

## Computing Scheme of Work

Autumn Term

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Key Learning</b>			<ul style="list-style-type: none"> <li>To use a range of software with support to create, store and edit digital content.</li> <li>Understands how people interact with computers.</li> <li>Can talk about common uses of technology outside school.</li> </ul>				<ul style="list-style-type: none"> <li>Recognise that digital content may be represented in different formats.</li> <li>Recognise different forms of data, text, numbers.</li> </ul>	
<b>Main Lessons</b>	<b>Online Safety:</b> Lesson 1, SWGFL SofW.	<b>Basic Skills:</b> How to log into the network. How to open a program. Typing skills.	<b>2 Simple Publisher:</b> Create a leaflet linked to topic. Will include a picture draw by the user and some text. Skills: <ul style="list-style-type: none"> <li>How to log into the network.</li> <li>How to save, open a file.</li> <li>Typing skills.</li> </ul>				<b>2 Count</b> <ul style="list-style-type: none"> <li>Collect data as a class, such as the weather or how they are feeling and put into software. Change the look of output. (ctrl/ Shift/O for options.)</li> <li>Ask questions for children to use graph to find the answers.</li> <li>Pupils choose own survey, collect data and present in 2 count.</li> </ul> Skills: <ul style="list-style-type: none"> <li>How to save, open a file.</li> </ul>	
<b>Software</b>			2 Publisher / J2E				2 Create a story / J2e	
<b>Ongoing activities</b>		Typing skills	Typing skills	Typing skills			Typing skills	Typing skills
<b>Cross Curricula</b>			English / topic			Maths / Science		
<b>Online Safety</b>	Sites I like							

Computing Scheme of Work						Spring Term		Year 1
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Key Learning</b>		Can talk about different technologies, programmable cars, washing machines etc.  Can talk about inputs and outputs.	Pupils start to understand that users can create their own programs.  Can create a simple program to move the BeeBot on a set course.  Include the correct terminology, algorithm, Debugging.			<ul style="list-style-type: none"> <li>To use a range of software with support to create, store and edit digital content.</li> <li>Recognise that digital content may be represented in different formats.</li> </ul>		
<b>Main Lessons</b>	<b>Online Safety:</b>  Lesson 2, SWGFL SofW.	<b>Beebots:</b>  Show the class a Beebot and discuss inputs (The keypad), outputs (The motor, wheels).  Use mats to demo how to make the car move on a preprogramed course.  Pupils have a go.	<b>Beebots:</b>  Pupils to continue using the BeeBots in small groups on the mats.  Encourage them to increase the numbers of commands entered per go and predict where they think the BeeBot will go.  Pupils could set challenges for the next user to try and reach a certain point.  Ask pupils to talk about the distance a BeeBot might go with two, three pushes of the forward button.			<b>Art:</b>  Create a picture as part of your topic. Demo how to use the various tools- shape, fill, line etc.  Demo how to copy, paste. How to create colours.	<b>Art:</b>  Create a picture using the symmetry tools.  How to save work with an appropriate title and in the correct place.	<b>Online Safety:</b>  Lesson 3, SWGFL SofW.
<b>Software</b>		BeeBots and the mats				Art Program such as Revelation Natural Art		
<b>Ongoing activities</b>								
<b>Cross Curricula</b>								
<b>Online Safety</b>	Staying safe online							Follow the digital trail

## Computing Scheme of Work

Summer Term

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Learning		<ul style="list-style-type: none"> <li>To use a range of software with support to create, store and edit digital content.</li> <li>Understands how people interact with computers.</li> <li>Can talk about common uses of technology outside school.</li> </ul>		<p>Pupils start to understand that users can create their own algorithms to complete a task.</p> <p>Start to learn that computers will do nothing unless programmed.</p> <p>Under stand that computers need precise instructions.</p> <p>Start to debug programs by identifying errors and correcting them.</p>				
Main Lessons	<p><b>Online Safety:</b></p> <p>Lesson 4, SWGFL SofW.</p>	<p><b>2 Create a story:</b></p> <p>Create multimedia book linked to topic. Will include some text and a picture imported from a file.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>How to save, open a file.</li> <li>Typing skills.</li> <li>Word processing skills, - changing fonts, size etc</li> </ul>		<p><b>2 Go:</b></p> <p>Using the Race Track map, pupil learn to move the car around the track using the commands.</p> <p>Use the pen tool to leave a mark.</p> <p>Can they stay on the track?</p>	<p><b>2 Go:</b></p> <p>Use Ctrl/Shift/O to enter teacher commands.</p> <p>Change to Diagonals.</p> <p>Repeat lesson 1.</p> <p>Ask the pupils if the diagonal arrows help? Why?</p>	<p><b>2 Go:</b></p> <p>Use Ctrl/Shift/O to enter teacher commands. Change to Program.</p> <p>Discuss turns and units used.</p> <p>Pupils to program their car to move around the track.</p> <p>How many steps can the pupils program and how far around the track can they get in one press of the 'GO' command?</p>		<p><b>Online Safety:</b></p> <p>Lesson 5, SWGFL SofW.</p>
Software		2 Create a story		2 Go				
Cross Curricula		English / topic						