Sapphire Year 1 – Computing Medium Term Planning

Differentiation by input **see the weekly planning sheet**/

-Key vocab for each learning objective is in red font /

-Resources -**see the weekly planning** /

-*Minimum* Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking

- Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week

-Computing Cultural Capital = Tp become familiar with different IT/technological devices and using these with developing precision and accuracy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn first half **Computing systems and networks –** **Technology around us**	**Technology in our classroom** **Learning Objective** - To identify technology **Success Criteria** - I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom	**Using Technology** **Learning Objective** - To identify a computer and its main parts **Success Criteria** - I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag	**Developing mouse skills** **Learning Objective** - To use a mouse in different ways **Success Criteria** - I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program	**Using a computer keyboard** **Learning Objective** - To use a keyboard to type on a computer **Success Criteria** - I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer	**Developing keyboard skills** **Learning Objective** - To use the keyboard to edit text **Success Criteria** - I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor	**Using a computer responsibly** **Learning Objective** - To create rules for using technology responsibly **Success Criteria** - I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home	Assessment, Consolidation and Review
Key Vocabulary	technology	computer, mouse, trackpad, keyboard, screen	computer, mouse, trackpad, double-click	computer, keyboard, mouse, typing	keyboard, computer	computer, technology	
KS1 Computing NC Links	1.4, 1.5, 1.6	1.4, 1.5, 1.6	1.4, 1.5, 1.6	1.4, 1.5, 1.6	1.4, 1.5, 1.6	1.4, 1.5, 1.6	
Computing Strand	CS, IT	CS	CS, ET	CS, ET	CS, ET	CS, ET, SS	
Education for a Connected World	- Copyright and ownership - Health, well-being and lifestyle	- Copyright and ownership - Health, well-being and lifestyle	- Copyright and ownership - Health, well-being and lifestyle	- Copyright and ownership - Health, well-being and lifestyle	- Copyright and ownership - Health, well-being and lifestyle	- Copyright and ownership - Health, well-being and lifestyle	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn second half **Creating Media -** **Digital Painting**	**How can we use paint using computers?** **Learning Objective** - To describe what different freehand tools do **Success Criteria** - I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture	**Using shapes and lines** **Learning Objective** - To use the shape tool and the line tool **Success Criteria** - I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist	**Making careful choices** **Learning Objective** - To make careful choices when painting a digital picture **Success Criteria** - I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices	**Why did I choose that?** **Learning Objective** - To explain why I chose the tools I used **Success Criteria** - I can explain that different paint tools do different jobs - I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why	**Painting all by myself** **Learning Objective** - To use a computer on my own to paint a picture **Success Criteria** - I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own	**Comparing computer art and painting** **Learning Objective** - To compare painting a picture on a computer and on paper **Success Criteria** - I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper	Assessment, Consolidation and Review
Key Vocabulary	paint program, tool, paintbrush, erase, fill, undo	Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool	Henri Matisse, shape tool, fill tool	Wassily Kandinsky, tools, feelings, colour, brush style	Georges Seurat, pointillism, brush size	pictures, painting, computers, like, prefer, dislike	
KS1 Computing NC Links	1.4	1.4	1.4	1.4	1.4	1.4	
Computing Strand	CM, ET	CM, ET	CM, ET	CS, DD, ET	CM, ET	CS, DD, ET	
Education for a Connected World							

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spring first half **Programming A – Moving a Robot**	**Buttons** **Learning Objective** - To explain what a given command will do **Success Criteria** - I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device	**Directions** **Learning Objective** - To act out a given word **Success Criteria** - I can follow an instruction - I can give directions - I can recall words that can be acted out	**Forwards and backwards** **Learning Objective** - To combine forwards and backwards commands to make a sequence **Success Criteria** - I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place	**Four directions** **Learning Objective** - To combine four direction commands to make sequences **Success Criteria** - I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands	**Getting there** **Learning Objective** - To plan a simple program **Success Criteria** - I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do	**Routes** **Learning Objective** - To find more than one solution to a problem **Success Criteria** - I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	Assessment, Consolidation and Review
Key Vocabulary	**Forwards, backwards, turn, clear, go, commands**	**instructions, directions**	**Forwards, backwards, commands**	**Left, right, turn, commands**	**Plan, algorithm, program**	**Route, plan, program**	
KS1 Computing NC Links	1.1, 1.2, 1.3, 1.5	1.1, 1.2, 1.3, 1.5	1.1, 1.2, 1.3, 1.5	1.1, 1.2, 1.3, 1.5	1.1, 1.2, 1.3, 1.5	1.1, 1.2, 1.3, 1.5	
Computing Strand	AL	AL, IT	PG	PG	AL, DD	AL	
Education for a Connected World	- Privacy and security	- Privacy and security	- Privacy and security	- Privacy and security	- Privacy and security	- Privacy and security	

