Computing Long Term Plan - Year One - (Teach Computing)

Year Group	Terms	Unit Name	Lesson	Learning Objectives	Success Criteria	Education for a Connected World
Year 1	Autumn 1	Technology around us	1	To identify technology	- 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	- Copyright and ownership - Health, well-being and lifestyle
			2	To identify a computer and its main parts	- 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	- Copyright and ownership - Health, well-being and lifestyle
			3	To use a mouse in different ways	- 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	- Copyright and ownership - Health, well-being and lifestyle
			4	To use a keyboard to type	- I can save my work to a file - I can tell you that writing on a computer is called typing - I can type my name on a computer	- Copyright and ownership - Health, well-being and lifestyle
			5	To use the keyboard to edit text	- I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor	- Copyright and ownership - Health, well-being and lifestyle
			6	To create rules for using technology responsibly	- 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	- Copyright and ownership - Health, well-being and lifestyle
	Autumn 2	Digital Painting	1	To describe what different freehand tools do	- 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	
			2	To use the shape tool and the line tools	- 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	
			3	To make careful choices when painting a digital picture	- I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices	
			4	To explain why I chose the tools I used	- I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs	
			5	To use a computer on my own to paint a picture	- 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	
			6	To compare painting a picture on a computer and on paper	- 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	
	Spring 1	Moving a robot	1	To explain what a given command will do	- 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	
			2	To act out a given word	- I can follow an instruction - I can give directions - I can recall words that can be acted out	
			3	To combine forwards and backwards commands to make a sequence	- 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	
			4	To combine four direction commands to make sequences	- 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	
			5	To plan a simple program	- I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do	
			6	To find more than one solution to a problem	- I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	
	Spring 2	Grouping Data	1	To label objects	- I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups	- Copyright and ownership
			2	To identify that objects can be counted	- I can count a group of objects - I can count objects - I can group objects	- Copyright and ownership
			3	To describe objects in different ways	- I can describe a property of an object - I can describe an object - I can find objects with similar properties	- Copyright and ownership
			4	To count objects with the same properties	- I can count how many objects share a property - I can group objects in more than one way - I can group similar objects	- Copyright and ownership
			5	To compare groups of objects	- I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group	- Copyright and ownership
			6	To answer questions about groups of objects	- 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	- Copyright and ownership
	Summer 1	Digital Writing	1	To use a computer to write	- I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard	- Privacy and security
			2	To add and remove text on a computer	- I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys	- Privacy and security
			3	To identify that the look of text can be changed on a computer	- 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	- Privacy and security
			4	To make careful choices when changing text	- I can change the font - I can select a word by double-clicking - I can select all of the text by clicking and dragging	- Privacy and security
			5	To explain why I used the tools that I chose	- 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	- Privacy and security
			6	To compare writing on a computer with writing on paper	- I can compare using a computer with using a pencil and paper - I can say which method I like best - I can write a message on a computer and on paper	- Privacy and security
	Summer 2	Programming Animations	1	To choose a command for a given purpose	- I can compare different programming tools - I can find which commands move a sprite - I can use commands to move a sprite	
			2	To show that a series of commands can be joined together	- 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	
			3	To identify the effect of changing a value	- I can change the value - I can find blocks which have numbers - I can say what happens when I change a value	
			4	To explain that each sprite has its own instructions	- 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	
			5	To design the parts of a project	- I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move	
			6	To use my algorithm to create a program	- 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	

Teach Computing Taxonomy

Abbreviation	Strand	Description
NW	Networks	Understand how networks can be used to retrieve and share information, and share information.
CM	Creating Media	Select and create a range of media including text, images, sounds, and
DI	Data & Information	Understand how data is stored, organised, and used to represent real-world artefacts and
DD	Design & Development	Understand the activities involved in planning, creating, and evaluating
CS	Computing Systems	Understand what a computer is, and how its constituent parts function together as a
IT	Impact of Technology	Understand how individuals, systems, and society as a whole interact with computer systems
AL	Algorithms	Be able to comprehend, design, create, and evaluate algorithms
PG	Programming	Create software to allow computers to solve problems
ET	Effective Use of tools	Use software tools to support computing work
SS	Safety & Security	Understand risks when using technology, and how to protect individuals and systems