move a cursor |  |  | |
| Trackpad | Moves the cursor on a laptop and is built in |  |  | |
| keyboard | What you press to type letters, numbers and symbols |  |  | |
| **Prior Knowledge:**  EYFS – To follow two step instructions | | | | | **Future Knowledge:**  Year 2 – IT Around Us; Year 3 – Connecting Computers; Year 4 – The Internet; Year 5 – Sharing Information; Year 6 - Communication | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 Technology around us | | Learners will become familiar with the term ‘technology’. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways. They will be able to explain how to keep themselves safe online and where to go for support when they see content that makes them feel uncomfortable. | | | | | To identify technology   * 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 explain where to go for help when I have concerns about content or contact when online | |
| 2 Using technology | | Learners will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task. | | | | | To identify a computer and its main parts   * 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 | |
| 3 Developing mouse skills | | Learners will be building on the mouse skills they were introduced to in Lesson 2. Learners will review images of a computer to explain what each part does. They will develop an understanding that different computers use different mice, but they perform the same function. They will use the mouse to open a program and create a simple picture. | | | | | To use a mouse in different ways   * 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 | |
| 4 Using a computer keyboard | | Learners will begin to use the computer keyboard for a purpose. They should understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Learners will then save their work using the save icon and understand that this icon is used in lots of different programs. | | | | | To use a keyboard to type on a computer   * I can say what a keyboard is for * I can type my name on a computer * I can save my work to a file | |
| 5 Developing keyboard skills | | Learners will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their textbox. | | | | | To use the keyboard to edit text   * I can open my work from a file * I can use the arrow keys to move the cursor * I can delete letters | |
| 6 Using a computer responsibly | | Learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely. | | | | | To create rules for using technology responsibly   * I can identify rules to keep us safe and healthy when we are using technology in and beyond the home * I can give examples of some of these rules * I can discuss how we benefit from these rules | |
| **Themes and links** | | | | | | | | |
| **Computing themes** | **Where these are covered:** | | | | | | | |
| **Technology around us**  Autumn 1 | * Using robots around the world * What we use robots for | | | | | | | |
| **Digital painting**  Autumn 2 | * Robots on a device | | | | | | | |
| **Programming A**  Spring 1 | * Programming a set of instructions | | | | | | | |
| **Data /information**  Spring 2 | * Writing instructions using left, right and how many turns. | | | | | | | |
| **Creating media**  Summer 1 | * Creating algorithms for the robots. | | | | | | | |
| **Programming B**  Summer 2 | * Programming animations. To choose a command for a given purpose. | | | | | | | |