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| **Unit 1: Online Safety** | | **Y1 Skills:** |
| 1 | Knowing what the internet is and how to use it safely. | **Online Safety:**  **Key knowledge:**  To know that:   * The internet is many devices connected to one another. * What to do if you feel unsafe or worried online – tell a trusted adult. * That people you do not know on the internet (online) are strangers and are not always who they say they are. * That to stay safe online it is important to keep personal information safe. * That ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.   **Key vocabulary:**  communicate, connect, console, devices, digital footprint, emotion, feelings, instructions, internet, internet safety, laptop, mood, online, personal  information, phone, posting, predict, respect, sharing, smart device, smartphone, smart TV, smartwatch, strangers, tablet, trust, wired, wireless  **Computing Systems and Networks- Improving Mouse Skills:**  **Key knowledge:**  To know that:   * “log in” and “log out” means to begin and end a connection with a computer * A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. * Passwords are important for security and to keep us safe.   **Key vocabulary:**  account, click, ctrl, cursor, drag, drag and drop, digital photograph, drop, duplicate, keyboard, layers, log on/ in, log out/ off, menu, mouse, mouse, pointer, password, right click, screen (monitor), software, tool, username |
| 2 | Understanding different feelings when using the internet. |
| 3 | Understanding how to treat others, both online and in-person. |
| 4 | Understanding the importance of being careful about what we post and share online. |
|  | Adaptations: |
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| **Unit 2: Computing Systems and Networks- Improving Mouse Skills** | |
| 1 | Logging into a computer and accessing a website. |
| 2 | Developing mouse skills. |
| 3 | Being able to use drag, drop, click and control a cursors using a mouse to draw and edit shapes. |
| 4 | Drawing a scene from a story using digital tools. |
| 5 | Creating a self-portrait using digital techniques. |
|  | Adaptations: |

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| **Unit 3: Programming- Algorithms Unplugged** | | Logo  Description automatically generated**Y1 Skills:** |
| 1 | Understanding what an algorithm is. | **Programming- Algorithms Unplugged:**  **Key knowledge:**   * To understand that an algorithm is when instructions are put in an exact order. * To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. * To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. * To know that we call errors in an algorithm ‘bugs’ and fixing these ‘debugging’.   **Key vocabulary:**  Algorithm, Automatic, Bug, Chunks, Clear, Code, Debug, Decompose, Decomposition, Device, Directions, Input, Instructions, Manageable, Motion, Order, Organise, Output, Precise, Programming, Problem, Robot, Sensor, Sequence, Solution, Specific, Steps, Tasks  **Data Handling- Introduction to Data:**  **Key knowledge:**   * To know how that charts and pictograms can be created using a computer. * To understand that a branching database is a way of classifying a group of objects. * To know that computers understand different types of ‘input’.   **Key vocabulary:**  bar chart, block graph, branching database, categorise, chart, click and drag, compare, count, data, data collection, data record, data  representation, edit, input, keyboard, line graph, mouse, information, label, pictogram, pie chart, process, record, resize, sort, table, tally, values |
| 2 | Following and writing clear instructions (algorithms) precisely to carry out an action. |
| 3 | Understanding that computers and devices around us use inputs and outputs. |
| 4 | Understanding and explaining what decomposition is. |
| 5 | Identifying bugs in an algorithm and knowing how to fix them. |
|  | Adaptations: |
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| **Unit 4: Data Handling-** **Introduction to data** | |
| 1 | Representing data in different ways, using objects and technology. |
| 2 | Using technology to represent data in different ways, such as a pictogram, table or chart. |
| 3 | Collecting data using a tally chart and representing their data digitally. |
| 4 | Sorting data, using a branching database. |
| 5 | Consider the types of input that would be used to gather different forms of data when designing an invention. |
|  | Adaptations: |

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| **Cross-Curriculum Links:** | |
| Unit 1 | RSE and PSHE |
| Unit 2 | RSE: Online safety  Maths: Geometry – properties of shapes  English: Reading – comprehension |
| Unit 3 | English: Writing – composition, Spoken language  Maths: Geometry – properties of shapes, position and direction  Geography: Geographical skills and fieldwork |
| Unit 4 | Maths: Number – number and place value, Statistics |