



Year 1 - Year Group Overview Computing

Year 1	
Online Safety (Using Project Evolve)	Self-Image and Identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video calling apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Online Reputation I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. Online Bullying I can describe how to behave online in ways that do not upset others and can give examples. Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Health, Well-being and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home. Privacy and Security I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names, DOB). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Copyright and Ownership I can explain why work I create using technology belongs to me.

		I can say why it belongs to me (e.g. I designed it, I filmed it). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name of content). I understand that work create by others does not belong to me even if I save a copy.	
Year 1		Declarative	Procedural
Autumn 1 Computing Systems and Networks	Technology Around Us	To know that technology is something that can help us To know some examples of technology To know how examples of technology help us To know that a computer is an example of technology To know that choices are made when using technology To know that rules are needed when using technology	To choose a piece of technology to do a job To recognise that some technology can be used in different ways To identify the main parts of a computer To use a mouse in different ways To use a keyboard to type To use a keyboard to edit text To show how to use technology safely
Autumn 2 Creating Media	Digital Painting	To know what different freehand tools do To know that computers can be used to create art To know that a tool can be adjusted to suit a need To know when it is appropriate to use each tool To know the impact of choices made To know that painting using a computer can be compared to painting using brushes	To create a picture using freehand tools To use shape and line tools when precision is needed To use a range of paint colours To use the fill tool to colour an enclosed area To use the 'undo' button to correct a mistake To combine a range of tools to create a piece of artwork
Spring 1 Programming A	Moving a Robot	To know words that can be enacted To know what a given command does To know that a command can be matched to an outcome To know that a programme is a set of commands that a computer can run To recall and know that a series of instructions can be issued before they are enacted	To enact a given word To predict the outcome of a command on a device To list which commands can be used on a given device To run a command of a floor robot To choose a command for a given purpose To choose a series of words that can be enacted as a program To choose a series of commands that can be run as a programme To build a sequence of commands in steps To combine commands in a programme To run a programme on a device
Spring 2 Data and Information	Grouping Data	To know that objects can be counted To know that information can be presented To know that information can be presented in different ways	To identify some attributes of an object To collect simple data To show that collected data can be counted To describe the properties of an object To choose an attribute to group objects by

			To group objects to answer questions To explain that objects can be grouped by similarities (attributes) To describe a group of objects based on commonality
Summer 1 Creating Media	Digital Writing	To know that a keyboard is used to enter text into a computer To know that the shift key changes the output of a key To know that text can be changed To know that text can be edited To know that the appearance of text can be changed To know the impact of choices made	To use the letter, number and space keys to enter text into a computer To use the punctuation and special characters To select text To use the backspace key to remove text To position the text cursor to a chosen location To choose options to achieve a desired effect To change the appearance of text on a computer To use 'undo'
Summer 2 Programming B	Programming Animations	To know how to enact a given word To recall and know words that can be acted To predict the outcome of a command on a device To list what commands can be used on a given device To explain what a given command does To match a command to an outcome To recognise how to run a command (press a button) To choose a command for a given purpose To understand that a programme is a set of commands a computer can run To recall that a series of instructions can be issued before they can be enacted To build a sequence of commands in steps To combine commands in a program	To choose a series of words that can be enacted as a program To choose a series of commands that can be run as a program To run a program on a device.