**Year 1 Computing Curriculum – Summer 1**

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| **Theme: Digital Writing** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| - Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | **Keyword** | Definition | sequences | a pattern or process in which one thing follows another. | | [**English**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf) **– writing (Y1)**  Write sentences by:   * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * e-reading what they have written to check that it makes sense | |
| keyboard | Part of a computer / laptop/ keys for commands | undo | To delete or go back | |
| keys | Keys for commands | route | a way of getting from one place to another | |
| Backspace | To delete or go back | plan | an action you want to take | |
| Capital letters | To use capital letters for pronouns | program | a plan of what will be done | |
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| **Prior Knowledge:**  EYFS – To follow two step instructions  Learners should be familiar with: how to switch their device on, usernames and passwords | | | | | **Future Knowledge:**  Year 2 – Digital Photography, Making Music; Year 3 – Animation and Desktop Publishing; Year 4 – Audio Production and Photo Editing; Year 5 – Vector Drawing and Video Production; Year 6 – 3D Modelling and Web Page Creation | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 Exploring the keyboard | | Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard. | | | | | To use a computer to write   * I can open a word processor * I can recognise keys on a keyboard * I can identify and find keys on a keyboard | |
| 2 Adding and removing text | | Learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer. | | | | | To add and remove text on a computer   * I can enter text into a computer * I can use letter, number, and Space keys * I can use Backspace to remove text | |
| 3 Exploring the toolbar | | Learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text. | | | | | To identify that the look of text can be changed on a computer   * I can type capital letters * I can explain what the keys that I have already learnt about do * I can identify the toolbar and use bold, italic, and underline | |
| 4 Making changes to text | | Learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster. | | | | | To make careful choices when changing text   * I can select a word by double-clicking * I can select all of the text by clicking and dragging * I can change the font | |
| 5 Explaining my choices | | Learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use ‘Undo’ to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing. | | | | | To explain why I used the tools that I chose   * 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 | |
| 6 Pencil or keyboard? | | Learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations. | | | | | To compare typing on a computer to writing on paper   * I can make changes to text on a computer * I can explain the differences between typing and writing * I can say why I prefer typing or writing | |
| **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. | | | | | | | |