



Computing – Year 1– Medium Term Plan
Autumn 1, Unit 1: Online safety year 1 and Improving mouse skills

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Using the internet safely	To recognise what the internet is and how to use it safely.	<ul style="list-style-type: none"> - I can identify when something makes me feel uncomfortable online. - I know who to go to when I need help online. - I can offer advice on how to stay safe online. 	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - device - going online - internet - online safety - pop-up - responsible digital citizen - report - unkind 	<ul style="list-style-type: none"> - Link: Assessment-Computing Y1: Online safety (optional – see Attention grabber). - Link: BBC Bitesize - What is the internet?
Two: Online emotions	To identify how people’s feelings and emotions can be affected by online content.	<ul style="list-style-type: none"> - I can suggest how a character might be feeling. - I can identify a trusted adult and how they can help. - I can share advice on ways to stay happy and safe online. 	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - device - internet - personal information - pop-up - stranger - trusted adult 	<ul style="list-style-type: none"> - <i>Sticky notes (one each).</i>
Three: Always be kind and considerate	To recognise how to treat others, both online and in person.	<ul style="list-style-type: none"> - I can describe how other people may feel in different situations. - I can recognise how actions on the internet can affect others. - I can identify that feelings are the same whether 	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - feelings - in-person interactions - kindness - online interactions 	<ul style="list-style-type: none"> - Link: BBC Treasure Champs - Kindness

		online or in the real world.			
Four: Posting and sharing online	To recognise the importance of being careful when posting and sharing online.	<ul style="list-style-type: none"> - I can understand the meaning of 'sharing' and 'posting' information online. - I can understand what 'digital footprint' means. - I can identify my own digital footprint. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - app - appropriate digital footprint - going online - posting online - sharing online - website 	<ul style="list-style-type: none"> - Link: Common Sense Education - Follow the digital trail
Computing systems and networks One: Logging in	To log in to a computer and access a website.	<ul style="list-style-type: none"> - I can recognise what we mean by a computer. - I can understand why we need to log in to a computer. - I can log in and out of a computer account. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - account - computer - log off - log on - mouse - password - predict (monitor) - software - tool 	<ul style="list-style-type: none"> - Scrap paper and pencils (one each). - Scissors (one each). - Laptops or desktop computers (one between two). - Printed individual or class login details (optional).
Two: Click and drag skills	To develop mouse skills.	<ul style="list-style-type: none"> - I can navigate a computer using a mouse. - I can understand what we mean by click and drag. - I can use the fill and stamp tools in Sketchpad. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - click - clipart - drag - duplicate - explore - log off - redo - resize - undo 	<ul style="list-style-type: none"> - <i>Laptops or desktop computers (one between two).</i> - <i>Printed individual or class login details (optional).</i>

Three: Drawing shapes	To use mouse skills to draw and edit shapes.	<ul style="list-style-type: none"> - I can click and drag objects to change their size or position. - I can use a mouse to carefully position shapes. - I can move shapes in front of or behind each other. 	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - bring to the front - drag and drop - fill - layers - left-click - log off - outline - right-click 	<ul style="list-style-type: none"> - Laptops or desktop computers (one between two). - Printed individual or class login details (optional).

Which of these is personal information?
 If somebody is unkind to you, what should you do?
 What is the problem with meeting people online?
 Sally has posted a picture of herself and her friends. How long will the post be there for?
 Why is it important not to share your personal information with people online?
 Which object does not have a computer in it?
 What is a password?
 Which icon would I select to find a shape?
 What does this icon do?



Computing – Year 1 – Medium Term Plan
Spring 1, Unit 2: Programming algorithms unplugged.



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What is an algorithm?</p>	<p>To understand what an algorithm is.</p>	<ul style="list-style-type: none"> - I can explain that an algorithm is a set of instructions. - I can understand that these instructions sometimes need to be carried out in order. - I can understand there can be more than one way to solve a problem. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - algorithm - instructions - order 	<ul style="list-style-type: none"> - A selection of dressing up clothes and accessories, e.g. scarves and hats (see Attention grabber). - Whiteboards and pens (one between two). - Scissors (one each).
<p>Two:</p> <p>Algorithm pictures</p>	<p>To follow instructions precisely to carry out an action.</p>	<ul style="list-style-type: none"> - I can explain why an algorithm must be clear and precise. - I can explain the problems a robot can have following our instructions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - algorithm - bug - instructions 	<ul style="list-style-type: none"> - Dice (one between two). - Whiteboards and pens or paper and pencils (one each). - Link: * on Video Link. - Link: BBC Bitesize KS1 - What is an algorithm?*. - Link: BBC Bitesize KS1 - What are computer bugs?

<p>Four: Step by step</p>	<p>To understand and be able to explain what decomposition is.</p>	<ul style="list-style-type: none"> - I can explain what decomposition is. - I can understand how decomposition allows you to solve a problem more easily. - I can explain how we use decomposition in our everyday lives. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - decompose - organising - problem 	<ul style="list-style-type: none"> - Selection of reading books for sorting. - 2D shapes for drawing around (a selection per table). - Plain paper (one each). - Link: BBC Bitesize Second level - What is decomposition?*. - Link: Nintendo - Super Mario Bros. announcement trailer on VideoLink
<p>Five: Debugging directions</p>	<p>To know how to debug an algorithm.</p>	<ul style="list-style-type: none"> - I can spot bugs in algorithms. - I can fix the error (debug it) and explain the problem it caused. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - algorithm - bug - debug - directions 	<ul style="list-style-type: none"> - Small toys or figures to guide around a map (optional – see Adaptive teaching). - Link: BBC Bitesize Second Level - What is debugging?
<p>Which algorithm is in the correct order? What is decomposition? What is debugging? Look at the algorithm. Where will the Bee-Bot end up?</p>					



Computing – Year 1 – Medium Term Plan
Summer 1, Unit 3: Creating media



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Planning a photo story	To understand and create a sequence of pictures.	<ul style="list-style-type: none"> - I can plan my story. - I can sequence the different parts of my story. - I can explain what is happening in a pictorial story. - I can recognise the importance of sequencing. 	Pupils should be taught to: <ul style="list-style-type: none"> - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> - image - photograph - photo story - sequence 	<ul style="list-style-type: none"> - A selection of small world toys and animals/dinosaurs (a variety per table). - Picture book (optional – see Teacher knowledge).
Two: Taking photos	To take clear photos.	<ul style="list-style-type: none"> - I can adjust my position to match my character’s level. - I can check the screen to see what is included in the photo. - I can press the button gently to keep everything steady. - I can ensure my area is well lit and that I move slowly. 	Pupils should be taught to: <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of Information technology beyond school. 	<ul style="list-style-type: none"> - camera - delete - image - photograph 	<ul style="list-style-type: none"> - Small world play characters (one person and one animal per group). - Digital cameras/tablets (one per group). - An outside space (optional – see Main event) - The children’s completed planning sheets from Lesson 1: Planning a photo story.
Three: Editing photos - Google	To edit photos.	<ul style="list-style-type: none"> - I can explain that photos can be changed after they have been taken. - I can identify ways to improve my photo. 	Pupils should be taught to: <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> - camera - crop - edit - editing software - image 	<ul style="list-style-type: none"> - Devices (one between two). - Uploaded photos taken in Lesson 2: Taking photos (see

		- I can crop, resize and add a colour filter to my photo.			Teacher knowledge). - Link: Google Photos App .* - Link: Google Photos .*
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Assessment:
What can you use to take a picture?
What does edit mean?
What does crop mean?
What tool has been used to edit this image?