MBK Year 1 Computing Long term progression plan

Multi-media	Programming	Data	Digital Literacy	Information Technology	Knowledge	Skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit/focus	Creating digital art – easier on a tablet	Grouping different objects. (science materials link). E-safety on what we share online	Using floor robots to follow instructions to reach a given destination	Introduction to using a laptop/chrome book.	Using a computer to write – a mix of devices can be used to support skills across devices.	Introduction to using ScratchJr
Planning resources	Digital painting	Data handling medium term plan • Jessie and Friends (Ep 2: 2 sessions) • accompanying resource (5-7 toolkit)	• Moving a robot • BeeBots tinkering • Beebots basics • Crazy algorithms Last 3 resources to enrich first lessons in the topic	• Using computers • Phonics Kriss Kross resources to support logic and phonics	Digital Writing • Digiduck's big decision • Digiduck activity pack (also used in Y2)	Introduction to animation
	Toca Monsters – problem solving app					
Physical resources	Ipad/tablet (could use laptop) Paintz or similar paint app	Powerpoint or ipad and classifying app	Beebots/Bluebots	Laptop/chrome book mice	Tablets or laptop/chrome book Google docs or Word Could use Book Creator	i-pads or chrome books Scratch Jr app

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Key learning objectives	I know the different effects that can be made using different tools in an art app and explain how to achieve them (e.g. drawing a line or square).	Know that objects can be labelled and sorted by their labels.	Recognise that computers don't have a brain and that we control computers by giving them instructions.	I can name the main parts of a computer	I can give examples of when I should ask permission to do something online and explain why this is important.	I know what a sprite is and that I can use action blocks to make the sprite move.
	I know how to change the colour and brush type.	I can explain why it is important to be considerate and kind to people online and to respect their choices.	Create a simple program to control a floor robot.	I can identify different examples of technology and say why they are useful.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I know how to delete a sprite and that each sprite has its own set of instructions.
	I can describe the advantages and disadvantages of creating art on a computer rather than on paper.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	To know I can combine four direction commands to make sequences	I can identify the main parts of a computer.	I can describe what information I should not put online without asking a trusted adult first.	To identify the effect of changing a value in a block.
	Recognise that you can edit digital content to change its appearance.	I can recognise that information can stay online and could be copied.	To know that computer scientists tinker to explore different ideas.	I know how to log on to a computer and how to open and save my work.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can use a start block in a program.

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	I can use drawing tools to create an image in the style of an artist.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	To understand that debugging a program is a way to find out why a program isn't working.	I know that a trackpad and a mouse do the same job	I can compare using a computer with using a pencil and paper, making creative choices to present my writing.	I can use my algorithm to create a program.
	I can use colour and brush types to create a desired effect.	I can explain why anyone who experiences bullying is not to blame and explain how they can find help.	Recognise that the order of instructions in an algorithm is important.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can identify and find keys on a keyboard and use the backspace, letter, number and space keys.	I can choose appropriate sprites to fit my theme.
		I can match objects to groups.	Explain what an algorithm is – a sequence of instructions to make something happen.	I can switch on and log into a computer	I can type capital letters	
		I can describe different properties of an object.	I can compare forwards and backwards movements	I can use a mouse to click and drag, select objects and open my files.	I can identify the toolbar and use bold, italic, and underline. I can change the font.	

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		I can describe how to behave online in ways that do not upset others and can give examples.	I can predict the outcome of a sequence involving forwards and backwards commands	I can type my name, delete and use the cursor keys.	I can select a word by double-clicking I can select all of the text by clicking and dragging	
		I can choose how to group objects and count the number of objects in each group.	To use left and right turns correctly.	I can use logic skills to complete a Kriss Kross grid.	I can use 'undo' to amend my mistakes.	
		I can drag images from one place on the screen to another.	I can write an algorithm and explain what it will do			
		Answer basic questions about information displayed in images e.g. more or less.	I can use two different programs to get to the same place			
		I can label groups of objects.				

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Ongoing skills	- Being able to log on independently - Understanding that passwords need to be kept secret but can be shared with a few trusted adults - Becoming more confident in typing skills - Becoming more confident in opening the correct application - To be able to use a computer to support learning in other curriculum areas.					