KS1 - Computing

	Year 1					
Unit theme	Computing systems and networks	Creating Media	Programming A	Data and information	Creating media	Programming B
Unit title	Technology around us (1.1)	Digital paining (1.2)	Moving a robot (1.3)	Grouping Data (1.4)	Digital writing (1.5)	Programming animations (1.6)
I know that/how to...	-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem	-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	-To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper	-To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program
Vocabulary introduced/ embedded	Technology, Computer, mouse, track-pad, keyboard, screen Computer, mouse, track-pad, double-click Computer, keyboard, mouse, typing Keyboard, computer Computer, technology	paint program, tool, paint-brush, erase, fill, undo Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool Henri Matisse, shape tool, fill tool Wassily Kandinsky, tools, feelings, colour, brush style Georges Seurat, pointillism, brush size pictures, painting, computers, like, prefer, dislike	Forwards, backwards, turn, clear, go, commands Instructions, directions Forwards, backwards, commands Left, right, turn, commands Plan, algorithm, program Route, plan, program	Object, label, group, search, image Group, object, label, image Group, object, property, label, colour, size, shape Group, object, property, value, label, colour, data set Group, object, property, value, label, colour, size, shape, more, less, most, fewest Group, object, property, value, label, colour, data set, more, less, most, least, fewest, the same	Word processor, keyboard, keys, letters, type Numbers, space, backspace, text cursor Capital letters, toolbar, bold, italic, underline Mouse, select, font Undo, redo, font, format Compare, typing, writing	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area Block, joining, command, Start block, run, program, programming area, background, delete, reset, algorithm, predict Effect, change, value, block Instructions, sprite, delete, program, algorithm Sprite, background, appropriate, algorithm Sprite, design, programming blocks, algorithm, programs

KS1 - E-Safety

	Year 1							
Unit title	Self-image & identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and lifestyle	Privacy and security	Copyright and ownership
I know that/how to...	I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that do not upset others and can give examples.	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching). I know/understand that I can encounter a range of things online, including things I like and don't like as well as things which are real or make believe/a joke. I know how to get help from a trusted adult if I see content that makes me feel sad, uncomfortable worried or frightened.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. I can explain rules to keep myself safe when using technology both in and beyond the home.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online belonging to myself or others.	I know that work I create belongs to me. I can name my work so that others know it belongs to me. 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'). I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy
Vocabulary introduced/embedded	Worried, sad, frightened Sad, embarrassed, upset, mood, emotion Sad, worried, uncomfortable, frightened, advice, trusted adult	Allowed, permission, Permission, trusted adult, devices Positive, negative, cyberbullying	Profile, trusted adult, sharing Online, personal, information Online, personal, information, trusted adult, share, signup	Kind, unkind, trusted adult Upset, kind, behaviour, uncomfortable, nervous, embarrassed Positive, negative, behaviour, effect	Search engine, internet, access, information Information, internet, access Online, real, make belief, trusted adults	Rules, safety, healthy, technology Device	Personal information Personal, information, trustworthy Password, private	Create, document, type, save Belong, create Belong, copy, origional