

Ashford Oaks Primary School Computing Scheme of Work - Year 1

	Multimedia and Word processing	Digital media	Programming 2 forms/languages		Communication and Collaboration	Data	E-Safety
Year 1	<ul style="list-style-type: none"> Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free Select appropriate images Begin to select or record a sound to add to my work Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. 2create A Story Use pre-defined layouts or templates for presentations Begin to explain 	<p>Graphics</p> <ul style="list-style-type: none"> Use a paint package to create a picture to communicate their ideas Explore shape, line and colour to communicate a specific idea Talk about their use of a paint package and their choice of tools Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made) To print To save with help <p>Music and Sound</p> <ul style="list-style-type: none"> Recognise that an electronic keyboard can be used to select and control sounds Experiment with a range of devices which create and record sounds and musical phrases Understand that devices have stop, record and playback functions 	<p>Unit 1 : Bee Bots</p> <ul style="list-style-type: none"> Explore a range of control toys and devices Follow instructions to move around a course Create a series instructions to move their peers around a course Explore outcomes when individual buttons are pressed on a robot Explore an on screen turtle (or Bee BOT) navigate it around a course or grid Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras 	<p>Unit 2: Purple Mash Lego Explorers</p> <ul style="list-style-type: none"> Discuss/explore what will happen when instructions are given in a sequence. Give a sequence of instructions to complete a simple task. Instructions use both movement commands and additional commands. 	<p>Messaging</p> <ul style="list-style-type: none"> Look at the different ways that messages can be sent, forums, letters, telephone, email, Stickies, text, instant messaging, walkie talkies Contribute ideas to a class email or respond to a message or forum on the learning platform Remember password to log onto Chromebooks/ Purple Mash <p>Publishing: (Refer to Multimedia Unit)</p> <ul style="list-style-type: none"> Contribute ideas to a class blog, forum or web page Use simple authoring tools to create their own content or homepage on the learning platform With support use sound recording tools to convey a simple message or introduction With support add pictures they have created onto the learning platform 	<ul style="list-style-type: none"> Use ICT to Sort objects into groups according to a given criterion; Identify criteria for sorting objects on screen Use further criterion for grouping the same objects in different ways Understand that ICT can create and modify charts quickly and easily Use pictogram software to represent and interpret simple data Use a pictogram to create and help answer questions 	<p>E-Safety - Online Exploration</p> <ul style="list-style-type: none"> Children need help from their teacher or trusted adult before they go online. Children explore onscreen activities that mimic real life. Children talk about the differences between real and online experiences. <p>E-Safety - Online Communication and E-Awareness</p> <ul style="list-style-type: none"> Children understand that they can share information online, e.g. via email or the school learning platform. Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with. <p>E-Safety - Online research</p> <ul style="list-style-type: none"> Use simple navigation skills to open a teacher selected website from a favourites link or shortcut. Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows. Start to evaluate web sites by giving opinions about preferred or most useful sites. Know how to return to the home page of a teacher directed website.

