

Computing Phase Overview

KS1

Cycle A

Technology around us	Digital Painting	Programming animations	Information Technology around us	Digital Photography	Programming Quizzes
E1, E2, E4, C1	C1, C2	S1, S2, S3, S6	E1, E3, E4, C1	E1, E4, C1, C3	S1, S2, S3, S7, C1,
Subject Specific Vocabulary					
computer, keyboard, monitor, mouse, curser, edit,	paint, shape, line, tool, brush, colour	sprite, block, code, command, value, algorithm	computer, information technology, rules,	photograph, portrait, landscape, capture	command, block, design, sequence, debug
I will...					
<ul style="list-style-type: none"> • identify technology • identify a computer and its main parts • use a mouse in different ways • use a keyboard to type on a computer • use a keyboard to edit text • create rules for using technology responsibly 	<ul style="list-style-type: none"> • describe what different freehand tools do • use the shape tool and the line tool • make careful choices when painting a digital picture • explain why I chose the tools I used • use a computer on my own to paint a picture • compare a picture on a computer and on a paper 	<ul style="list-style-type: none"> • choose a command for a given purpose • show that a series of commands can be joined together • identify the effect of changing a value • explain that a sprite has its own instructions. • design the parts of a project • use my own algorithm to create a program 	<ul style="list-style-type: none"> • recognise the uses and features of information technology • identify the uses of information technology in school • identify information technology beyond school • explain how information technology helps us • explain how to use information technology safely • recognise that choices are made when using information technology. 	<ul style="list-style-type: none"> • use a digital device to take a photograph • make choices when taking a photograph • describe what makes a good photo • describe how photos can be improved • use tools to change an image • recognise that photos can be changed 	<ul style="list-style-type: none"> • explain that a sequence of commands has start • explain that a sequence of commands has an outcome • create a program using a given design • change a given design • create a program using my own design • decide how my project can be improved

Computing Phase Overview KS1

Cycle B

Moving a Robot	Grouping Data	Digital Writing	Robot Algorithms	Pictograms	Digital Music
S1, S2, S3, S4	E1, C1, C4	E1, C1, C6	S1, S2, S3, S5 E1	E1, C1, C5	C1, C7
Subject Specific Vocabulary					
command, forwards, backwards, turn, left, right, clockwise, anti-clockwise, sequence	label, group, data, represent, identify	keyboard, type, spacebar, back space, font, size, colour	robot, program, predict, instructions, sequence, code, debug	count, compare, objects, pictogram, attribute, represent	pattern, rhythm, instrument, pitch, sequence,
I will...					
<ul style="list-style-type: none"> • explain what a given command will do • act out a given word • combine forwards and backwards commands to make a sequence • combine four direction commands to make sequences • plan a simple program • find more than one solution to a problem 	<ul style="list-style-type: none"> • label objects • identify that objects can be counted • describe objects in different ways • count objects with the same properties • compare groups of objects • answer questions about groups of objects 	<ul style="list-style-type: none"> • use a computer to write • add and remove text on a computer • identify that the look of text can be changed on a computer • make careful choices when changing text • explain why I used the tools that I chose • compare typing on a computer to writing on paper 	<ul style="list-style-type: none"> • describe a series of instructions as a sequence • explain what happens when we change the order of instructions • use logical reasoning to predict the outcome of a program • explain that programming projects have code and artwork • design an algorithm • create a debug a program that I have written 	<ul style="list-style-type: none"> • recognise that we can count and compare objects using tally charts • recognise that objects can be represented as pictures • create a pictogram • select objects by attribute and make comparisons • recognise that people can be described by attributes • explain that we can present information using a computer. 	<ul style="list-style-type: none"> • say how music can make us feel • identify that there are patterns in music • experiment with sound using a computer • use a computer to create a musical pattern • create music for a purpose • review and refine my work