

Year: 1/2 Subject: Computing		Topic Question/Title: Online Safety	Term - Autumn 1	Curriculum - B
PoS: Digital literacy				
Prior Knowledge All children will have looked at online safety last year. Children in year 2 will have already completed last year's online unit and children in year 1 will have completed work on online safety in EYFS. Children in EYFS have looked at how to use devices safely and how long to use the devices for. Children in year 1- looked at project evolve and have completed a unit of work on it. They have looked at how to use the internet safely, permission, online bullying, showing respect, real/ made up things online, online ownership and what to do if we need help online.		Key Vocabulary Self-image, internet, online relationships, online bullying, responsible, personal information, technology, privacy, security, password.	Outcome Children to create a poster to explain what they have learnt in the unit.	
Future Learning Children will continue this learning in any unit using the internet or devices. Online safety should be recapped at every opportunity when using devices in and out of school. Children will also have internet safety day later in the year. In year 2- children will recap their learning of online safety and then continue to develop their understanding of online safety using similar things. In year 3- Children will progress to looking in more detail of online safety. They will look at identity, respectful behaviour, how to help and support with online behaviour, to understand acceptable use of online platforms, protecting privacy online and importance of limiting time spent online.		Stimulus Be internet legends game. First hand experiences (enrichment) Be internet legends game.	World of Work General employment skills for a variety of jobs. Media Computer programmer/ designer Social media influencer.	
National Curriculum PoS 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 Knowledge		Possible evidence	
	<u>Self- image and identity</u> 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. <u>Online relationships</u> 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. <u>Online reputation</u> I can describe what information I should not put online without asking a trusted adult first. <u>Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples. <u>Managing Online information</u> I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. <u>Heath, well- being and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <u>Privacy and Security</u> I can explain how passwords are used to protect information, accounts and devices. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <u>Copyright and Ownership</u> I understand that work created by others does not belong to me even if I save a copy		See project evolve resources. See 'Be internet legends' resources.	

Year: 1/2 Subject: Computing PoS: Information Technology		Topic Question/Title: Weird & Wonderful		Term - Autumn 2	Curriculum - B
Prior Knowledge All year 2s should be able to: Recognise software used in school where information can be inputted using typing (notepad/Word/Seesaw). - Know how to open and save a document from/to a specific location within Word. - Know how to find previously saved files in folders using File Explorer. - Recognise where similar digital tasks have been done in the past. - To use letters, numbers and space keys to enter text onto a computer. Year 1s will have looked at in EYFS have looked at how to use devices safely and how long to use the devices for.			Key Vocabulary Word, keyboard, back space, mouse, open, save, document, keys, select, edit.		Outcome Children to create their own edited text for purpose
Future Learning In year 2- children will continue to explore these skills and knowledge into looking at word processing and more purposeful changes and text manipulation. In year 3- children will develop this understanding further but going on to use these skills to create PowerPoint documents and word documents using more skills. They will also link their learning to the use of the internet- selecting images and information from the internet to use in their presentations.			Stimulus Children to look at a range of Posters / Books / Adverts First hand experiences (enrichment) Using the computers.		World of Work Journalist /Author
National Curriculum PoS - 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 Knowledge - To recognise that a keyboard is used to enter text into a computer - To recognise that text can be changed - To recognise that the appearance of text can be changed - To recognise that text can be edited. - To consider the impact of choices made - To know how to open and save a document from/to a specific location within Word. - To know how to find previously saved files in folders using File Explorer. - To recognise where similar digital tasks have been done in the past. - To know how to login and out of computers. <u>Online safety focus:</u> <u>Privacy and Security</u> I can explain how passwords are used to protect information, accounts and devices. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. <u>Copyright and Ownership</u> I understand that work created by others does not belong to me even if I save a copy		Possible evidence - Link the outcome to a piece of work linked to your topic to make the learning more meaningful for the children. - Children should be familiar with how to sit at a computer in the correct way, recap this very quickly to remind them. - Children should be able to type using correct hand positioning and trying not to use just one finger at a time. - Children should be able to turn the computer on and log in to their class. Mixed ability pairs will help with this. - Children to look at why we need to edit our writing.		
	Application of Key Skills - To use letter, number, and Space keys to enter text into a computer. - To use punctuation and special characters - To use the Backspace key to remove text. - To choose options to achieve a desired effect - To use Undo - Type simple words/ sentences (where appropriate)		Possible evidence - Children can open a document and then begin to practice typing skills. - Children should use capital letter and full stops in their typing. - Once work has been typed, even if this is a simple sentence of creation of their name in typed form, children will need to save their work. - Children should be given a piece of writing for them to edit and then to talk about why they have edited it.		