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	<p>reasons why choices have been made to teacher or talk partner</p>	<ul style="list-style-type: none"> • Explore a range of electronic music and sound devices including software and different peripherals • Talk about their music when they share their recordings with the rest of the class 	<ul style="list-style-type: none"> • While navigating around a course on a computer predict what will happen once the next command is entered. 		<ul style="list-style-type: none"> • Talk about who can see pages on the learning platform and see their work at home (out of school) 		<ul style="list-style-type: none"> • Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult. <p>E-Safety - Online Research</p> <ul style="list-style-type: none"> • Know that email is a method of sending and receiving messages through the Internet. • Participate in the sending of class emails. • Understand the need to keep passwords private. <p>E-Safety E-Awareness</p> <ul style="list-style-type: none"> • Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. • Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission. • Children discuss, understand and abide by the school's e-Safety SMART Rules. • For children to understand the importance of talking to a trusted adult about their online experiences.
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Unit/Project	Statutory requirements/ key skills	Notes	Possible outcomes and activities
<p>Multimedia and word processing</p>	<ul style="list-style-type: none"> • Develop familiarity with the keyboard - spacebar, backspace, shift, enter, to provide text on screen that is clear and error free • Select appropriate images • Begin to select or record a sound to add to my work • Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. 2create A Story • Use pre-defined layouts or templates for presentations • Begin to explain reasons why choices have been made to teacher or talk partner 	<p>2Create A Story - is a simple story editor that includes pages and an area for pictures. Simple animations can then be chosen for the pictures. Purple Mash - English</p> <p>2Simple Infant Video Toolkit - 2Publish - has many templates to include a number of pictures and sentences. Purple Mash - English</p> <p>Typing skills - 2Type Purple Mash - English Chrome Books - google docs collaborative learning</p>	<p>Make an electronic class book about different toys</p>
<p>Music and Sound</p>	<ul style="list-style-type: none"> • Recognise that an electronic keyboard can be used to select and control sounds • Experiment with a range of devices which create and record sounds and musical phrases • Understand that devices have stop, record and playback functions • Explore a range of electronic music and sound devices including software and different peripherals • Talk about their music when they share their recordings with the rest of the class 	<p>Suggested Resources EasiSpeak Microphone - Simple microphones which allow recording of sounds Chrome book - Record sound and add to a google doc or other app 2create a story - Multimedia software with sound recording - http://primarygamesarena.com/music - Several simple to use music games Purple Mash - 2 beat/ 2 explore/ 2 sequence 2 create a story</p>	<p>Recreate sounds of a fireworks display and record the sounds on an EasiSpeak or Sound button on Fronter.</p> <p>Share sound clips with class and explain how the different sounds were created.</p>
<p>Graphics</p>	<ul style="list-style-type: none"> • Use a paint package to create a picture to communicate their ideas • Explore shape, line and colour to communicate a specific idea • Talk about their use of a paint package and their choice of tools • Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made) • To print 	<p>Suggested Resources Purple Mash - 2Paint (Easy) Purple Mash 2Paint a Picture - more detailed Chromebook app</p>	<p>Literacy- Draw pictures for a fairy tale - could add to a story - in 2 create a story</p>

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	<ul style="list-style-type: none"> To save with help 		
	<ul style="list-style-type: none"> 		
Programming Unit 1: Bee Bots	<ul style="list-style-type: none"> Explore a range of control toys and devices Follow instructions to move around a course Create a series instructions to move their peers around a course Explore outcomes when individual buttons are pressed on a robot Explore an on screen turtle (or Bee BOT) navigate it around a course or grid Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras While navigating around a course on a computer predict what will happen once the next command is entered. 	Floor robot - Use Bee-Bot or Pixie - Devices which allow for input of instructions. Mats and obstacles - There are mats with fixed distance which link to the Bee-Bots	Guide a floor robot to visit specific locations on a floor map related to another subject, recording the instructions. Literacy- Use a floor robot as part of a story e.g. we're going on a bear hunt Maths- Use a floor robot to find numbers on a numberline Topic- Use a floor robot to navigate, a map.
Programming Unit 2: Purple Mash	<ul style="list-style-type: none"> Discuss/explore what will happen when instructions are given in a sequence. Give a sequence of instructions to complete a simple task. Instructions use both movement commands and additional commands. 	Unit 1.4 Lego Builders Purple Mash	Create a sequence of instructions to meet one of the challenges. Debug (alter) until correct.
Communication and Collaboration	<ul style="list-style-type: none"> Messaging Look at the different ways that messages can be sent, forums, letters, telephone, email, Stickies, text, instant messaging, walkie talkies Contribute ideas to a class email or respond to a message or forum on the learning platform Remember password to log into Chromebooks/ Purple Mash Publishing: (Refer to Multimedia Unit) Contribute ideas to a class blog, forum or web page Use simple authoring tools to create their own content or homepage on the learning platform 	Blog on Purple Mash Send messages via google classroom learning platform	Create a class Fronter page about the school trip. Record comments from the children. Add some forum questions for children to log on to their class Fronter page and answer the questions.

