



Y1 computing overview 2019-20 *We are TV chefs, We are collectors, We are treasure hunters*

Computing Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Exploring Creating	Responding Evaluating	Designing
Algorithms and Programs	<ul style="list-style-type: none"> Use sequence in programs Use selection in programs Work with various forms of input and output Use repetition in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use sequence, selection, and repetition in programs 	<ul style="list-style-type: none"> Class/group tuition with technical guidance from the Switched On computing program 	<ul style="list-style-type: none"> Understanding how to approach an algorithm through collaboration and problem solving Understanding how to safely brose the internet for pictures and organise them in a database Understanding how to program something for a purpose 	<ul style="list-style-type: none"> Class teacher showing children existing examples Group work on creating and developing their own work 	TERM1: Unit 1a We are TV chefs <ul style="list-style-type: none"> break down a process into simple, clear steps, as in an algorithm use different features of a video camera use a video camera to capture moving images develop collaboration skills discuss their work and think about how it could be improved. 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Databases	<ul style="list-style-type: none"> Create and edit content on Wiki Use internet services to create content that presents information Use internet services to create and evaluate content that presents information Design and create content 	<ul style="list-style-type: none"> Class/group tuition with reference to existing databases 						
Using the internet	<ul style="list-style-type: none"> Use search technologies effectively Be discerning in evaluating digital content Be discerning in evaluating digital content 	<ul style="list-style-type: none"> Class/group internet browsing, followed by reflective discussion 						
Problem solving	<ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts Design programs that accomplish specific goals Write programs that accomplish specific goals Debug programs that accomplish specific goals Use logical reasoning to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> Class, then group opportunities for problem solving 						
Communicating	<ul style="list-style-type: none"> Understand the opportunities networks offer for communication and collaboration Use a variety of software (including internet services) to present information 	<ul style="list-style-type: none"> Observational opportunities to work as part of a group 						
SMSC	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour To know how to seek help – where to go, and how to set privacy settings Recognise acceptable/ unacceptable behaviour Knowing how to find out about website or game policies 	<ul style="list-style-type: none"> Teacher guidance on safe internet use and introduction to supportive websites (NSPCC) 						
				<ul style="list-style-type: none"> Class teacher talk through programs and algorithms with opportunities to try different programs Observing algorithms and debugging them 	TERM2: Unit 1b We are collectors <ul style="list-style-type: none"> find and use pictures on the web know what to do if they encounter pictures that cause concern group images on the basis of a binary (yes/no) question organise images into more than two groups according to clear rules sort (order) images according to some criteria ask and answer binary (yes/no) questions about their images. 			
				<ul style="list-style-type: none"> Teacher led creating and editing Observing pre-existing master pieces and masters in the field 	TERM3: Unit 1c We are treasure hunters <ul style="list-style-type: none"> understand that a programmable toy can be controlled by inputting a sequence of instructions develop and record sequences of instructions as an algorithm program the toy to follow their algorithm debug their programs predict how their programs will work 			