

| Computing | | Class 1 |
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| Autumn Term | Spring Term | Summer Term |
| <p>Modelling Make choices and that people make different choices Understand that a computer can be used to simulate/model an environment where choices can be made Know that representations of real or fantasy situations can be made in many different ways Use a painting program to create a representation of a scenario Print out their work unaided Select and add stamps/motifs or clip art to a scene Describe their scenario Explain how their representations differ from real life Children draw a picture of their home. <i>(Software - 2SimpleInfantVideoToolkit2-2Paint; 2SimpleInfantVideoToolkit2-2Publish)</i></p> <p>Introduction to Keyboard Skills Identify text/words and know that they communicate information Understand that text/words come in different sizes, colours and styles Enter single letters to type their names Use a word bank to create simple sentences Produce text on screen and evaluate <i>(Software - 2SimpleInfantVideoToolkit2-2Publish 2Simple2CreateAStory; Microsoft Word)</i></p> | <p>Coding 1 Moving objects Introducing children to concept of coding, creating a sequence of instructions to make things happen. Children will learn to make characters move in a given direction following a specific action. They will then apply these skills to create an 'app' of their own. <i>(Software – Espresso Coding)</i></p> <p>Representing information Recognize that there is a connection between data collected, sorted and classified, and a pictogram Recognize that data can be represented by pictograms and that the longer the column in a pictogram the higher the number Use a pictogram to help answer simple questions Enter data into a graphing package to create a pictogram and use it to find answers to simple questions Sort objects using one criterion Use a graphing package to produce a pictogram of their data Present verbally what they have learnt from their pictograms Maths – Graphs of minibeast hunt <i>(Software - 2SimpleInfantVideoToolkit2-2Graph; 2SimpleInfantVideoToolkit2-2Question)</i></p> | <p>Coding 2 Simple inputs Building on the learning from the previous coding activity, children will make objects move or disappear when they are either clicked or pressed, depending on the platform – also learning the differences between laptops and tablets. They will then create an app, where objects move or disappear when clicked or pressed. <i>(Software – Espresso Coding)</i></p> <p>Understanding instructions Recognise that machines and devices have to be controlled Recognise that some machines and devices work by using a sequence of physical actions Give instructions in a common language Recognise the importance of precision in instructions Write a sequence of instructions for others to carry out Predict the outcome of a set of instructions and test the results Write sets of instructions and interpret them correctly, and make and test predictions <i>(Maths – programming a Beebot)</i></p> |