|  | **Autumn** | **Spring** | **Summer** |
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| **Generic Skills** | \*Switching on / Shutting down  \*Logging on/off  \*Opening/closing programs  \*How to hold the mouse  \*Mouse control: left click, single click=select, click and drag, double click=execute a command (e.g. open)  \*Right click the mouse *(my best friend)* Can this help you solve your problem?  \*Pointer (on screen arrow)/cursor (flashing line in text documents)  \*Keyboard layout: letters, numbers, backspace, delete.  \*Typing Skills – two hands, multiple fingers  \*Shift-key/caps lock for special characters (e.g. exclamation mark, question mark)  \*Understanding the network system: saving to My Documents.  \* Difference between SAVE and SAVE AS  \*Opening saved work  \*Viewing open windows: minimise, maximise and close.  \*Printing Documents to most cost effective printer – black and white. | | |
| **Computer Science** | Short videos to introduce algorithms and programming concepts, see BBC bitesize computing section. Remember BBC Computing contains a wealth of learning tools for use across the Computing Curriculum.  Develop pupils understanding of algorithms…  an algorithm is a set of unambiguous instructions. Play games in pairs where children tell their partner how to perform a task using instructions, e.g. navigating a partner through a maze in the hall (beebot style!). Use command cards (see server), whiteboards, etc to record instructions.  Use Testbots to test the code and encourage the children to fix and debug lines of code.  Children to perform different tasks – coder, tester and debugger! | Use Lego or similar for pupils to follow visual algorithms. This idea can be developed to introduce the computational thinking concept of decomposition, breaking a problem down into smaller parts. Provide pupils with a small number of Lego bricks and ask them to create something. Next ask them to think carefully about the order in which they made their creation, breaking each step down in order. Pupils could record each step using a digital camera/device (Information Technology). The algorithms created could be used for a partner to follow  Gain experience of coding apps and programmes…  Apps: Beebot, Cargotbot, Daisy the Dinosaur, Tynker.  For more able, consider Scratch Junior and Scratch (full version) – see server for lesson plans (children need good reading skills if using these independently).  Also…  Websites: Rapid router  <https://www.codeforlife.education/rapidrouter/> | **Block Code**  Introduce pupils to the idea of block code (used in things like Scratch and Rapid Router) using <https://studio.code.org>  You can set up individual accounts for the children so they can learn at home as well.  To find lesson plans check on the server, check out Computing Curriculum 2017 > Foundation stage\_KS1 > SoW > Y2 > CL > Studio\_Code\_ Course 1  This covers sequencing and introduces repeats; this prepares pupils for the KS2 curriculum requirements. |
| **Information Technology** | Use the following 3 BBC learning packs to develop pupils understanding of computers, data and saving  **What are the main parts of a computer?**  <http://www.bbc.co.uk/guides/z9myvcw>  **How is data stored?**  <http://www.bbc.co.uk/guides/z82v34j>  **How do you save your work?**  <http://www.bbc.co.uk/guides/zgtgr82>  **Data handling**  Linked to maths / science learning. Model how to collect data in Excel from a scientific experiment.  **Developing keyboard skills**  <http://www.bbc.co.uk/guides/z3c6tfr> | **Bring a story to life**  Linked to literacy  Use an animation app, Green Screen (with adult supervision) or book creator app to bring a literacy story to life. This will also benefit literacy work as children develop their stories before writing a final draft.  **Web Searching**  Introduce children to the internet and how to use it. Mostly this begins with a search engine. Introduce children to Swiggle.org.uk – a child-friendly alternative to google, bing, etc. | **External Devices – Digital Cameras / iPads**  Use a digital camera or iPad to capture images and upload to apps like Seesaw.  **Text and Images**  Search the web for images to copy and paste for cross curricular work, e.g. taking an image and putting it into a Word document or PowerPoint. Introduce terms like copyright and ownership and how to stay safe. If you are concerned about individuals using the internet, consider putting an image or text on the server that children have to copy into a word document. |
| **Digital Literacy** | **[Staying safe online](DL/L1-unit2-stayingsafeonline.pdf)**  Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them  **Follow the digital trail**  Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.  For lesson plans and resources for e-safety, see the e-safety folders (both KS1 and Reception\_KS1) in the Computing folder on the curriculum. | **Screen out the mean**  Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.  For lesson plans and resources for e-safety, see Computing curriculum 2017 > Foundation Stage\_KS1 > SoW > Y1 or Y2 > DL | **Using keywords**  Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.  **Sites I like**  Pupils learn to independently access class specific favourites folders on the internet. Pupils learn that all websites are not equally good sources of information. |