		Children need to be reminded about the use of double clicking to find the file destination, encourage children not to move the mouse when they double click.
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Year: 1/2 Subject: Computing- Data and Information- Gathering Data PoS: Information technology		Topic Question/Title: Delicious data!	 Term -Spring 1 Curriculum - B
Prior Knowledge Children will have some prior knowledge of minibeast They will be able to use a computer- turn it on, save and open documents. They will have looked at presenting information on computers- focusing on typing and editing text for a purpose.		Key Vocabulary Data, compare, pictograms, tally chart, collect, create, save, store, information.	Outcome To create a pictogram based on minibeasts for science.
Future Learning Children will continue their learning of pictograms- in year 2- the children will look at pictograms within maths. In the Computing curriculum, children will continue their understanding of data in units across school. In year 3/4, the children will look at presenting data and information in a variety of different ways. They will also look at spreadsheets and data, in year 5/6, they will input data and formulas for the Christmas party.		Stimulus Minibeast hunt First hand experiences (enrichment)	World of Work Programmer, statistician
National Curriculum PoS - To use technology purposefully to create, organise, store, manipulate and retrieve digital content - To 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 Knowledge		Possible evidence
	- To use a tally chart to collect data. - To compare objects that have been grouped by attribute. - To suggest appropriate headings for tally charts and pictograms. - To construct (complete) a given comparison question. - To explain that we can present information using a computer - To use a computer program to present information in different ways - To give simple examples of why some information should not be shared <u>Online safety focus:</u> <u>Online reputation</u> I can describe what information I should not put online without asking a trusted adult first. <u>Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples.		Answer questions comparing totals in tally charts using vocabulary such as ‘more than’ and ‘less than’. Discuss the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions. Discuss the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. Children will then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns. In year 1 children do not need to know about tally charts yet in maths- adapt the resources to have pictures and numbers instead of tally charts. Year 1s- to look at the year 1 data unit for any extra support needed.
	Application of Key Skills		Possible evidence
	- To show I can enter data onto a computer - To recognise that people, animals and objects can be described by attributes - To use a computer to view data in different formats - To use pictograms to answer single-attribute questions - To use a computer to answer comparison questions (graphs, tables)		They will create their own tally charts to organise data, and represent the tally count as a total. Create pictograms manually and then progress to creating them using a computer. Collect data to create a tally chart and use this to make a pictogram on a computer. Children will collect data needed to organise people using attributes and create a pictogram to show this pictorially. Children will draw conclusions from their pictograms and share their findings.

Year: 1/2 Subject: Computing PoS: Information Technology		Topic Question/Title: Strike a Pose		Term - Spring 2		Curriculum - B	
Prior Knowledge All year 2s should be able to: Recognise software used in school where information can be inputted using typing (notepad/Word/Seesaw). know how to open and save a document from/to a specific location within Word, know how to find previously saved files in folders using File Explorer, recognise where similar digital tasks have been done in the past, To use letters, numbers and space keys to enter text onto a computer. Year 1s will have looked at in EYFS have looked at how to use devices safely and how long to use the devices for. All children will have used an iPad and should be familiar with using an app/ program.				Key Vocabulary Photo, photograph, photography, zoom, filter, edit, landscape and portrait.		Outcome Photo exhibition to display	
Future Learning In Summer 2, children will also complete a digital drawing unit where they will use some skills to create digital artwork. Children with move onto in year 3/4 looking at editing photos, rotating, adding filters, cloning and removing unwanted things from a photo to improve the photo to meet a given purpose. They will also move onto in year 5/6 looking at making and editing videos. This unit will help build and give the children the basic skills of taking and evaluating good photos which will be used in future units of learning across school.				Stimulus Photo Bingo First hand experiences (enrichment)		World of Work Photographer	
National Curriculum PoS ● 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 Knowledge		Possible evidence			
		To recognise that some digital devices can capture images using a camera To talk about how to take a photograph To recognise that photographs can be saved and viewed later To recognise features of ‘good’ photographs To identify how a photograph could be improved To recognise that photographs can be change after they have been taken <u>Online Safety focus:</u> <u>Self- image and identity</u> 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.		● Children to use iPads to experiment taking photos. ● Children to learn about landscape and portrait and why we might need to use the different options. ● Children to think about what makes good photos- children to create a checklist of how to take one and what must be included ● Children to experiment with different lighting and how these can effect the photos. ● Children then to have time to explore editing the photos they have created using different effects. ● Children to explore some photos that have already been edited and briefly explore whether they could be real or fake. ● Children also to evaluate the photos they have taken to decide whether they are ‘good photos’ or not and explain why.			
		Application of Key Skills		Possible evidence			
		To capture a digital image To take photographs in both landscape and portrait format To view photographs on a digital device To hold the camera still to take a clear photograph To use zoom to change the composition of a photograph To improve a photograph by retaking it To use filters to edit the appearance of a photograph		● Children to start by looking at a range of devices that will take photos, discuss possible advantages, and disadvantage. ● Learning will be easier and will allow all children to use iPad with cameras will work. ● This unit uses screenshots from the website https://pixlr.com/x/, but you could also use the Pixlr app if you’re using tablets.			

