

Year 1 and 2 Computing 2016-17

Skills to be covered:

<p>I am a coder (coding)</p>	<ul style="list-style-type: none"> - Have experiences of controlling other devices such as sound recording devices, music players, film recording equipment and digital cameras, iPods, iPads, TV recording devices controls, dance mats. - Create a series of commands (algorithm) to control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns - Explore a range of control toys and devices such as remote control toys and Bee-Bots. Know this is coding. - Follow and create a series of simple commands (algorithm) to move around a course/to draw body parts - To write, test and debug simple programs.
<p>I am a creator (visual media)</p>	<ul style="list-style-type: none"> - How to handle photographic equipment - About techniques for taking successful photos - To know video cam, webcams, phones and visualisers can also take pictures. - To know images can be captured in <i>different styles</i>. - How to download save, edit and print out photos <p>Windows Wizard</p> <ul style="list-style-type: none"> - How to publish photos on the internet to share them with others Flickr/Instagram - Using paint/graphics software to create their own images 2Paint - Use stamps to make patterns and designs <p>Digital musician</p> <ul style="list-style-type: none"> - Experiment with a range of devices which create and record sounds and musical phrases - Understand that devices have stop, record and playback function <p>EasiSpeak Microphones</p> <ul style="list-style-type: none"> - Explore a range of electronic music and sound devices including software and different peripherals <p>Use learnpad music apps for creating sound</p> <ul style="list-style-type: none"> - Talk about their music when they share their recordings with the rest of the class.
<p>I am a collector (data handling)</p>	<ul style="list-style-type: none"> - Use ICT to sort objects into groups according to given criteria Furbles http://www.ptolemy.co.uk/furbles03 - Identify criteria for sorting objects on screen Use further criteria for grouping the same objects in different ways - Understand that ICT can create and modify charts quickly and easily 2Graph/J2e (link below) - Use pictogram software to represent and interpret simple data - Use a pictogram to create and help answer questions - Create a branching database using 2 question
<p>I am a communicator</p>	<ul style="list-style-type: none"> - Develop familiarity with Keyboard - Save and load work with support - Select appropriate images from a file - To know text comes in different colours and sizes - editing tools; to crop and rotate images - Create short narrative and format text (word and PowerPoint) - Use predefined layouts and templates - Use 2paint to recreate images/impressions of body parts - art link.
<p>I am a digital citizen</p>	<p>How technology works</p> <ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. <p>E-safety</p> <ul style="list-style-type: none"> • I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules.

Ongoing:

- research on espresso
- access to education city
- cross-curricular tasks on purple mash

No.	Topic	
1	I am a communicator	2DIY – Jigsaw
2		Typing Apps – 2type and dancemat typing (BBC bitesize)
3		Typing Apps 2type and dancemat typing (BBC bitesize) (next level)
4		Internet Research – Find some facts for your topic on espresso
5		Create a document for topic on purple mash – to save
6		Create a document for topic on purple mash – to print
7		Create text (purple mash) and images (2paint/revelation natural art) to show learning.
1	I am a creator	Cameras - Taking photos using Toshiba camcorders
2	(IPC unit)	PCs – Download, edit and print photos
3		Learnpads – Avery photos editor – take and improve.
4		Learnpad – Pic collage – Anotate and print through class cloud.
5		List making – How to take a good photo
6	Christmas	2 draw/ Sketch pad on ipads – Xmas pictures
7	Christmas	Xmas activity – 2DIY.
1 (4)	I am a coder	Control - Bee-Bot investigating
2		Control – unplugged activites (making jam sandwich/human cranes)
3		Control – LightBot Junior (learnpads) Dasiy the Dino (ipads)
4		Control – Record/photograph/film beebot start-to-finish algorithm
5		Control – 2go – set more complex whole algorithm task.
6	I am a digital citizen	Craft computer – inside an iPad and output/input devices build a computer out of paper!
7		Craft computer – inside an iPad and output/input devices build a tablet out of paper!
1	I am a coder	E-Safety- TextEase IdeasMap – Look at Hectors world (thinkuknow website)
2		Discovery Coding 1 – Starter unit (for your year group)
3		Discovery Coding 2
4		Discovery Coding 3
5		Discovery Coding 4
6	Easter	Discovery Coding 5
1 (4)	I am a coder	Discovery Coding 6
2		Discovery Coding 7
3 (3/4)	I am a digital citizen	QR Codes – QR scanner on learnpads – make links to favourite websites/pages for research information.
4		Image Searching & Inserting to create a document
5		E-Safety themed 3D model (to decorate) on 2DIY 3D.
6		Technology beyond school poster –
1	I am a creator	Pivot animator (year 1) or flipaclip on Learnpads (Year 2)
2		Pivot animator (year 1) or flipaclip on Learnpads (Year 2)
3		Use music apps (busythings/learnpad apps/2Music)
4		Use music apps (busythings/learnpad apps/2Music)
5		Use music apps (busythings/learnpad apps/2Music)
6 (3)		-

Year 1 - I am a coder

If children are secure, you don't need to write their names. It is presumed, unless you think they are developing or exceeding.

