

Computing



Key Stage 1 Y1 Spring	Vocabulary: Keyboard, mouse, log on, log off, password, username, search engine, website, internet, return key, shift key, cursor, Digital citizen, algorithm, bug, debugging, program, click, double-click, drag, drop, loop, repeat, event	National Curriculum reference												
Resources and links http://primarygamesarena.com/Subjects/ICT kiddle.co https://www.j2e.com/j2data/ http://flash.topmarks.co.uk/5011 www.code.org	What we want children to know: <table><tr><th>Computing Curriculum Coverage</th><th>Software-based knowledge</th><th>Text</th></tr><tr><td> Generic E-safety Text Research Creating Coding Data </td><td> - Access programs with support - Begin to learn where each key on a keyboard is and how to type http://primarygamesarena.com/Subjects/ICT - Talk about using computers - Start to use ICT vocabulary – e.g. website, search, log in, log out - Log on to computers with support - Open internet browser with support - Type in web address with support - Log in to code.org and other websites with support </td><td> - Access and open ‘Word’ - Enter text - Use upper and lower case letters - Use the space bar - Use the return key - Use ‘shift’ to type a capital letter - Use the backspace key to delete a word - Word process a short text - Move the cursor to insert text </td></tr><tr><th>Data Handling</th><th>Research</th><th>Coding (Course A lessons 6-12)</th></tr><tr><td> - Classify objects or pictures on screen http://flash.topmarks.co.uk/5011 Identification keys game - Produce simple pictograms with support (j2e website) - Place objects or pictures in a list or table (j2e website) </td><td> - Know that some things are real and some things are made up on the Internet – (use Penguin Pig) - Know that their own information is our name, our age and where we live – (use Monkey Cow) - Know when something is accessed that is not right and say who they should tell </td><td> - Write code and give instructions verbally to complete a task - Find ways to make code shorter and simpler (using loops) to complete a specified task - Create images and patterns using loops in code - Create a game using different commands linked to symbols to achieve a simple purpose - Program Beebots to follow a specific path </td></tr></table>	Computing Curriculum Coverage	Software-based knowledge	Text	Generic E-safety Text Research Creating Coding Data	- Access programs with support - Begin to learn where each key on a keyboard is and how to type http://primarygamesarena.com/Subjects/ICT - Talk about using computers - Start to use ICT vocabulary – e.g. website, search, log in, log out - Log on to computers with support - Open internet browser with support - Type in web address with support - Log in to code.org and other websites with support	- Access and open ‘Word’ - Enter text - Use upper and lower case letters - Use the space bar - Use the return key - Use ‘shift’ to type a capital letter - Use the backspace key to delete a word - Word process a short text - Move the cursor to insert text	Data Handling	Research	Coding (Course A lessons 6-12)	- Classify objects or pictures on screen http://flash.topmarks.co.uk/5011 Identification keys game - Produce simple pictograms with support (j2e website) - Place objects or pictures in a list or table (j2e website)	- Know that some things are real and some things are made up on the Internet – (use Penguin Pig) - Know that their own information is our name, our age and where we live – (use Monkey Cow) - Know when something is accessed that is not right and say who they should tell	- Write code and give instructions verbally to complete a task - Find ways to make code shorter and simpler (using loops) to complete a specified task - Create images and patterns using loops in code - Create a game using different commands linked to symbols to achieve a simple purpose - Program Beebots to follow a specific path	Pupils should be taught to: - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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
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