

Computing Overview

		Autumn Term	Spring Term	Summer Term
L e s s o n s	Cycle A	Computer Science: Computing unplugged: to understand what an algorithm is Information Technology – Software: Log in to a computer Type using the keyboard	Computer Science: Practical coding using beebots: to read pictorial code, to create a simple program, to identify and correct errors Use logical reasoning to predict the behaviour of simple programs Information Technology – Uses: Year 1: Identify technology within school	Computer Science: Scratch Jr and Coding apps: To understand that different code achieves different outcomes Use logical reasoning to predict the behaviour of simple programs Information Technology: Software: Create content online: Chatterpix Padlet Green Screen Pic Collage
	Cycle B	Computer Science: Computing unplugged: to understand what an algorithm is Information Technology – Software: Log in to a computer Type using the keyboard	Computer Science: Practical coding using beebots: to read pictorial code, to create a simple program, to identify and correct errors Use logical reasoning to predict the behaviour of simple programs Information Technology – Uses: Year 1: Identify technology within school	Computer Science: Scratch Jr and Coding apps: To understand that different code achieves different outcomes Use logical reasoning to predict the behaviour of simple programs Information Technology: Software: Create content online: Chatterpix Padlet Green Screen Pic Collage
Apps		Seesaw, Word, Pages Google Docs Pic Collage, Book Creator, Beebot, Scratch Jnr, Kodable		
Computing Strand		Information Technology		
		NC Objectives	Skills/Knowledge	Key Vocabulary
		Co2/1.4 - use technology purposefully to create, organise, store, manipulate and retrieve digital content	I know how to play on a touch screen game and use computers/keyboards/mouse in role play I know how to type letters with increasing confidence using a keyboard and tablet. I know how to dictate short, clear sentences into a digital device.	Space Bar, Delete, Return Key, Enter, Mouse, Trackpad, arrow keys, cursor, select
			I know how to sort images or text into two or more categories on a digital device. I know how to collect data on a topic. I know how to create a tally chart and pictogram. I know how to record myself explaining what I have done and what it shows me.	Columns, category, tally chart, pictograms, explain
			I know how to add labels to an image I know how to order images to create a simple storyboard. I know how to create a simple spider diagram. I know how to sequence a series of pictures to explain my understanding of a topic.	Labels, order, storyboard, sequence, spider diagram, text box, style
			I know how to add filters and stickers to enhance an animation of a character. I know how to create an animation to tell a story with more than one scene.	Filters, stickers, scene
		Word Processing/Typing		
		Data Handling		
		Presentations, web design and eBooks		
		Animation		

			I know how to add my own pictures to my story animation.	
	Video Creation		<p>I know how to record a film using the camera app.</p> <p>I know how to select images and record a voiceover.</p> <p>I know how to highlight and zoom into images as I record.</p>	Voiceover, highlight, zoom, countdown, playback, delete, pause, rewind, fast forward.

Computer Science				
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		NC Objectives	Skills/Knowledge	Key Vocabulary
	Computational Thinking	<p>Co2/1.1 - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 create and debug simple programs</p>	<p>I understand what algorithms are</p> <p>I know how to write simple algorithms</p> <p>I understand the sequence of algorithms is important</p> <p>I know how to debug simple algorithms</p>	Algorithm, sequence, order, bug, fix, precise
	Coding and Programming	Co2/1.3 use logical reasoning to predict the behaviour of simple programs	<p>I know how to create a simple program on a digital device e.g. Bee Bot or tablet</p> <p>I know how to use sequence in programs</p> <p>I know how to locate and fix bugs in my program</p>	Digital, program, follow, code, bugs, fix, order

Digital Literacy				
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		NC Objectives	Skills/Knowledge	Key Vocabulary
	Self Image and Identity	<p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened</p>	Online, offline, communicate, internet, information, feelings, rules
	Online Relationships		<p>I can give examples of when and how to speak to an adult I can trust.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	
	Online Reputation		<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	
	Online Bullying		I can describe how to behave online in ways that do not upset others and can give examples.	
	Managing Online Information		<p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened</p>	
	Health, Wellbeing and lifestyle		I can explain rules to keep myself safe when using technology both in and beyond the home.	
	Privacy and Security		<p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	

Copyright and Ownership

I can explain why work I create using technology belongs to me.
I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').