

Spring 1 Computing Expectations

Year 1



Information Technology/Digital Literacy (needs to be constantly "dripped" into the curriculum, initially taught in A1)		Computer Science	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	
Information technology/Digital Literacy		Computer Science	
Intent	Implementation	Intent	Implementation
<p>To consolidate and application of objectives already introduced in A1 and re-teach skills in cross curricular and purposeful ways.</p>	<p>Ensure Purple Mash "2dos" are established to support other areas of the curriculum in purposeful ways</p> <p>Ensure that QR codes are readily available linked to Foundation subjects being taught this term, as well as making sure QR codes are available to consolidate prior learning.</p> <p>Ensure that any objectives identified in A2 planning and assessment Staff meeting that were not covered are addressed this half term</p>	<ul style="list-style-type: none"> use the term algorithm follow and give instructions to move around to complete a simple task – give a friend a set of instructions to complete a task e.g. how to put on a coat explore a range of control toys and digital devices (Bee bots/microphones/iPad apps) give a sequence of instructions to complete a simple task (2-3 on a bee bot) record instructions with pictures discuss what they think will happen when the instructions are followed navigate a bee bot around a floor mat/course start to "debug" mistakes and begin to predict changes to a set of instructions 	<p>2go 2code – "Fun with Fish" and "Guard the castle"</p> <p>PM unit 1.4, 1.5, 1.7 Lego mazes , Lego builders/maze explorer/coding</p> <p>https://www.bbc.co.uk/bitesize/subjects/zyhbwmn BBC Bitesize –Explaining Computer Science - What is an algorithm?</p> <p>Use bee bots to create simple algorithms and then debug any problems - encourage children to give a set of instructions to a friend to "debug"</p> <p>Use pre made directional cards – can the children predict "where" bee bot will end up?</p> <p>Using pre made bee bot mats to encourage programming and predictive language</p> <p>EXTENSION TASKS</p> <p>iPads to create an algorithm</p> <p>Small world stop motion</p> <p>Barefoot Computing - https://www.barefootcomputing.org/primary-computing-resources</p>
Terminology to be used: laptop, iPad, desktop, keyboard, screen, touch screen, mouse/mouse pad,		Terminology to be used: television, remote control, cash machine, app/program names	
		Terminology to be used: algorithm, sequence, input, output	

click, drag, apps, program, double click, select, open, log on, log off, names of apps/programs to be used, password, user name, consent	technology, computer, iPad, photocopier, smartboard,	
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Additional Support

Purple Mash Knowledge Organisers (Unit 1.4, 1.5, & 1.7) "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	Revisit and 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 – 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	Re read the story of "Smartie the Penguin" to re-focus the children – Year 1 focus story – safety of passwords, trusted adults and responding to uncomfortable things online
Begin to understand "ownership" and some personal data online	How do I use the internet safely? https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zym3b9q
Explain what a password is and why it keeps us safe	How do I look after my personal information online? https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zwbq7ty
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	