

Computing Curriculum Overview - Year One

Computing Lead – Mr A Best

Term	Topic	Subject Specific Vocabulary	Knowledge and Skills Children will be able to:
Autumn 1	Computing systems and networks- Technology around us.	Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.	<ul style="list-style-type: none"> • explain technology as something that helps us. • locate examples of technology in the classroom. • explain how technology helps us. • name the main parts of a computer. • switch on and log into a computer. • use a mouse to click and drag. • use a mouse to open a program. • click and drag to make objects on a screen. • use a mouse to create a picture. • know that writing on a computer is called typing. • type names on a computer. • save work to a file. • open work from a file. • use the arrow keys to move the cursor. • delete letters. • identify rules to keep safe and healthy when using technology in and beyond the home.
Autumn 2	Creating Media- Digital Media	Paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, picture, computers.	<ul style="list-style-type: none"> • make marks on a screen and explain which tools were used. • draw lines on a screen and explain which tools were used. • use the paint tools to draw a picture. • make marks with the square and line tools. • use the shape and line tools effectively. • create a picture in the style of an artist. • know that different paint tools do different jobs. • choose appropriate paint tools and colours to recreate the work of an artist. • say which tools were helpful and why. • make dots of colour on the page. • change the colour and brush sizes. • use dots of colour to create a picture in the style of an artist. • spot the differences between painting on a computer and on paper.
Spring 1	Creating Media- Digital Writing	Word processor, keyboard, keys, type, space, backspace, text cursor, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, typing.	<ul style="list-style-type: none"> • open a word processor. • recognise keys on a keyboard. • identify and find keys on a keyboard. • enter text into a computer. • use letter, number, and space keys. • use backspace to remove text. • type capital letters. • identify the toolbar and use bold, italic, and underline.

			<ul style="list-style-type: none"> • select a word by double-clicking. • select all of the text by clicking and dragging. • change the font. • say what tool is used to change the text. • use 'undo' to remove changes. • write a message on a computer. • compare using a computer with using a pencil and paper.
Spring 2	Data and information- Grouping data	search, image, group, object, property, value, data set.	<ul style="list-style-type: none"> • describe objects using labels. • match objects to groups. • identify the label for a group of objects. • group objects in more than one way. • count how many objects share a property. • choose how to group objects. • describe groups of objects. • record how many objects are in a group. • decide how to group objects to answer a question. • compare groups of objects. • record and share what was found.
Summer 1	Programming A- Moving a Robot	Forwards, backwards, turn, clear, go, commands	<ul style="list-style-type: none"> • predict the outcome of a command on a device. • match a command to an outcome. • run a command on a device. • follow an instruction. • recall words that can be acted out. • give directions. • compare forwards and backwards movements. • start a sequence from the same place. • predict the outcome of a sequence involving forwards and backwards commands. • compare left and right turns. • experiment with turn and move commands to move a robot. • predict the outcome of a sequence involving up to four commands. • explain what the program should do. • choose the order of commands in a sequence. • debug a program. • identify several possible solutions. • plan two programs. • use two different programs to get to the same place.
Summer 2	Programming B- Introduction to animation.	ScratchJr, Bee-Bot, command, sprite, compare,	<ul style="list-style-type: none"> • find the commands to move a sprite. • use commands to move a sprite. • compare different programming tools.

		<p>programming, programming area, block, joining, command, start, run, background, delete, reset, algorithm, predict, effect, change, value, instructions, program, design, programming blocks, programs</p>	<ul style="list-style-type: none"> • use more than one block by joining them together. • use a Start block in a program. • run a program. • find blocks that have numbers. • change the value. • say what happens when the value is changed. • show that a project can include more than one sprite. • delete a sprite. • add blocks to each of my sprites. • choose appropriate artwork for the project. • decide how each sprite will move. • create an algorithm for each sprite. • use an algorithm to create a program • use sprites that match a design. • add programming blocks based on an algorithm. • test the programs which have been created.
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