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	<ul style="list-style-type: none"> • With support use sound recording tools to convey a simple message or introduction • With support add pictures they have created onto the learning platform • Talk about who can see pages on the learning platform and see their work at home (out of school) 		
<p>Data</p>	<ul style="list-style-type: none"> • Use ICT to Sort objects into groups according to a given criterion; • Identify criteria for sorting objects on screen • Use further criterion for grouping the same objects in different ways • Understand that ICT can create and modify charts quickly and easily • Use pictogram software to represent and interpret simple data • Use a pictogram to create and help answer questions 	<p>2simple infant video toolkit - A range of programs such as 2Question which allows the creation of pictograms</p> <p>Purple Mash - 2 Quiz 2 Count, 2 Connect Scheme of work 1.2 and 1.3</p>	<p>Either as a class or individually, collect information. Use a pictogram to represent the information and answer simple questions about it.</p> <p>Maths - interpret a pictogram</p> <p>Topic/Science - collect and analyse amount of rain each day for a week</p> <p>Maths - Use a branching database to sort regular 2D shapes.</p>

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E-Safety Online Exploration	<ul style="list-style-type: none"> Children need help from their teacher or trusted adult before they go online. Children explore onscreen activities that mimic real life. Children talk about the differences between real and online experiences. 	Access online resources, e.g. ICT Games Cbeebies games Purple Mash	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E-SMART rules.
E-Safety Online Communication and E-Awareness	<ul style="list-style-type: none"> Children understand that they can share information online, e.g. via email or the school learning platform. Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with. 	Purple Mash 2Blog SMART - Messages should always be polite. Smartie the Penguin - Childnet https://www.childnet.com/resources/smartie-the-penguin	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E-SMART rules.
E-Safety Online Research	<ul style="list-style-type: none"> Use simple navigation skills to open a teacher selected website from a favourites link or shortcut. Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows. Start to evaluate web sites by giving opinions about preferred or most useful sites. Know how to return to the home page of a teacher directed website. Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult. 	Variety of websites, suitable for online research and exploration, e.g. ICT Games Cbeebies games V & A Museum of Childhood Set up activities in google classroom SMART Rule - Tell someone if you see something that makes you feel uncomfortable	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E-SMART rules.
Communication & Collaboration	<ul style="list-style-type: none"> Know that email is a method of sending and receiving messages through the Internet. Participate in the sending of class emails. Understand the need to keep passwords private. 	FauxPaw video from iKeepSafe.org CEOP Thinkuknow resources, based on Hector's World www.thinkuknow.co.uk/5_7/ (lessons 1 - 5) School email system or Fronter SMART Rule - Only send and read MESSAGES with people you know.	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E-SMART rules.

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		<p>SMART Rule- Keep passwords and other personal information SAFE</p>	
<p>E-Awareness</p>	<ul style="list-style-type: none"> • Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. • Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission. • Children discuss, understand and abide by the school's e-Safety SMART Rules. • For children to understand the importance of talking to a trusted adult about their online experiences. 	<p>CEOP Thinkuknow resources, based on Hector's World; www.thinkuknow.co.uk/5_7/</p> <p>lesson 1 - personal information is special lesson 2 - not everyone is trustworthy lesson 3 - assessing trustworthiness lesson 4 - being alert to unsafe situations lesson 5 - check with an adult</p> <p>Dongle Stay Safe quiz from CBBC Staysafe (Has a cartoon about safe surfing which stops with questions throughout. It uses most of the same SMART Rules)</p> <p>School's Poster 'Being SMART Online Rules'</p> <p>SMART Rule - Keep passwords and other special information SAFE SMART Rules - TELL someone if you see something that makes you feel uncomfortable.</p>	<p>This could be taught as a separate Life Skills lesson or as part of another ICT lesson.</p> <p>Refer to the E-SMART rules.</p>