

YEAR 1

CURRICULUM OVERVIEW

	Autumn		Spring		Summer	
	Digital Literacy		Computer Science		Information technology	
Years 1-6	Creativity	Communication and collaboration	Computer science	Coding	Networks and the internet	Productivity
	Creating and publishing	Communication and collaboration online	Modelling and simulations	Programming and control	Using technology Using the internet	Digital media Using data

Topic/Unit	National Curriculum Objective	Learning Objectives	Resources for NC objectives and Skills	Skills	
Term 1 Digital Literacy	<p>- Recognise common uses for information technology beyond school</p> <p>- Use technology respectfully and safely, 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>		DB Primary Microsoft Word	<p>1st half</p> <p>Creativity</p> <p>Creating and publishing</p> <ul style="list-style-type: none"> To use technology to combine text with photographs, graphics and drawings. <p>To create their own text based content, including adding basic effects to sections of text.</p>	<p>2nd half</p> <p>Communication and collaboration</p> <p>Communication and collaboration online</p> <ul style="list-style-type: none"> To start to understand that messages can be sent electronically over distances.

<p>Term 2</p> <p>Computer Science</p>	<p>- 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>- Create and debug simple programs</p> <p>- Use logical reasoning to predict the behaviour of simple programs</p>		<p>Scratch Kodu Logo Beebots Beebot programme Probotic cars</p>	<p>1st half</p> <p>Computer Science</p> <p>Modelling and simulations</p> <ul style="list-style-type: none"> • To understand computers can represent real or fantasy situations • To understand computer representation allows the user to make choices and that different decisions produce different outcomes 	<p>2nd half</p> <p>Coding</p> <p>Programming and control</p> <ul style="list-style-type: none"> • To understand that devices respond to commands • To begin to understand how a computer processes instructions and commands (computational thinking) • To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route
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<p>Term 3</p> <p>Information Technology</p>	<p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		<p>Microsoft Word Paint 2paint Lenovos - take pictures and edit using software DB Primary Microsoft Powerpoint 2Investigate</p>	<p>1st half</p> <p>Networks and the internet</p> <p>Using technology</p> <ul style="list-style-type: none"> To understand the main external elements of a computer, including a keyboard. To develop skill in using different tools to control technology. To understand the purpose of a range of different technology. <p>To be able to choose when to take photographs and/or video.</p> <p>Using the internet</p> <ul style="list-style-type: none"> To understand that ICT can give access quickly to a wide variety of resources To talk about their use of ICT and the Internet and other methods to find information To be able to explore a variety of electronic information as part of a given topic To know buttons/icons can represent different functions e.g. record, pause, play 	<p>2nd half</p> <p>Productivity</p> <p>Digital media</p> <ul style="list-style-type: none"> To know they can explore sound and music using technology and that they can create sound using computer programs. To know they can record sound using ICT that can be stored and played back To take photographs for a range of different purposes. To understand that video can be recorded using technology and to begin to record video. To understand that a range of different technology can be used to record sounds. <p>Using data</p> <ul style="list-style-type: none"> To use ICT to begin to organise items. <p>To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen.</p>
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