

YEAR ONE

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
AREA OF COMPUTING	Digital Literacy	Information Technology (1) Computer Science (2)	Information Technology (1) Computer Science (2)	Computer Science	Information Technology	Computer Science
UNIT	Online Safety (4) – 1.1 Technology Outside School (2) - 1.9	1) Animated Story Book (5) – 1.6 2) Grouping and Sorting (2) – 1.2	1) Pictograms (3) – 1.3 2) Lego Builders (3) – 1.4	Maze Explorers (3) – 1.5	Spreadsheets (3) – 1.8	Coding (6) – 1.7
PROGRAMMES	None	1) 2Create a Story 2) 2DIY	1) 2Count 2) 2DIY	2Go	2Calculate	2Code
NATIONAL CURRICULUM PROGRAMME OF STUDY COVERAGE	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. (1.1 and 1.9)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (1.6) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (1.2)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (1.3) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (1.4)	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (1.5) Create and debug simple programs. (1.5) Use logical reasoning to predict the behaviour of simple programs. (1.5)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (1.8)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (1.7) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (1.7) Create and debug simple programs. (1.7) Use logical reasoning to predict the behaviour of simple programs. (1.7)

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AUTUMN ONE		DIGITAL LITERACY	ONLINE SAFETY	Units 1.1 and 1.9 Purple Mash
SKILLS (LANCASHIRE KEY LEARNING)		KNOWLEDGE AND UNDERSTANDING		
Use technology safely.		Know what it means to use technology safely. Know and abide by the school's rules for keeping safe online (age appropriate). Recognise common uses of information technology beyond school.		
Keep personal information safe.		Understand what is meant by personal information. Understand how to keep personal information safe online. Know the rules for keeping safe online. Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission.		
Use technology respectfully.		Understand that technology should be used respectfully.		
Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.		Know that they should not ask to meet anybody from the online world in the offline world. Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies. Know where to go for help and support when they have concerns about contact on the internet or other technologies.		
Minimise screen; turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.		Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.		

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AUTUMN TWO		INFORMATION TECHNOLOGY	ANIMATED STORY BOOK	Unit 1.6 Purple Mash
SKILLS (LANCASHIRE KEY LEARNING)		KNOWLEDGE AND UNDERSTANDING		
On a range of devices: - Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). - Add captions to photos and graphics. - Select text appropriately e.g. highlighting or clicking text to select. - Make simple changes to text e.g. colour, style and size. - Select text from word lists (if necessary). - Select appropriate images to add to work. - Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). - Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.		Know that text can be different colours, sizes and styles and that these can easily be changed. Know that there are various ways of capturing still and moving images. Understand the need to frame an image or scene and keep the camera still. Know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound.		
Talk about their use of graphics packages and their choice of tools.		Understand there are a variety of tools in graphics packages, each fulfilling a different purpose. Understand the differences between a graphics package and paper based art activities.		
Create a sequence of images to form a short animation.		Understand that animation is a sequence of still images.		
Organise and name files appropriately and accurately.		Understand the importance that files need to be organised and named appropriately and accurately. Know the importance of giving an appropriate name to files.		
Save and store work in an appropriate area, and be able to print, retrieve and amend it.		Know that files can be stored in folders and how the structure of the directory is ordered. Understand that files can be retrieved from their location and edited.		

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AUTUMN TWO		COMPUTER SCIENCE	GROUPING AND SORTING	Unit 1.2 Purple Mash
SKILLS (LANCASHIRE KEY LEARNING)		KNOWLEDGE AND UNDERSTANDING		
Develop classification skills by carrying out sorting activities.		Understand that IT can be used to sort items and information.		
Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game.		Understand that IT can be used to sort items and information. Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.		

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SPRING ONE COMPUTER SCIENCE LEGO BUILDERS Unit 1.4 Purple Mash	
SKILLS (LANCASHIRE KEY LEARNING)	KNOWLEDGE AND UNDERSTANDING
Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.	Understand that devices respond to commands. Understand the meaning of the term program.
Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.	Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program.
Explore and create sequences of commands/instructions in a variety of programs/devices.	Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program. Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.
Make predictions and describe the effects when creating programs and controlling devices.	Understand the meaning of the term program. Understand that prediction, trial and error are important considerations when creating programs or controlling movement.
Identify errors in instructions.	Understand what debugging is and begin to understand that you can develop strategies to help find bugs.
Use logical reasoning to predict what will happen in simple programs.	Understand what logical reasoning is and how it can be used to predict what happens in simple programs.

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SPRING ONE		INFORMATION TECHNOLOGY	PICTOGRAMS	Unit 1.3 Purple Mash
SKILLS (LANCASHIRE KEY LEARNING)		KNOWLEDGE AND UNDERSTANDING		
Use simple graphing software to produce pictograms and other basic tables, charts or graphs.		Understand that IT can be used to add to and change charts and graphs quite easily. Understand that IT can be used to create and display charts graphs.		
Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart.		Understand that IT can be used to create and display charts graphs. Understand that IT can be used to add to and change charts and graphs quite easily.		
Interpret the graphs, discuss the information contained and answer simple questions.		Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.		

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SPRING TWO COMPUTER SCIENCE MAZE EXPLORERS Unit 1.5 Purple Mash	
SKILLS (LANCASHIRE KEY LEARNING)	KNOWLEDGE AND UNDERSTANDING
Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.	Understand that devices respond to commands. Understand the meaning of the term program.
Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.	Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program.
Explore and create sequences of commands/instructions in a variety of programs/devices.	Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program. Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods. Talk about devices in the home that are controlled by commands.
Make predictions and describe the effects when creating programs and controlling devices.	Understand the meaning of the term program. Understand that prediction, trial and error are important considerations when creating programs or controlling movement.
Identify errors in instructions.	Understand what debugging is and begin to understand that you can develop strategies to help find bugs.
Use logical reasoning to predict what will happen in simple programs.	Understand what logical reasoning is and how it can be used to predict what happens in simple programs.

YEAR ONE

SUMMER ONE		INFORMATION TECHNOLOGY		SPREADSHEETS		Unit 1.8 Purple Mash	
SKILLS (LANCASHIRE KEY LEARNING)				KNOWLEDGE AND UNDERSTANDING			
Use simple graphing software to produce pictograms and other basic tables, charts or graphs.				Understand that IT can be used to add to and change charts and graphs quite easily. Understand that IT can be used to create and display charts graphs.			
Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart.				Understand that IT can be used to create and display charts graphs. Understand that IT can be used to add to and change charts and graphs quite easily.			
Interpret the graphs, discuss the information contained and answer simple questions.				Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.			
Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair?				Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.			

YEAR ONE

SUMMER TWO		COMPUTER SCIENCE	CODING	Unit 1.7 Purple Mash
SKILLS (LANCASHIRE KEY LEARNING)		KNOWLEDGE AND UNDERSTANDING		
Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.		Understand that devices respond to commands. Understand the meaning of the term program.		
Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.		Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program.		
Explore and create sequences of commands/instructions in a variety of programs/devices.		Understand that algorithms are a series of steps or instructions to achieve a specific goal. Understand the meaning of the term program. Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods. Talk about devices in the home that are controlled by commands.		
Make predictions and describe the effects when creating programs and controlling devices.		Understand the meaning of the term program. Understand that prediction, trial and error are important considerations when creating programs or controlling movement.		
Identify errors in instructions.		Understand what debugging is and begin to understand that you can develop strategies to help find bugs.		
Use logical reasoning to predict what will happen in simple programs.		Understand what logical reasoning is and how it can be used to predict what happens in simple programs.		