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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 |   |