

Year 1 Scheme of Work – Computing

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: YR - using a keyboard/mouse/trackpad/touchscreen; retrieve/open digital files				Next learning: used in all Computing units			
1.1 Computer Skills / E-Safety (IT, DL)	7-10	<p>L1 - Understand how to communicate safely online. L2 - Understand what personal information I need to keep safe.</p> <p>L3 - Switch on and shutdown a computer. L4 - Use a computer mouse. L5 - Launch an application and manipulate windows. L6 – Use a keyboard. L7 - Save a file.</p> <p>L8 - Create, name and date my digital creative work. L9 - Safely search for images online.</p> <p>Software: Microsoft Word / Paint</p>	<ul style="list-style-type: none"> - Switch a computer on and off independently. - Log on and log off on a computer independently. - Manipulate an application window by moving and resizing it. - Type their name and the date on a piece of work they have created; - Choose the correct Safe Search filter when using a search engine; - Make links between the online and offline world; - Recall all of the SMART rules for Internet safety; - Recognise which personal information they should keep safe from strangers; 	<ul style="list-style-type: none"> - Modelling - Pair work. 	<p>Continuous throughout.</p> <p>Practical skills.</p> <p>E-Safety discussions.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully.</p> <p>Recognise common uses of information technology beyond school.</p>	PSHCE, Islamic Studies
Previous learning: YR - exploring directional language, sequencing, programming a Robot Mouse				Next learning: See Y1 ScratchJr unit			
1.2 Programming Toys (CS)	6-8	<p>L1 - Create instructions using pictures L2 - Understand why it is important to be precise when writing an algorithm. L3 - Write instructions to program a person like a computer. L4 - Program a Robot to move. L5 - Debug a Robot. L6 - Program a sequence to make a Robot move.</p> <p>Hardware: Robot</p>	<ul style="list-style-type: none"> - Explain what an algorithm is; - Explain why it is important to be precise when writing an algorithm; - Check work for mistakes (debug); - Program a Robot Mouse using the arrow buttons; - Start programming sequence again if needed; - Check work for mistakes to debug a program; - Plan and check an algorithm. 	<ul style="list-style-type: none"> - Unplugged tasks - Tinker time - Modelling - Pair programming. 	<p>Continuous throughout.</p> <p>Accurately programmed Robot Mouse</p>	<p>Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use technology purposefully to create digital content.</p>	Maths

Year 1 Scheme of Work – Computing

Previous learning: YR - play-based exploration of Microsoft Word				Next learning: used in many other units e.g. PowerPoint; Y4 Word – formatting text/images, spellcheck, table, page layout, hyperlinks			
1.3 Word Processor Skills (IT, DL)	6	L1 - Type on a keyboard. L2 - Type symbols and save files. L3 - Edit text. L4 - Use a keyboard securely including more keys. L5 - Select and format text. L6 - Format the font.	- Save their work in their folder. - Edit text using backspace, delete and the arrow keys. - Format the font. - Select single words.	- Pair work. - Tinker time - Use-Modify-Create - Step-by-step instructions. - Modelling	Produce a Word document.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Literacy
		Software: Microsoft Word					
Previous learning: See Y1 Programming Toys unit				Next learning: Y2 Scratch – sequence, say and wait commands, stage directions, music & background changes			
1.4 Programming ScratchJr (CS)	6-8	L1 - Describe and use instructions to program a character. L2 - Program a character to grow and shrink. L3 - Use instructions to make characters move at different speeds and distance. L4 - Use a repeat instruction to make a sequence of instructions run more than once. L5 - Create programs that play a sound. L6 - Create programs with a sequence of linked instructions.	- Use different end blocks, including repeat forever; - Change the size of characters to grow or shrink; - Hide and show characters with an instruction block; - Program two or more characters with instructions at the same time.	- Example code. - Tinker time - Task instructions. - Pair programming.	Continuous throughout. Create programs.	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs. To create and debug simple programs.	Maths
		Software: ScratchJr					

Year 1 Scheme of Work – Computing

Previous learning: YR - using Paint to create a simple scene; use fill, spray can				Next learning: Y2 – reproduce a style of art; make/edit shapes; change colour shade			
1.5 Painting Skills (IT)	6	L1 - Paint with different colours. L2 - Paint with different brushes. L3 - Create shapes and fill areas. L4 - Make changes to improve my work. L5 - Add text to a painting. L6 - Use a computer program to make a poster.	- Save paintings in folder. - Fill an area with a colour using different paintbrushes and colours. - Use the undo and redo functions. - Add text to a painting.	- Pair work. - Tinker time - Use-Modify-Creat - Task instructions	Continuous throughout. Create a digital poster.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Art
		Software: Paint					