Please date when you are assessing/see evidence. Hand in to Sam as soon as half-term is completed.

Developing	Secure	Exceeding
	<ul style="list-style-type: none">• I can give instructions to my friend and follow their instructions to move around.	
	<ul style="list-style-type: none">• I can describe what happens when I press buttons on a robot.	
	<ul style="list-style-type: none">• I can press the buttons in the correct order to make my robot do what I want.	
	<ul style="list-style-type: none">• I can describe what actions I will need to do to make something happen and begin to use the word algorithm.	
	<ul style="list-style-type: none">• I can begin to predict what will happen for a short sequence of instructions.	
	<ul style="list-style-type: none">• I can begin to use software/apps to create movement and patterns on a screen.	

Year 1 - I am a creator

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Developing	Secure	Exceeding
	I can use paint/graphics software to create my own images.	
	I can use technology to create and present my ideas.	
	I can use the keyboard or a word bank on my device to enter text.	
	I can save information in a special place and retrieve it again.	
	I can create a present my own digital music.	
	I can handle photographic equipment.	

Year 1 - I am a collector

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Developing	Secure	Exceeding
	<ul style="list-style-type: none">•I can talk about the different ways in which information can be shown.	
	<ul style="list-style-type: none">•I can use technology to collect information, including photos, video and sound.	
	<ul style="list-style-type: none">•I can sort different kinds of information and present it to others.	
	<ul style="list-style-type: none">•I can add information to a pictograph and talk to you about what I have found out.	

Year 1 - I am a digital citizen

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Developing	Secure	Exceeding
	<ul style="list-style-type: none"> • I can keep my password private. • I can tell you what personal information is. 	
	<ul style="list-style-type: none"> • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. 	
	<ul style="list-style-type: none"> • I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. 	
	<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. 	
	<ul style="list-style-type: none"> • I can recognise ways that technology is used in my home and community. 	
	<ul style="list-style-type: none"> • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology 	

Year 2 - I am a coder

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Developing	Secure	Exceeding
	<ul style="list-style-type: none">• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.	
	<ul style="list-style-type: none">• I can tell you the order I need to do things to make something happen and talk about this as an algorithm.	
	<ul style="list-style-type: none">• I can program a robot or software to do a particular task.	
	<ul style="list-style-type: none">• I can look at my friend's program and tell you what will happen.	
	<ul style="list-style-type: none">• I can use programming software to make objects move. <p>I can watch a program execute and spot where it goes wrong so that I can debug it.</p>	

Year 2 - I am a creator

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Developing	Secure	Exceeding
	<ul style="list-style-type: none">• I can use technology to organise and present my ideas in different ways.	
	<ul style="list-style-type: none">• I can use the keyboard on my device to add, delete and space text for others to read.	
	<ul style="list-style-type: none">• I can tell you about an online tool that will help me to share my ideas with other people.	
	<ul style="list-style-type: none">• I can save and open files on the device I use.	
	- I can create text and images	
	- I can explain how an animation works and create my own moving images. (and add sound?)	

Year 2 - I am a collector

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Developing	Secure	Exceeding
	<ul style="list-style-type: none">• I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.	
	<ul style="list-style-type: none">• I can make and save a chart or graph using the data I collect.	
	<ul style="list-style-type: none">• I can talk about the data that is shown in my chart or graph.	
	<ul style="list-style-type: none">• I am starting to understand a branching database.	
	<ul style="list-style-type: none">• I can tell you what kind of information I could use to help me investigate a question.	
	<ul style="list-style-type: none">• I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.	

Year 2 - I am a digital citizen

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Developing	Secure	Exceeding
	<ul style="list-style-type: none"> • I can explain why I need to keep my password and personal information private. • 	
	<ul style="list-style-type: none"> • I can describe the things that happen online that I must tell an adult about. • 	
	<ul style="list-style-type: none"> • I can talk about why I should go online for a short amount of time. • 	
	<ul style="list-style-type: none"> • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet 	
	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • 	
	<ul style="list-style-type: none"> • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world. 	