



## KSI Computing Rolling Programme

Year A	Knowledge & Skills	E-safety	Vocabulary
Autumn 1	<p>Information Technology – 2Simple Paint</p> <p>To make simple marks using pen and/or brush tools. Click on pictures and move them around the screen. To be able to change the colour of a brush.</p> <p>To be able to use the tools to clear the screen. To be able to use the paint brush to fill a shape</p> <p><i>Outcome</i></p> <p><i>Use the 2Simple software to create a range of simple shapes such as triangles, circles and squares and fill them using paintbrush.</i></p>	<p>Going Places</p> <p>Pupils will learn that they can go to exciting places online but they need to follow certain rules to remain safe.</p> <p>Learn that online is not the same as real life.</p> <p><i>Outcome</i></p> <p><i>Learn that online is not the same as real life.</i></p>	<p>Rules</p> <p>Online</p> <p>Private information</p> <p>Email</p> <p>Screen</p> <p>Mouse</p> <p>Images</p> <p>Keyboard</p> <p>Paint</p>
Autumn 2	<p>Computer Science - Algorithms</p> <p>To experience toys that have different forms of control. To talk about where computers can be used in the world.</p> <p>Use a beebot with an adults help.</p> <p>Know that to make a beebot you press buttons.</p> <p>To recognise and understand the use of all the beebot buttons.</p> <p>To give an instruction to a programmable toy.</p> <p>Move items on the screen (forwards, backwards, up and down) L1 or using a beebot.</p> <p>Understand the rules when using programmable toys</p> <p><i>Outcome</i></p> <p><i>To control a beebot around a map</i></p>	<p>Keep it Private</p> <p>Pupils will learn that many websites ask for information that is private and discuss how to responsibly handle such requests</p> <p><i>Outcome</i></p> <p><i>Pupils will be aware of the SMART rules</i></p>	<p>Instructions</p> <p>Buttons</p> <p>Robots</p> <p>Patterns</p> <p>Program</p> <p>Rules</p> <p>Online</p> <p>Private information</p>
Spring 1	<p>Databases</p> <p>To be able to talk about ready made graphs/pictograms explaining what they show.</p> <p>To be able to enter simple information which has been provided, into a ready made template on a computer to make a graph.</p> <p>To be able to talk simply about the results shown on their own graphs.</p> <p>To be able to find answers to a range of simple questions with prompts</p> <p><i>Outcome</i></p>	<p>My Online Life</p> <p>Pupils will develop their knowledge of how to behave online and how to recognise online bullying.</p> <p>They don't go on the internet unless their teacher or a trusted adult helps them.</p> <p>Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe.</p> <p>Know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult</p> <p><i>Outcome</i></p>	<p>Data</p> <p>Pictogram</p> <p>Digitally</p> <p>Rules</p> <p>Online</p> <p>Private information</p> <p>Email</p>



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	<p>Use the I-Board programme from the TES website and get the children to look at a simple graph (eye colour, pets). Children to discuss with support what they can see e.g. count the shapes and pets.</p>	<p>They don't go on the internet unless their teacher or a trusted adult helps them. Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe.</p>	
Spring 2	<p>Websites Look at websites with the teacher and discuss what is seen. Understand that the arrow changes on a link or hot spot. Be able to click on links on a website. To be able to use the back button on a website. <i>Outcome</i> Looking at websites on cbbc/ cbeebies etc and discuss them. Moving the mouse over the screen and watching the icon change – discuss what might be happening</p>	<p>Going Places Pupils will learn that they can go to exciting places online but they need to follow certain rules to remain safe. Learn that online is not the same as real life. <i>Outcome</i> Learn that online is not the same as real life.</p>	<p>Technology Share Create Internet Purpose Online tools Communicate Rules Online Private information Email</p>
Summer 1	<p>2Simple/Text To develop hand eye co-ordination with the mouse. To be able to select a number of objects including words. To be able use the spacebar with support. To be able to save a document using the file and save option with support. To select and use simple mark making tools. To be able to use the backspace key to change or correct text. To type simple sentences using spaces and capital letters</p>	<p>Keep it Private Pupils will learn that many websites ask for information that is private and discuss how to responsibly handle such requests <i>Outcome</i> Pupils will be aware of the SMART rules</p>	<p>Image bank Word bank Space bar Rules Online Private information Email</p>
Summer 2	<p>Digital Technology To identify a range of digital objects used in our day to day lives. Emails and Messages Looking at email with the children – discuss what messages are. Understanding there are different ways of sending a message. Recognise what an email may look like. Help send a class email message <i>Outcome</i></p>	<p>My Online Life Pupils will develop their knowledge of how to behave online and how to recognise online bullying. They don't go on the internet unless their teacher or a trusted adult helps them. Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe. Know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult <i>Outcome</i></p>	<p>Videos Camera stills Sounds Purpose Online tools Communicate Rules Online Private information Email</p>



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	<p><i>Know that there is digital technology at home - alarm clock, microwave, digital TV, iPad, SATNAV journey guided or tracked via GPS. Online food ordering for supermarket and take-aways.</i></p> <p>Help write a class email</p>	<p><i>They don't go on the internet unless their teacher or a trusted adult helps them. Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe.</i></p>	
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