

# YEAR 1 COMPUTING CURRICULUM FRAMEWORK

## Overview of Key Stage 1 Curriculum:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<b>MEMORY BOX</b>	<b>BRIGHT LIGHTS, BIG CITY</b>	<b>MOON ZOOM</b>
	<p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <p>Visit the official website of the monarchy. Save images to use later.</p> <p>Insert themselves into a royal photograph using image editing software.</p> <p>Search the web for images of London landmarks.</p> <p>Use animation software to create a 2D stop motion animation of a London bus.</p> <p><b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b></p> <p>Follow a route from Buckingham Palace to the London Eye.</p> <p><b>Use logical reasoning to predict the behaviour of simple programs</b></p>	<p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p> <p>Use drawing software to create aliens.</p> <p><b>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b></p> <p>Make a cardboard costume for a beebot and create an alien terrain for it to travel across.</p> <p><b>Recognise common uses of information technology beyond school</b></p> <p>Write and send an email asking for help to find out where the alien came from.</p>

		Use beebots to write programs to follow a simple route. <b>Create and debug simple programs</b> <b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</b> Use skype or facetime to talk to another Year 1 class in the UK or abroad.			
				Events: Safer Internet Day	
<b>SPRING TERM 4</b>		<b>SUMMER TERM 5</b>		<b>SUMMER TERM 6</b>	
<b>PAWS, CLAWS AND WHISKERS</b>		<b>THE ENCHANTED WOODLAND</b>		<b>SPLENDID SKIES</b>	
Use technology purposefully to create, organise, store, manipulate and retrieve digital content Find images of zoo animals to copy and paste into a presentation.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content Learn about the woodland trust by looking at their website.			
Events: NSPCC 'Share Aware' assembly					
<b>Subject content: Key stage 1</b>					
Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Pupils should be taught to create and debug simple programs	Pupils should be taught to use logical reasoning to predict the behaviour of simple programs	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pupils should be taught to recognise common uses of information technology beyond school	Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies