



St. Laurence CE Primary School

Year 1 ICT Long Term Planning



Autumn 1 Computing Systems and Networks	Autumn 2 Creating Media	Spring 1 Creating Media	Spring 2 Data and Information	Summer 1 Programming A	Summer 2 Programming B
<p>Technology Around Us</p> <p>Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Digital Painting</p> <p>Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p>	<p>Digital Writing</p> <p>Children will develop their understanding of the various aspects of using a computer to create and manipulate text. Children will become more familiar with using a keyboard and mouse to enter and remove text. Children will consider how to change the look of their text and will be able to justify their reasoning in making these changes. Children will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private.</p>	<p>Grouping Data</p> <p>Children will be introduced to data and information including labelling, grouping, and searching. Children will assign data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully.</p>	<p>Moving a Robot</p> <p>Children will be introduced to early programming concepts. Children will explore using individual commands, both with other learners and as part of a computer program. Children will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Children are introduced to the early stages of program design through the introduction of algorithms.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.</p>	<p>Introduction to Animation</p> <p>Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.</p>

