

# KS1 - Computing

Unit theme	Year 1					
	Computing systems and networks	Creating Media	Programming A	Data and information	Creating media	Programming B
Unit title	Technology around us (1.1)	Digital painting (1.2)	Moving a robot (1.3)	Grouping Data (1.4)	Digital writing (1.5)	Programming animations (1.6)
I know that/how to...	<ul style="list-style-type: none"> <li>-To identify technology</li> <li>-To identify a computer and its main parts</li> <li>-To use a mouse in different ways</li> <li>-To use a keyboard to type on a computer</li> <li>-To use the keyboard to edit text</li> <li>-To create rules for using technology responsibly</li> </ul>	<ul style="list-style-type: none"> <li>-To describe what different freehand tools do</li> <li>-To use the shape tool and the line tools</li> <li>-To make careful choices when painting a digital picture</li> <li>-To explain why I chose the tools I used</li> <li>-To use a computer on my own to paint a picture</li> <li>-To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>-To explain what a given command will do</li> <li>-To act out a given word</li> <li>-To combine forwards and backwards commands to make a sequence</li> <li>-To combine four direction commands to make sequences</li> <li>-To plan a simple program</li> <li>-To find more than one solution to a problem</li> </ul>	<ul style="list-style-type: none"> <li>-To label objects</li> <li>-To identify that objects can be counted</li> <li>-To describe objects in different ways</li> <li>-To count objects with the same properties</li> <li>-To compare groups of objects</li> <li>-To answer questions about groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>-To use a computer to write</li> <li>-To add and remove text on a computer</li> <li>-To identify that the look of text can be changed on a computer</li> <li>-To make careful choices when changing text</li> <li>-To explain why I used the tools that I chose</li> <li>-To compare typing on a computer to writing on paper</li> </ul>	<ul style="list-style-type: none"> <li>-To choose a command for a given purpose</li> <li>-To show that a series of commands can be joined together</li> <li>-To identify the effect of changing a value</li> <li>-To explain that each sprite has its own instructions</li> <li>-To design the parts of a project</li> <li>-To use my algorithm to create a program</li> </ul>
Vocabulary introduced/embedded	<p>Technology,</p> <p>Computer, mouse, trackpad, keyboard, screen</p> <p>Computer, mouse, trackpad, double-click</p> <p>Computer, keyboard, mouse, typing</p> <p>Keyboard, computer</p> <p>Computer, technology</p>	<p>paint program, tool, paintbrush, erase, fill, undo</p> <p>Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool</p> <p>Henri Matisse, shape tool, fill tool</p> <p>Wassily Kandinsky, tools, feelings, colour, brush style</p> <p>Georges Seurat, pointillism, brush size</p> <p>pictures, painting, computers, like, prefer, dislike</p>	<p>Forwards, backwards, turn, clear, go, commands</p> <p>Instructions, directions</p> <p>Forwards, backwards, commands</p> <p>Left, right, turn, commands</p> <p>Plan, algorithm, program</p> <p>Route, plan, program</p>	<p>Object, label, group, search, image</p> <p>Group, object, label, image</p> <p>Group, object, property, label, colour, size, shape</p> <p>Group, object, property, value, label, colour, data set</p> <p>Group, object, property, value, label, colour, size, shape, more, less, most, fewest</p> <p>Group, object, property, value, label, colour, data set, more, less, most, least, fewest, the same</p>	<p>Word processor, keyboard, keys, letters, type</p> <p>Numbers, space, backspace, text cursor</p> <p>Capital letters, toolbar, bold, italic, underline</p> <p>Mouse, select, font</p> <p>Undo, redo, font, format</p> <p>Compare, typing, writing</p>	<p>ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area</p> <p>Block, joining, command, Start block, run, program, programming area, background, delete, reset, algorithm, predict</p> <p>Effect, change, value, block</p> <p>Instructions, sprite, delete, program, algorithm</p> <p>Sprite, background, appropriate, algorithm</p> <p>Sprite, design, programming blocks, algorithm, programs</p>

# 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...	<p>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.</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>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.</p>	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can identify ways that I can put information on the internet.</p> <p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching).</p> <p>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.</p> <p>I know how to get help from a trusted adult if I see content that makes me feel sad, uncomfortable worried or frightened.</p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online belonging to myself or others.</p>	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p> <p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title/name so that others know it belongs to me (e.g. file-name, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>
Vocabulary introduced/embedded	<p>Worried, sad, frightened</p> <p>Sad, embarrassed, upset, mood, emotion</p> <p>Sad, worried, uncomfortable, frightened, advice, trusted adult</p>	<p>Allowed, permission,</p> <p>Permission, trusted adult, devices</p> <p>Positive, negative, cyber-bullying</p>	<p>Profile, trusted adult, sharing</p> <p>Online, personal, information</p> <p>Online, personal, information, trusted adult, share, signup</p>	<p>Kind, unkind, trusted adult</p> <p>Upset, kind, behaviour, uncomfortable, nervous, embarrassed</p> <p>Positive, negative, behaviour, effect</p>	<p>Search engine, internet, access, information</p> <p>Information, internet, access</p> <p>Online, real, make belief, trusted adults</p>	<p>Rules, safety, healthy, technology</p> <p>Device</p>	<p>Personal information</p> <p>Personal, information, trustworthy</p> <p>Password, private</p>	<p>Create, document, type, save</p> <p>Belong, create</p> <p>Belong, copy, original</p>