Autumn 1 Computing Expectations
Year 1

Information Technology	Digital Literacy
• 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

Key Skills		Information technology		Digital Literacy	
Intent	**Implementation**	**Intent**	**Implementation**	**Intent**	**Implementation**
I can switch on and off a range of digital devices (iPads/Laptops) I can log on/off digital devices I can load programs with support (laptop) and open/close apps on the iPad I can use a mouse pad to navigate an age appropriate website/program I can use the mouse pad to select/drag and position an object	Using the laptops/iPads in the classroom – teach the children how to log on and off safely and securely. **(Display with log in procedures available for children to access, PM and Active Learn logins to be kept in reading diary)** When using iPads to take photographs, ensure **CONSENT** is discussed and given Select relevant apps/programs and teach the children to select and open them. **(PM, camera/photos, active learn)** Model how to use a desktop mouse, ensuring the terms	Recognise and discuss examples of IT within the home and school Understand that there are online tools that can help us communicate Look at how data is represented digitally	Discuss what different technologies we have at home and in the school and what each of them do **(TWINKL resources for Year 1)** Discuss how we use different apps and software to communicate, talk about the different sorts of apps/programs we can use (e.g. paint software to draw, word to write, camera app to take photos etc.) **Active Learn, PM, SWIGGLE** Use a digital device to take a photograph, use a paint package to create a picture, use a text program to write name – **PM 2paint, 2paint a picture, 2 create a story, camera/photos on iPad,** Use a number program to make a pictogram and interpret with support – this could be linked to Science activity "fav fruits" etc. **(2Count)**	Use a camera/video to record an activity Record own voice and playback on small microphones Create simple sounds and music phrases using apps/programs add text and images to a document Begin to use the keyboard to write simple sentences/captions Know when and how to use the space bar To access websites/information using a QR code with support Follow age appropriate links provided by the teacher to research information	Using iPads to take photos and short video clips of self/friends – ensure "**CONSENT**" is given before hand Alongside Music sessions introduce the PM apps, **2Explore, 2Beat** Initially being able to use a keyboard to write name when saving work, logging on etc. This can then be extended to composing short captions/sentences to attach to work **PM – 2paint, 2create a story** Use an iPad to access QR codes created by teacher linked to CP learning intentions **QR Code reader** If children are looking online, they must use the **SWIGGLE** app on the iPads to carry out research.

Terminology to be used: laptop, iPad, desktop, keyboard, screen, touch screen, mouse/mouse pad, click, drag, apps, program, double click, select, open, log on, log off, names of apps/programs to be used, password, user name, consent	Terminology to be used: television, remote control, cash machine, app/program names technology, computer, iPad, photocopier, smartboard,	Terminology to be used: Purple Mash, consent, app/program names

Additional Support

Purple Mash Knowledge Organisers (Unit 1.1, 1.9, & 2.6) "PM - Teacher – Computing Scheme of Work – Year 1 – Unit number – Knowledge Organiser.

CEOP /Think U Know websites

E-Safety

INTENT	IMPLEMENTATION
Recognise that there may be people online that may make us feel sad, embarrassed or upset	Link to PSHE curriculum, when discussing feelings etc., make reference to how these feelings might appear when using iPads/laptops etc.
Give examples of when and how to speak to an adult if they feel unsafe	Agree e-safety rules together as a class in the same way class rules are established, ensuring children ask for permissions before using equipment, taking photographs of friends (CONSENT) etc.
Explain why it is important to be nice online	Ownership of work online – create avatars on PM, save and retrieve by naming
Ask an adult for permission before uploading online	SWIGGLE – age appropriate website to be used for research online by children
Identify rules that keep us safe when online	"Smartie the Penguin" – Year 1 focus story – safety of passwords, trusted adults and responding to uncomfortable things online
Begin to understand "ownership" and some personal data online	
Explain what a password is and why it keeps us safe	
Say why something online belongs to them (e.g. it is my idea, my picture)	
Save their work so others know it belongs to them	
Introduce the idea of consent when taking photographs of our friends	
Use age appropriate websites	
Agree and follow e-safety rules together	