Year: 1/2 Subject: Computing		Topic Question/Title: Space Race!		Term - Summer 1	Curriculum - B
PoS: Computer Science					
Prior Knowledge This unit progresses learners’ knowledge and understanding of programming and follows on from Moving a robot- treasure hunters, where children will have learned to program a floor robot using instructions. All children will now have looked at the BeeBots in previous units, looking at sequencing and algorithms. They will have looked at commands, outcomes also how to program a device to meet a purpose. They will also have looked at how to debug and problem solve when they have encountered a problem.			Key Vocabulary Command, outcome, program, algorithms, digital device, instructions, logical reasoning.		Outcome Create Rocket Game
Future Learning Next year in year 2 children will continue this learning, they will complete another programming unit on Scratch Jr. Using the programming skills of sequencing and recognising that a command will have an outcome. In year 3, children will progress this learning onto Scratch using the computers. They will look at sequencing, events and controls. They will look into more detail using sprites and a variety of commands as well as debugging and problem solving.			Stimulus Play Computer Games/ scratch programs that already exist. First hand experiences (enrichment) Using iPads		World of Work Game Programmer
National Curriculum PoS - 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	Key Knowledge			Possible evidence	
	To predict the outcome of a command on a device To list those commands that can be used on a given device To explain what a given command does To recognise how to run a command (press a button) To understand that a program is a set of commands a computer can run To build a sequence of commands in steps To combine commands in a program <u>Online safety focus:</u> <u>Online relationships</u> 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.			- Children are to build the unit up to creating a ‘space race’ rocket program using Scratch Jr. (Take photos and videos as evidence of the children’s outcome) - Children to start by becoming accustomed to the ScratchJr programming environment. Children to discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit. - Children to follow given algorithms to create simple programs. - Look into how some blocks in ScratchJr have numbers underneath them and how to change these values. Then identify the effect on a block of changing a value. - Test whether their algorithms are effective when their programs are run and evaluate their project.	
	Application of Key Skills			Possible evidence	
	To choose a command for a given purpose To choose a series of words that can be enacted as a program To choose a series of commands that can be run as a program To run a program on a device			- Children to choose appropriate backgrounds and sprites for a ‘Space race’ project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this. - Look at how blocks can be joined together in ScratchJr. Use a Start block to run their programs. Also, look at additional skills such as adding backgrounds and deleting sprites. - Look at how to add and delete sprites in ScratchJr. Look at how each sprite has its own programming area, and learn how to add programming blocks to give instructions to each of the sprites.	

Year: 1/2 Subject: Computing PoS: Information Technology		Topic Question/Title: Doodles & Designs	Term - Summer 2	Curriculum - B 
<u>Prior Knowledge</u> Children should know how to switch their device on, their usernames and their passwords. They will have a looked at devices and what purposes they have. All children have completed a unit this year in Spring 2 all about ‘photography.’ They have looked at what makes a good photo.		<u>Key Vocabulary</u> Media, painting, freehand, tools, paint, shape, line, digital.	<u>Outcome</u> Display of Artwork	
<u>Future Learning</u> Children with move onto in year 3/4 looking at editing photos, rotating, adding filters, cloning and removing unwanted things from a photo to improve the photo to meet a given purpose. They will also move onto in year 5/6 looking at making and editing videos. This unit will help build and give the children the basic skills of taking and evaluating good photos which will be used in future units of learning across school.		<u>Stimulus</u> Artist- Wassily Kandinsky <u>First hand experiences (enrichment)</u>	<u>World of Work</u> Artist, Designer	
<u>National Curriculum PoS</u> - 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 create and debug simple programs - To use logical reasoning to predict the behaviour of simple programs	Key Knowledge		Possible evidence	
	To explain what different freehand tools do To recognise computers can be used to create art To recognise a tool can be adjusted to suit my need To decide when it's appropriate to use each tool To consider impact of choices made To compare painting using a computer with painting using brushes <u>Online safety focus:</u> <u>Managing Online information</u> I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. <u>Heath, well- being and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home.		Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. Discuss and compare their preferences when painting with and without the use of digital devices.	
	Application of Key Skills		Possible evidence	
	To create a picture using freehand tools To use shape and line tools when precision is needed To use a range of paint colours To use the fill tool to colour an enclosed area To use the undo button to correct a mistake To combine a range of tools to create a piece of artwork		Children to use Microsoft paint on the laptops. They will: - Use the freehand tools available for digital painting. - Use line, shape tools, revisit the fill, and undo tools used for digital painting. Learners create their own digital painting in the style of an artist. - Understand the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. - Select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist. - Compare their preferences when creating paintings on computers and on paper.	