Year 1	Computer Science –	Programming	Mrs Slater	
ICT Skills				
Moving a	robot	Programming Animations		
Introduction to floor robots. Look and talk about the buttons and their function.		Be able to move a sprite using commands.		
Use langua	ge to give directions to a human robot.	Can join block together and use the START block to run programs.		
	a partner to give and follow instructions.	Can delete and add new sprites.		
Program a floor robot to move forwards and backwards.		Can select an appropriate background.		
Use the left and right turn commands along with forwards and backwards. Predict where		Follow a given algorithm.		
given programs will move the robot to.		Change the value of a block.		
Create a pr	ogram and test it on the robot. Consider errors and debug.	Can create a project for a Space race.		
Plan a route	e and write an algorithm. Program the robot and test.	Test and debug.		
Knowledge and Understanding				
Develop an	understanding of computer programming and know that algorithms are a set of	Progression of previous learning, building knowledge	and understanding of giving and	
	se instructions.	following instructions.		
To be able to read a simple algorithm and predict what a program will do.		Know that a sprite needs a Start block to run.		
Engage in program design and create algorithms with a purpose.		Know where to locate sprites and backgrounds and how to delete unwanted items.		
Know the name of the buttons and their function.		Understand that an algorithm must be followed accurately to achieve a given result.		
	d that computers and devices need human input.	Understand that using a blocks value will repeat the action several times.		
Identify err	ors in the program and debug.	Can design a project from a given scenario and know		
		Able to discuss errors within the program and how to	amend.	
Non-negotiable Assessment				
	d the function of buttons on a robot.	·	e and add new sprites.	
	d give direction instruction to others.	<u> </u>	nd design artwork for a project.	
_	robot using forward and backwards.	_	n an algorithm to control sprites.	
	t and right buttons. Input commands to move to a given square.		ne program.	
•	ute from a given algorithm.	Change programs using fewer blocks. Save a	nd retrieve work.	
Plan a program for a selected route. National Curriculum Links				
I local a cast a cas				
	d what algorithms are, how they are implemented as programs on digital devices,	Understand what algorithms are, how they are imple		
1	ograms execute by following precise and unambiguous instructions. debug simple programs.	devices, and that programs execute by following pred	ise and unambiguous instructions.	
	reasoning to predict the behaviour of simple programs.	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.		
		ose logical reasoning to predict the behaviour of SIM	pie programs.	
Recognise common uses of information technology beyond school. Key Vocabulary				
Forwards h	backwards, turn, clear, go, commands. Instructions, directions. Left, right, turn.	·	ramming programming area Block	
		Scratch Jr, Bee-Bot, command, sprite, compare, programming, programming area. Block, joining, command, START block, run, program, programming area, background, delete,		
rian, alboriann, program. Noute, plan.		reset, algorithm, predict. Effect, change, value, block. Instructions, delete. Background.		
		Design.	detector background.	
Suggested Resources				
Bee-Bots: K	Bee-Bots; Kodables; Purple Mash 2 Go Scratch Jr.			
25.45.45.45.45.45.45.45.45.45.45.45.45.45				

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	Purple Mash – 2 paint, 2 write	2 publish; J2 paint, J2 write.			

Year 1 Digital Lite	Digital Literacy Mrs Slate			
ICT Skills				
Technology around us	Grouping data			
Classify what is and is not technology within school. Children can explain how technology	Place objects into different groups and understand that an object can fit into more than			
helps us in different ways.	one group.			
Name the main parts of a computer and learn how to log in. Use a mouse to click and drag.	Count a small number of objects before grouping. Count a group of objects.			
Use a mouse to open a program and create a picture on a painting program.	Identify the properties of objects and begin to understand that these can be used to group			
Begin to use the keyboard by typing their name.	them. Find objects with similar properties.			
Save work to a file.	Classify objects based on their properties. Group objects and explain the reasoning			
Open a file that has been previously created.	behind this.			
Use text buttons and learn how to delete letters.	Choose how they want to group different objects by properties. Compare and describe			
Create rules for using technology responsibly and safely.	the groups. Record the number of objects in each group.			
	Decide how to group objects to answer questions. Record findings and share with peers.			
Knowledge and Understanding				
To begin to understand what technology is and how to interact with it in school. Develop	Introduce the concept of labelling and grouping objects according to their properties.			
basic skills needed to log into a computer and access programs and apps.	Develop an understanding that objects can be given labels.			
	Know that computers are not intelligent, they require input from humans.			
Non-negotiable Assessment				
Identify technology.	Match objects to a predefined group and understand that objects can belong to more than			
Use a mouse to click and drag.	one group.			
Double click to open a program/browser.	Identify the property of an object.			
Save a file.	Group objects with the same properties.			
Open a saved file.	Describe groups of objects and record amount.			
Log in to a computer.	Group objects to answer a question.			
Know the rules for using a computer safely.				
National Curriculum Links				
Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate, and retrieve digital			
Use technology purposefully to create, organise, store, manipulate, and retrieve digital	content.			
content.	Use technology safely and respectfully.			
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.				
Key Vocabulary				
Technology. Computer, mouse, keyboard, screen. Double click, typing.	Object, label, group, search, image.			
Suggested Resources				
Purple Mash – 2paint, J2paint 2Count, J2pictogram				