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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 1 YEAR A & B | SCOPE:  How do I use my equipment?  How do I keep myself safe on line? | CONTENT / INTENT: 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Using the iPad and accessing educational games. Understanding safety online. | LO: To be able to switch on and log into my equipment to access programs | LO: To be able to switch on and log into my equipment to access programs | LO: : To understand how to access links on my desktop | LO: To begin using the keys to type | LO: To know what to do if something is wrong on the screen  + Refresh typing skills | LO: To know what to do if something is wrong on the screen  + Refresh typing skills | To be able to log in and out, save, retrieve and share work independently  To understand cyber crime and develop an advertisement to demonstrate their understanding. |
| SC: I can independently switch on, log in to, log out of and shut down my laptop | SC: I can independently switch on, log in to, log out of and shut down my laptop | SC: I can click on the icons on my desktop. I have started to use the home row keys. | SC: I can click on the icons on my desktop. I have started to use the home row keys. | SC: I can say what to do if I’m not sure. I have started to use the home row keys. | SC: I can say what to do if I’m not sure. I have started to use the home row keys. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Device, computer, power, log on, laptop, keyboard, keys, screen, mouse pad, headphones, desktop, background, log off, shut down, plug in, icons, single click, double click, left mouse click, right mouse click, interface, Keyboard home row, keys, typing, pointing fingers, space bar,  Power, log on, laptop, keyboard, keys, screen, mouse pad, headphones, desktop, background, log off, shut down, plug in, icons, single click, double click, left mouse click, right mouse click, Online, internet, browse, search, find, safe, safety, Keyboard home row, keys, typing, pointing fingers, space bar, | | | | | | |

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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1/2 | Half term:  Autumn term 2  YEAR A & B | SCOPE:  What is a computer program? | CONTENT / INTENT  understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Using the iPad and accessing educational games. Understanding safety online. | LO: To develop typing skills | LO: To explore and understand that programs have different uses | LO: To explore a range of programs and use alongside other curriculum areas to create a linked outcome.  To develop typing skills | LO: To explore a range of programs and use alongside other curriculum areas to create a linked outcome.  To develop typing skills | LO: To explore web browser and conduct searches online | LO: To explore web browser and conduct searches online | How do I choose the right software to achieve my goals? |
| SC: I can use the home row keys confidently.  I can explain the purpose of the programs I’ve explored | SC: I can use the home row keys confidently.  I can explain the purpose of the programs I’ve explored | SC: I can use a program to present my work.  I can print my work. | SC: I can use a program to present my work.  I can print my work. | SC: Linked to other subject areas, research something simple online and copy it into Microsoft Word | SC: Linked to other subject areas, research something simple online and copy it into Microsoft Word |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Keyboard home row, keys, typing, pointing fingers, space bar, Program, use, purpose, media, digital, create, content, icon, browser, device, file, print, interface | | | | | | |

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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1/2 | Half term:  Spring term 1 YEAR A AND B | SCOPE:  How do I use the computer to create, organise, store, manipulate and retrieve content?  + Internet Safety Day | CONTENT / INTENT:  use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Simple Programming / Computational Thinking | LO: To understand how folders work  To be able to save my work  To refresh typing skills – typing game (see Autumn 1&2) | SC: To understand how folders work  To be able to save my work  To refresh typing skills – typing game (see Autumn 1&2) | LO: To be able to retrieve my work  To be able to change and re-save my work under a new name | LO: To be able to retrieve my work  To be able to change and re-save my work under a new name | LO: To be able to explain to others how to save work.  To refresh typing skills – typing game (see Autumn 1&2) | LO: To be able to explain to others how to save work.  To refresh typing skills – typing game (see Autumn 1&2) | How do sequences, selection and repetitions in programs work?  + Internet Safety Day |
| SC:  I can save my work into the Student Drive folder.  I am building confidence with typing using the keyboard | SC: I can save my work into the Student Drive folder.  I am building confidence with typing using the keyboard | SC: I can browse to the Student Drive and the folder where my work is saved. I can edit my work and save it again. | SC: I can browse to the Student Drive and the folder where my work is saved. I can edit my work and save it again. | SC: I can produce a video to explain how to save, retrieve and organise work. | SC: I can produce a video to explain how to save, retrieve and organise work. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Program, use, purpose, media, digital, create, content, icon, browser, device, file, print, interface | | | | | | |

