

SELLINDGE PRIMARY SCHOOL KS1 Computing YEAR PLAN

	1	2	3	4	5	6
Year 1	We are Super Digital Citizens Year 1 (Kindergarten Grade) 1) Media balance is important 2)Pause for people 3)Safety in my neighbourhood	We are computer networkers	We are Digital Artists	We are Digital writers	We are Data Sorters	We are Computer Coders A: Understanding Algorithms 1)Crazy Character Algorithms 2)Bee-Bots Tinkering 3)Bee Bots Basics
Skills and Knowledge/Concepts	Knowledge/Concepts Know when and why to take breaks from device time. Learn why it's important to be aware and respectful of people while using devices. Explain rules for traveling safely on the internet. Skills Discover that the internet can be used to visit faraway places and learn new things. Learn the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions. Compare how staying safe online is similar to staying safe in the real world. Consider the feelings of people around them, even when engaged in fun online activities.	Knowledge/Concepts To identify technology To identify a computer and its main parts Skills To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text To create rules for using technology responsibly	Knowledge/Concepts To describe what different freehand tools do To make careful choices when painting a digital picture Skills To use the shape tool and the line tools To use a computer on my own to paint a picture To explain why I chose the tools I used To compare painting a picture on a computer and on paper	Knowledge/Concepts To identify that the look of text can be changed on a computer To explain why I used the tools that I chose Skills To add and remove text on a computer To make careful choices when changing text To compare writing on a computer with writing on paper	Knowledge/Concepts To identify that objects can be counted To describe objects in different ways Skills To label objects To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Knowledge/Concepts To explain what a given command will do Skills 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
Key Words	Digital Device, screen time, face to face time, online, offline, internet, online safety, super digital citizen	Computer parts, processor, mouse, monitor, keyboard, printer, webcam etc. technology, digital devices,	Paint program, tools, tool bar, digital painting, photograph	Word processor, text, key board, mouse, click, space bar, enter, backspace, shift, caps lock ect font, tools.	Objects, groups, same, different, sort, label,	Computer code, command, forwards, backwards, right, left, algorithm, computer bug, debug, program

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Year 2	We are Super Digital Citizens Year 2 (1 st Grade) 1)Pause and think online 2)How technology makes you feel 3)Internet Traffic light	We are computer networkers	We are Data Organizers	We are Digital Photographers Taught within one term possibly linked to Art?	We are Computer Coders 1: Creating simple programs 1)Bee-Bots Tinkering 2)Bee Bots Basics 3)Bee Bots 123	We are computer coders 2
Skills and Knowledge/Concepts	Knowledge/Concepts Learn the "Pause & Think Online" song to remember basic digital citizenship concepts. Understand the importance of being safe, responsible, and respectful online. Recognize the ways in which digital devices can be distracting. Identify how they feel when others are distracted by their devices. Identify ideal device-free moments for themselves and others. Understand that being safe online is similar to staying safe in real life. Skills Know how to get help from an adult if they are unsure about a website. Learn to identify websites and apps that are "just right" and "not right" for them.	Knowledge/Concepts To identify information technology in the home To explain how information technology benefits us To identify information technology beyond school To recognise the uses and features of information technology To recognise that choices are made when using information technology Skills To show how to use information technology safely	Knowledge/Concepts To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To recognise that people can be described by attributes To explain that we can present information using a computer Skills To create a pictogram To select objects by attribute and make comparisons	Knowledge/Concepts Year 2 To know what devices can be used to take photographs To describe what makes a good photograph To recognise that images can be changed Skills Year 2 To use a digital device to take a photograph To use tools to change an image To decide how photographs can be improved	Knowledge/Concepts To explain what a given command will do To find more than one solution to a problem To know what an algorithm is Skills To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program	Knowledge/Concepts To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To explain that programming projects can have code and artwork Skills To design an algorithm To create and debug a program that I have written To use logical reasoning to predict the outcome of a program (series of commands)
Key Words	<i>Online, pause, attention, concentration, distraction, caution, age appropriate</i>	<i>Computer parts, processor, mouse, monitor, keyboard, printer, webcam etc. technology, digital devices,</i>	<i>Objects, groups, same, different, sort, label, pictogram, tally, attributes/properties/characteristics</i>	<i>Paint program, tools, tool bar, digital painting, photograph</i>	<i>Computer code, command, forwards, backwards, right, left, algorithm, computer bug, debug, program</i>	<i>Computer code, command, forwards, backwards, right, left, algorithm, computer bug, debug, program, logical reasoning</i>