

Manor Primary School
Computing Year 1: Let's Create (Strand – Create)

Overview of the Learning:

In this unit children will begin to explore digital texts, creating their own digital content (still image, word and sound) using a range of devices and software. They develop understanding of some of the devices they use and apply some unplugged programming approaches to support their understanding.

Core Aims

To equip pupils to use computational thinking and creativity to understand and change the world.

To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

To equip pupils are use information technology to create programs, systems and a range of content.

To ensure that pupils become digitally literate

To be able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

Pupils should be taught

To use technology purposefully to create, organise, store, manipulate and retrieve digital content

To recognise common uses of information technology beyond school

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.

National Curriculum Guidance

1.iii Children should use logical reasoning to predict the behaviour of simple programs

1.iv Children should use technology purposefully to create, organise, store, manipulate and retrieve digital content

1.v Children should recognise common uses of information technology beyond school

1.vi Children should 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.

Expectations

- To understand that digital texts can include words, numbers, graphics, film and sound.
- To understand that we use computer software to create digital content.
- To know that some software can read text and can include word banks to help us create and read texts.
- To understand that computer systems enable us to store digital content.

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- To understand that computer software can be used to create images.
- To understand that there are many different software programs which can be used to create digital images.
- To know that logical reasoning can be used to predict the behaviour of simple programs.
- To understand that images can be accessed from many sources.
- Recognise that not all images found might be appropriate.
- To identify and use a range of technology to capture still/moving images. Begin to talk about how such devices operate.
- To understand that audio devices can capture and/or playback sound and that they help us communicate with others.
- To know that sounds add meaning to digital texts.
- *To talk about the choices they have made, revisiting and refining their work in the light of the comments and suggestions from peers.*
- *To be able to save, locate and edit work with support.*
- *To use technology safely and increasingly respectfully.*
- *To know to tell a trusted adult if words, images or sounds make them feel uncomfortable or worried.*

- I can logon to the school network
- I can work on the network and save in a prepared folder
- I can Purposefully use suggested digital tools for their work
- I can Make choices to produce different outcomes
- I can use digital tools to create a picture linked to a curriculum theme (story, poem, rhyme, song explanation etc.) for example in groups a story book
- I can use digital tools to create text which communicates meaning, related to their picture
- I can create a digital recording related to my picture
- I can share my work with others thinking about how they might change or improve it and talking about the tools in the software which they chose to use
- I am aware that there are rules about taking or using images of other people
- I can use technology safely and sensibly
- I can talk about how I use technology in and beyond school

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Computing Year 1: Discovering Programming (Computing Strand eWorlds)

<p>Overview of the Learning: In this unit children will use a range of approaches to develop their understanding of algorithms and programming, including unplugged approaches and simple onscreen and physical devices</p>	
<p>Core Aims</p> <p>To equip pupils to use computational thinking and creativity to understand and change the world.</p> <p>To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.</p> <p>To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.</p> <p>To equip pupils are use information technology to create programs, systems and a range of content.</p> <p>To ensure that pupils become digitally literate</p> <p>To be able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.</p>	<p>Pupils should be taught</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To recognise common uses of information technology beyond school</p> <p>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>National Curriculum Guidance</p> <p>1.i 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>1.ii Create and debug simple programs</p> <p>1.iii Use logical reasoning to predict the behaviour of simple programs</p> <p>1.v Recognise common uses of information technology beyond school</p> <p>1.vi 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>Expectations</p> <ul style="list-style-type: none"> • To begin to understand what a computing device is and how examples of such devices operate. • To understand there are many programmable/automated devices. Use appropriate vocabulary to explain how they might work. • To understand that an algorithm is a set of precise instructions or rules to carry out a specific task or solve a problem. • To understand that logical reasoning is an essential part of writing algorithms. • To understand that computers use programs written in special programming languages. 	

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- To understand that programs are often written using an algorithm.
- To understand that digital devices operate using programs.
- To understand that precision and order are important in programming.
- To know that programs should be tested, debugged and improved.
- To understand that repetition is important in writing efficient programs.
- *To understand the need to build up a program, step-by-step, testing and debugging each individual part.*
- *To understand the need to use technologies safely and appropriately.*
- *To develop awareness of environmental issues related to the use of technologies.*
- *To log on, ideally to their own space on school network*
- *To save, locate and edit work using their space on school network.*
- *To know to tell a trusted adult if anything they access or use makes them feel uncomfortable or worried.*

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Computing Year 1: Starting Research (Strand – Digital Research & Info...Info...)

Overview of the Learning:

In this unit children will Children develop understanding of researching using both digital and non-digital sources, understanding they need to check what they discover. They use charts, graphs and mind maps to present the results of their research.

Core Aims

To equip pupils to use computational thinking and creativity to understand and change the world.
 To make links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.
 To ensure pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
 To equip pupils are use information technology to create programs, systems and a range of content.

Pupils should be taught

To use technology purposefully to create, organise, store, manipulate and retrieve digital content
 To recognise common uses of information technology beyond school
 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.

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To ensure that pupils become digitally literate
To be able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum Guidance

- 1.iv Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 1.v Recognise common uses of information technology beyond school
- 1.vi 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.

Expectations

- To know that information can come from many different sources, both digital and non-digital.
- To understand that the World Wide Web holds huge amounts of information and each website has a unique name and address.
- To understand that there are tools which can help locate information in a digital resource.
- To understand that selecting appropriate keywords is essential in finding specific information.
- To know that anyone can put information on the World Wide Web and that it may not be true.
- To understand that we can use technology to help us present the results of digital searching.
- To understand that mind maps help organise information.
- To understand that objects have specific properties or characteristics and we use these to organise them.
- *To understand that they own the materials they create and that digital resources they find are likely to be owned by someone else.*
- *To talk about the choices they have made, revisiting and refining their work in the light of the comments and suggestions.*
- *To logon on, ideally to their own space on school network*
- *To save, locate and edit work using their space on school network.*
- *To use technology safely and increasingly respectfully.*

To know to tell a trusted adult if some technology makes them feel uncomfortable or worried.



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