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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1/2 | Half term:  Spring term 2 YEAR A & B | SCOPE:  How do I create a simple program?  What is an algorithm? | CONTENT / INTENT:  create and debug simple programs  use logical reasoning to predict the behaviour of simple programs | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Simple Programming / Computational Thinking | LO:  To understand what a simple program is.  To be able to explain what an algorithm does. | LO: To understand what a simple program is.  To be able to explain what an algorithm does. | LO: To be able to build simple, one and two step programs. | LO: To be able to build simple, one and two step programs. | LO: To explain how the instructions (the algorithm) helps the program to work | LO: To explain how the instructions (the algorithm) helps the program to work | What is logical reasoning?  How do I fix errors in my algorithms? |
| SC: Children tinker and play with simple programs, sequences and instructions, being able to explain their purpose and how they work. | SC: Children tinker and play with simple programs, sequences and instructions, being able to explain their purpose and how they work. | SC: Independently driven Scratch projects | SC: Independently driven Scratch projects | SC To produce a video in pairs to explain how algorithms make computers work. | SC: To produce a video in pairs to explain how algorithms make computers work. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Program, algorithm, sequence, instructions, control, input, information, logical reasoning, loop, platform, script, sprite, Unicode, output, block, command, interface, repetition, selection, (APPLIES TO WHOLE TERM) | | | | | | |

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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1/2 | Half term:  Summer term 1 YEAR A & B | SCOPE:  How do I fix the mistakes?  Where is information & computing technology used? | CONTENT / INTENT  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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Creating simple algorithms / Learning to Type | LO: I can debug a program. I can say what a program will do. I can explain what the bug was and how I fixed it.  PIZZA PICKLE ACTIVITY | LO: I can debug a program. I can say what a program will do. I can explain what the bug was and how I fixed it.  PIZZA PICKLE ACTIVITY | LO: I can debug a program. I can say what a program will do. I can explain what the bug was and how I fixed it.  PIZZA PICKLE ACTIVITY | LO: I can debug a program. I can say what a program will do. I can explain what the bug was and how I fixed it.  PIZZA PICKLE ACTIVITY | LO: To understand where information and computing technology is used | LO: To understand where information and computing technology is used | How do I design, write and debug programs to achieve specific goals? |
| SC: I can debug a program and explain what went wrong | SC: I can debug a program and explain what went wrong | SC; I can debug a program and explain what went wrong | SC: I can debug a program and explain what went wrong | SC: Children create a video report of their developing understanding of what computing is for, beyond entertainment | SC: Children create a video report of their developing understanding of what computing is for, beyond entertainment |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Program, algorithm, sequence, instructions, control, input, information, logical reasoning, debug, loop, platform, script, sprite, Unicode, output, block, command, interface, repetition, selection, (APPLIES TO WHOLE TERM) Program, use, purpose, media, digital, create, content, icon, browser, device, file, print, interface | | | | | | |

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| **Pendeen COMPUTING SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1**  **Skills and knowledge taught every year – applied in the first year and consolidated/mastered in the second** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Summer term 2 YEAR A & B | SCOPE:  How do I keep myself safe online? | CONTENT / INTENT:  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Creating simple algorithms / Learning to Type | LO:  Online Safety | LO: Online Safety | LO: Online Safety | LO: Online Safety | LO: Online Safety | LO: Online Safety | How do I keep myself and others safe online? How can I report concerns & spot unacceptable behaviour? |
| Sc:  Children are aware of safe and unsafe behaviour online and can explain ways to avoid issues or concerns. | SC: Children are aware of safe and unsafe behaviour online and can explain ways to avoid issues or concerns. | SC: Children are aware of safe and unsafe behaviour online and can explain ways to avoid issues or concerns. | SC: Children are aware of safe and unsafe behaviour online and can explain ways to avoid issues or concerns. | SC: Creating a poster (using a program) to demonstrate understanding of SMART rules to keep yourself safe online. | SC: Creating a poster (using a program) to demonstrate understanding of SMART rules to keep yourself safe online. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Safety, concern, online, reporting, internet, social media, conscious, awareness, digital citizen, virus, bug, filters SMART | | | | | | |