**Year 1 Computing Curriculum – Autumn 2**

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| **Theme: Grouping Data** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| - Use technology purposefully to create, organise, store, manipulate and retrieve digital content  - 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 | data set | A group of numbers that are related | | [**Computing**](https://assets.publishing.service.gov.uk/media/5a7c576be5274a1b00423213/PRIMARY_national_curriculum_-_Computing.pdf)   * Use technology purposefully to create, organise, store, manipulate, and retrieve digital content * 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. | |
| object | Anything visible or tangible | more | Increasing in number | |
| label | A word or phrase that shows belonging | less | Decreasing in number | |
| group | A collection of things | fewest | The lowest value | |
| search | The act of looking for something | most | The highest value | |
| property | An attribute or characteristic |  |  | |
| **Prior Knowledge:**  EYFS – To follow two step instructions | | | | | **Future Knowledge:**  Year 2 – Pictograms; Year 3 – Branching Databases; Year 4- Data Logging; Year 5 – Flat-File Databases; Year 6 - Spreadsheets | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 Label and match | | Learners will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Learners will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context. | | | | | To label objects   * I can describe objects using labels * I can match objects to groups * I can identify the label for a group of objects | |
| 2 Group and count | | Learners will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them, and will then begin to show that they can count groups of objects with the same label. Learners will also begin to learn that computers are not intelligent, and require input from humans to perform tasks. | | | | | To identify that objects can be counted   * I can count objects * I can group objects * I can count a group of objects | |
| 3 Describe an object | | Learners will begin to understand that objects can be described in many different ways. They will identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size. Finally, learners will demonstrate their ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer. | | | | | To describe objects in different ways   * I can describe an object * I can describe a property of an object * I can find objects with similar properties | |
| 4 Making different groups | | Learners will classify objects based on their properties. They will group objects that have similar properties, and will be able to explain how they have grouped these. Learners will begin to group a number of the same objects in different ways, and will demonstrate their ability to count these different groups. | | | | | To count objects with the same properties   * I can group similar objects * I can group objects in more than one way * I can count how many objects share a property | |
| 5 Comparing groups | | Learners will choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number of objects in each group. | | | | | To compare groups of objects   * I can choose how to group objects * I can describe groups of objects * I can record how many objects are in a group | |
| 6 Answering questions | | Learners will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers. | | | | | To answer questions about groups of objects   * I 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 | |
| **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. | | | | | | | |