Pudsey Bolton Royd Primary School Computing Long-Term Plan

Year 1

Autumn 1	*Autumn 2*	*Spring 1*
Enquiry Questions		
How do I log onto a computer?	How do I combine sight and sound ?	How can I present information?
Outcomes		
I can type a username and simple password using a QWERTY keyboard. I can follow file explorer. I can load up the website/application I am asked to. I can save files using the common placement of the buttons (top left and in my folder).	I can use write simple text. I can search for images. I can combine images with my text. I can record sound. I can combine sound with my text and/or graphics.	I can find letters on a keyboard confidently. I can manipulate a mouse. I can save work. I can open work. I can use my text/picture skills in a Slideshow Programme. I can present a simple slideshow.
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
This unit is prescribed to give Year 1 the chance to ensure children are set with basic skills they will continually use throughout the year and their school life. Achievement is based purely on a child being able to quickly log on by independently - and initial sessions may spend most of the time doing this. Children will develop fluency with the use of a keyboard and mouse. Children should start to look at file explorer to open links - ending up opening links to sites such as Purple Mash, where they can then apply their logging in skills by doing it here. Children will learn where and how to save work - as most programmes follow the same pattern of saving under the top left 'file' location.	Children begin to understand computing within a purpose. Children are introduced to the key skill on typing, and this may include some typing practice. Children then look at searching and adding images, and recording/uploading to make their work more effective.Their typing/images/sound does not need to be done with purpose and is more a practice of the technical skill. This will have provided children an entire term to develop basic skills which are vital to their success and is a common foundation issue for learners when missing further up school. Children will also cover an aspect of online safety here, as they are introduced to safer searching and the dangers of what is encountered online.,	Children begin to use their previously taught skills with more confidence. Now that logging on is less of a barrier, children can continue to develop their typing skills by applying them to a programme other than a word processor. Rather than typing for practice, they are now typing for a purpose - to present work. They will begin to consider how to add images (another skill previously learnt) in another programme and do so purposefully - to add to their writing. Work does not need to be complicated, simply for a purpose.There should be a focus on opening/saving work here so children can build upon their learning lesson-on-lesson.
Knowledge and/or Skills Covered		
Save files when the location is set for them. Manipulate a mouse. Find letters on a qwerty keyboard, e.g. to log in to a simple system successfully, or to write their own name.	Follow instructions to create content on simple editing programs like Word and Paint. Manipulate simple digital content e.g. combine sound into text or images. Do a simple search with support, e.g. within grouping and sorting. Understand that there may be dangers online and explain who they'll talk to if they're worried.	Manipulate a mouse. Find letters on a qwerty keyboard, e.g. to log in to a simple system successfully, or to write their own name. Begin to understand that their actions may have negative consequences. Do a simple search with support, e.g. within grouping and sorting. Save files when the location is set for them.

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		Manipulate simple digital content e.g. combine sound into text or images. Follow instructions to create content on simple editing programs like Word and Paint.
National Curriculum Attainment Targets		
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.	Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.
Important Vocabulary		
Keyboard, mouse, right-click, left-click, double-click, screen, touch-screen, shut down, start, menu.	Internet, web, computer, app, Google, search engine, gif, digital.	Up, down, centre, position, direction, above, below, screen, touch-screen, shut down, start, menu.

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Spring 2	*Summer 1*	*Summer 2*
Enquiry Questions		
How can I group information?	Why are instructions important?	How can I use an algorithm?
Outcomes		
I can log into an account (Purple Mash). I can enter data (information). I can group and sort data (this may include a simple graph). I can discuss the results of my grouping/sorting. I can find (search) for specific information in my data.	I can give a machine one instruction. I can give a machine multiple instructions. I can plan what I want a machine to do. I can make a machine do what I want. I can programme my instructions in a computer application.	I can programme an instruction. I can programme an algorithm (a simple set of instructions). I can try out ideas and not worry about making mistakes. I can look at errors and think about how to fix them.
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
With some key foundation skills developed, Spring 2 begins to introduce the children to more difficult programmes and concepts. Using their skill of logging in, children begin to use Purple Mash. They are introduced to a simple spreadsheet through the concept of grouping and sorting - linking to maths and to searching. Children will complete some simple data entry, do something with this data (group and sort) and there should be a focus on the discussion of their results as they begin to develop the logical thinking which is necessary for strong learning in computing. There may be an element of debugging, as children encounter mistakes within their data entry.	Children will be introduced to the concept of coding through instructions. They will be introduced to algorithms, though the terminology may not be used. They begin with physical computing - using bee bots - and can move on to applying their skills on a computer as a precursor to the actual coding unit which will follow in Summer 2. Children will encounter problems and will need to express what these are. They can be helped overcoming them, but the beginnings of perseverance should be encouraged and they should have a go at fixing it themselves where possible. Purple Mash 1.5 is available.	Children build upon the previous unit and complete a more technical coding unit of work. Children will put together simple code and will be encouraged to give things a go with the aim that mistakes will be made. Children will be taught about how nothing on a computer is irreversible, and how we can look at our mistakes to find the answer to fixing them. Ultimately. all children should be able to make a simple piece of code successfully. Purple Mash 1.7 - Coding.
Knowledge and/or Skills Covered		
Start to demonstrate logical reasoning. Follow instructions to create content. Save files when the location is set for them.	Program a (short set of) instructions on e.g. Bee-Bot, Scratch. Identify and start to verbalise problems in a simple program (written by someone else). Start to demonstrate logical reasoning e.g. by role-playing the movements for a Bee-Bot program.	Program a (short set of) instructions on e.g. Bee-Bot, Scratch. Identify and start to verbalise problems in a simple program (written by someone else). Start to demonstrate logical reasoning e.g. by role-playing the movements for a Bee-Bot program.
National Curriculum Attainment Targets		
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that	Understand what algorithms are; how they are implemented as programs on digital devices; and that

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use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs.	programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
Important Vocabulary		
Keyboard, mouse, right-click, left-click, double-click, screen, touch-screen, shut down, start, menu.	Robot, instruction, program, turtle, control, rule, coding, design, up, down, centre, position, direction, above, below, screen, touch-screen, shut down, start, menu.	Robot, instruction, program, turtle, control, rule, coding, design, up, down, centre, position, direction, above, below, screen, touch-screen, shut down, start, menu.