

Year 1	Computing					
KS1 Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Focus</p>	<p style="text-align: center;">Computing Skills</p>	<p style="text-align: center;">Word Processing Skills</p>	<p style="text-align: center;">Online Safety</p>	<p style="text-align: center;">Painting</p>	<p style="text-align: center;">Scratch JR Programming</p>	<p style="text-align: center;">Using and Applying</p>
<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>					<p>To understand that programs execute by following precise and unambiguous instructions. Children see a demonstration of a ScratchJr program being created that follows precise instructions.</p> <p>Children create new projects incorporating the programming blocks for grow and shrink, connecting them in sequence.</p> <p>Children use the context of an animated car (or cars) travelling along a road on a city background. Movement blocks are combined with blocks to change speed, iterations or repetition to program the cars.</p> <p>In the context of a spaceman's movement floating in space, children use the REPEAT FOREVER block and then the REPEAT block in order to create repetition of an instruction sequence. A prediction should always be made</p>	

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					<p>about each code before trying it out.</p> <p>Children record animal sounds and then create simple programs to play the recorded sound, when the animal is clicked.</p> <p>Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.</p>	
To create and debug simple programs					<p>Children create new projects incorporating the programming blocks for grow and shrink, connecting them in sequence.</p> <p>Children use the context of an animated car (or cars) travelling along a road on a city background. Movement blocks are combined with blocks to change speed, iterations or repetition to program the cars.</p> <p>In the context of a spaceman's movement floating in space, children use the REPEAT FOREVER block and then the REPEAT block in order to create repetition of an instruction sequence. A prediction</p>	

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					<p>should always be made about each code before trying it out.</p> <p>Children record animal sounds and then create simple programs to play the recorded sound, when the animal is clicked.</p> <p>Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.</p>	
To use logical reasoning to predict the behaviour of simple programs					<p>To use logical reasoning to predict the behaviour of simple programs. During the sequence, they predict what will happen and afterwards begin adding or editing their own characters and backgrounds.</p> <p>Children use the context of an animated car (or cars) travelling along a road on a city background. Movement blocks are combined with blocks to change speed, iterations or repetition to program the cars.</p> <p>In the context of a spaceman's movement floating in space, children use the REPEAT FOREVER</p>	

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					<p>block and then the REPEAT block in order to create repetition of an instruction sequence. A prediction should always be made about each code before trying it out.</p> <p>Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.</p>	
To use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>Use technology purposefully to manipulate and retrieve digital content. Children will learn how to move the cursor and click using a trackpad.</p> <p>Use technology purposefully to manipulate and retrieve digital content. Children will learn to drag objects in a file from one location to another.</p> <p>Use technology purposefully to manipulate and retrieve digital content. Children will practise computer skills they have learnt in this unit.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type a simple sentence.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type different symbols and save a document.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating a digital self-portrait.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of painting using a simple computer program.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of painting using a simple computer program.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of painting using a simple computer program.</p> <p>Use technology purposefully to create,</p>		<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of applying basic skills of using a computer.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to type, format and save.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to open a file, edit and save.</p> <p>Use technology purposefully to create and</p>

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		<p>application to edit the text in a simple fairy tale</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to correct mistakes using the undo and redo buttons.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to highlight appropriate words or sections of type using bold, italics and underline.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to change the size and colour of the font</p>		<p>organise, store, manipulate and retrieve digital content in the context of using undo and redo in a computer program.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to make a painting.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to create a poster.</p>		<p>manipulate digital content in the context of creating digital drawing images with paint software.</p> <p>Use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software.</p> <p>Use technology purposefully to create and manipulate digital content in the context of combining text and pictures about a shared theme.</p>
To recognise common uses of information technology beyond school			Recognise common uses of information technology beyond school in the context of sending an email.			

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<p>To 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.</p>	<p>Use technology safely and respectfully. Children will learn to turn on and shutdown computing equipment safely.</p> <p>Use technology safely and respectfully. Children will learn to turn on and shut down computing equipment safely.</p> <p>Use technology safely and respectfully. Children will learn to save and open files in their folder</p>		<p>Use technology safely and respectfully in the context of searching for appropriate images online.</p> <p>Use technology safely and respectfully in the context of learning about the SMART rules for Internet safety.</p> <p>Use technology safely and respectfully in the context of keeping personal information safe.</p> <p>Use technology safely and respectfully in the context of guiding others to make the right choices online.</p>			
<p>HC Confidence /Aspiration /Resilience / Spirituality</p>						