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Spring second half **Data and Information – Grouping Data**	**Label and Match** **Learning Objective** - To label objects **Success Criteria** - I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups	**Group and Count** **Learning Objective** - To identify that objects can be counted **Success Criteria** - I can count a group of objects - I can count objects - I can group objects	**Describe an Object** **Learning Objective** - To describe objects in different ways **Success Criteria** - I can describe a property of an object - I can describe an object - I can find objects with similar properties	**Making different groups** **Learning Objective** - To count objects with the same properties **Success Criteria** - I can count how many objects share a property - I can group objects in more than one way - I can group similar objects	**Comparing Groups** **Learning Objective** - To compare groups of objects **Success Criteria** - I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group	**Answering Questions** **Learning Objective** - To answer questions about groups of objects **Success Criteria** - I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found	Assessment, Consolidation and Review
Key Vocabulary	Object, label, group, search, image	Group, object, label, image	Group, object, property, label, colour, size, shape	Group, object, property, value, label, colour, data set	Group, object, property, value, label, colour, size, shape, more, less, most, fewest	Group, object, property, value, label, colour, data set, more, less, most, least, fewest, the same	
KS1 Computing NC Links	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	
Computing Strand	DI	DI	DI	DI	DI	DI	
Education for a Connected World	- Copyright and ownership	- Copyright and ownership	- Copyright and ownership	- Copyright and ownership	- Copyright and ownership	- Copyright and ownership	

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Summer first half **Creating Media –** **Digital Writing**	**Exploring the Keyboard** **Learning Objective** - To use a computer to write **Success Criteria** - I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard	**Adding and Removing Text** **Learning Objective** - To add and remove text on a computer **Success Criteria** - I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys	**Exploring the Toolbar** **Learning Objective** - To identify that the look of text can be changed on a computer **Success Criteria** - I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters	**Making changes to the text** **Learning Objective** - To make careful choices when changing text **Success Criteria** - I can change the font - I can select a word by double-clicking - I can select all of the text by clicking and dragging	**Explaining my choices** **Learning Objective** - To explain why I used the tools that I chose **Success Criteria** - I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes	**Pencil or keyboard** **Learning Objective** - To compare writing on a computer with writing on paper **Success Criteria** - I can make changes to text on a computer - I can explain the differences between typing and writing - I can say why I prefer typing or writing	Assessment, Consolidation and Review
Key Vocabulary	**Word processor, keyboard, keys, letters, type**	**Numbers, space, backspace, text cursor**	**Capital letters, toolbar, bold, italic, underline**	**Mouse, select, font**	**Undo, redo, font, format**	**Compare, typing, writing**	
KS1 Computing NC Links	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	
Computing Strand	CM, ET	CM, ET	CM, ET	CM, ET	CM, DD, ET	CM, ET	
Education for a Connected World							

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer second half **Programming B –** **Introduction to animation**	**Comparing Tools** **Learning Objective** - To choose a command for a given purpose **Success Criteria** - I can find the commands to move a sprite - I can use commands to move a sprite - I can compare different programming tools	**Joining Blocks** **Learning Objective** - To show that a series of commands can be joined together **Success Criteria** - I can run my program - I can use a start block in a program - I can use more than one block by joining them together	**Make a Change** **Learning Objective** - To identify the effect of changing a value **Success Criteria** - I can change the value - I can find blocks that have numbers - I can say what happens when I change a value	**Adding Sprites** **Learning Objective** - To explain that each sprite has its own instructions **Success Criteria** - I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite	**Project Design** **Learning Objective** - To design the parts of a project **Success Criteria** - I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move	**Following my Design** **Learning Objective** - To use my algorithm to create a program **Success Criteria** - I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites which match my design	Assessment, Consolidation and Review
Key Vocabulary	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area	Block, joining, command, Start block, run, program, programming area, background, delete, reset, algorithm, predict	Effect, change, value, block	Instructions, sprite, delete, program, algorithm	Sprite, background, appropriate, algorithm	Sprite, design, programming blocks, algorithm, programs	
KS1 Computing NC Links	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4	
Computing Strand	PG	PG	PG	PG	DD, PG	AL, DD, PG	
Education for a Connected World							