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| **Year 1 Overview** | | | | |
| **Unit Name** | **Lesson** | **Learning Objectives** | **Success Criteria** | **Cross Curricular Links** |
| **Autumn 1** | | | | |
| Computing systems and networks – Technology around us | 1 | Can I identify technology? | -I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom |  |
| Computing systems and networks – Technology around us | 2 | Can I identify a computer and its main parts? | -I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag |  |
| Computing systems and networks – Technology around us | 3 | Can I use a mouse in different ways? | -I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program |  |
| Computing systems and networks – Technology around us | 4 | Can I use a keyboard to type on a computer? | -I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer |  |
| Computing systems and networks – Technology around us | 5 | Can I use the keyboard to edit text? | -I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor |  |
| Computing systems and networks – Technology around us | 6 | Can I create rules for using technology responsibly? | -I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home |  |
| **Autumn 2** | | | | |
| Creating media – Digital painting | 1 | Can I describe what different freehand tools do? | -I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture | Art and Design |
| Creating media – Digital painting | 2 | Can I use the shape tool and the line tools? | -I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist | Art and Design |
| Creating media – Digital painting | 3 | Can I make careful choices when painting a digital picture? | -I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices | Art and Design |
| Creating media – Digital painting | 4 | Can I explain why I chose the tools I used? | -I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs | Art and Design |
| Creating media – Digital painting | 5 | Can I use a computer on my own to paint a picture? | -I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own | Art and Design |
| Creating media – Digital painting | 6 | Can I compare painting a picture on a computer and on paper? | -I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper | Art and Design |
| **Spring 1** | | | | |
| Programming A – Moving a robot | 1 | Can I explain what a given command will do? | -I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device | English – writing |
| Programming A – Moving a robot | 2 | Can I act out a given word? | -I can follow an instruction - I can give directions - I can recall words that can be acted out | English – writing |
| Programming A – Moving a robot | 3 | Can I combine forwards and backwards commands to make a sequence? | -I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place | English – writing |
| Programming A – Moving a robot | 4 | Can I combine four direction commands to make sequences? | -I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands | English – writing |
| Programming A – Moving a robot | 5 | Can I plan a simple program? | -I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do | English – writing |
| Programming A – Moving a robot | 6 | Can I find more than one solution to a problem? | -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place | English – writing |
| **Spring 2** | | | | |
| Data and information – Grouping data | 1 | Can I label objects? | -I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups |  |
| Data and information – Grouping data | 2 | Can I identify that objects can be counted? | -I can count a group of objects - I can count objects - I can group objects |  |
| Data and information – Grouping data | 3 | Can I describe objects in different ways? | -I can describe an object - I can describe a property of an object - I can find objects with similar properties |  |
| Data and information – Grouping data | 4 | Can I count objects with the same properties? | -I can count how many objects share a property - I can group objects in more than one way - I can group similar objects |  |
| Data and information – Grouping data | 5 | Can I compare groups of objects? | -I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group |  |
| Data and information – Grouping data | 6 | Can I answer questions about groups of objects? | -I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found |  |
| **Summer 1** | | | | |
| Creating media – Digital writing | 1 | Can I use a computer to write? | -I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard |  |
| Creating media – Digital writing | 2 | Can I add and remove text on a computer? | -I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys |  |
| Creating media – Digital writing | 3 | Can I identify that the look of text can be changed on a computer? | -I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters |  |
| Creating media – Digital writing | 4 | Can I make careful choices when changing text? | -I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking |  |
| Creating media – Digital writing | 5 | Can I explain why I used the tools that I chose? | -I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use ‘undo’ to remove changes |  |
| Creating media – Digital writing | 6 | Can I compare typing on a computer to writing on paper? | -I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing |  |
| **Summer 2** | | | | |
| Programming B - Programming animations | 1 | Can I choose a command for a given purpose? | -I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite |  |
| Programming B - Programming animations | 2 | Can I show that a series of commands can be joined together? | -I can run my program - I can use a Start block in a program - I can use more than one block by joining them together |  |
| Programming B - Programming animations | 3 | Can I identify the effect of changing a value? | -I can change the value - I can find blocks that have numbers - I can say what happens when I change a value |  |
| Programming B - Programming animations | 4 | Can I explain that each sprite has its own instructions? | -I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite |  |
| Programming B - Programming animations | 5 | Can I design the parts of a project? | -I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move |  |
| Programming B - Programming animations | 6 | Can I use my algorithm to create a program? | -I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design |  |