



Raspberry Pi

# Year 1 – Technology around us

## Unit introduction

Learners 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.

Note: This lesson has been planned using desktop computers and the (free) program paintz.app, however, it can be taught with laptops. If you are using laptops for this unit, consider spending more time practising and discussing the trackpad.

## Overview of lessons

Lesson	Brief overview	Learning objectives
1 Technology around us	Learners will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.	To identify technology <ul style="list-style-type: none"> <li>• I can explain technology as something that helps us</li> <li>• I can locate examples of technology in the classroom</li> <li>• I can explain how these technology examples help us</li> </ul>

2 Using technology	Learners will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task.	To identify a computer and its main parts <ul style="list-style-type: none"> <li>● I can name the main parts of a computer</li> <li>● I can switch on and log into a computer</li> <li>● I can use a mouse to click and drag</li> </ul>
3 Developing mouse skills	Learners will be building on the mouse skills they were introduced to in Lesson 2. Learners will review images of a computer to explain what each part does. They will develop an understanding that different computers use different mice, but they perform the same function. They will use the mouse to open a program and create a simple picture.	To use a mouse in different ways <ul style="list-style-type: none"> <li>● I can use a mouse to open a program</li> <li>● I can click and drag to make objects on a screen</li> <li>● I can use a mouse to create a picture</li> </ul>
4 Using a computer keyboard	Learners will begin to use the computer keyboard for a purpose. They should understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Learners will then save their work using the save icon and understand that this icon is used in lots of different programs.	To use a keyboard to type on a computer <ul style="list-style-type: none"> <li>● I can say what a keyboard is for</li> <li>● I can type my name on a computer</li> <li>● I can save my work to a file</li> </ul>
5 Developing keyboard skills	Learners will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their textbox.	To use the keyboard to edit text <ul style="list-style-type: none"> <li>● I can open my work from a file</li> <li>● I can use the arrow keys to move the cursor</li> <li>● I can delete letters</li> </ul>

6 Using a computer responsibly	Learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.	To create rules for using technology responsibly <ul style="list-style-type: none"> <li>● I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> <li>● I can give examples of some of these rules</li> <li>● I can discuss how we benefit from these rules</li> </ul>
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## Progression

As this is a Year 1 unit, no prior knowledge is assumed. This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse. This unit directly precedes the Y2 Computer systems and networks unit, IT around us

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### National curriculum links

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- 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.

### [Education for a Connected World links](#)

#### **Health, well-being and lifestyle**

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology
- I can give some simple examples

#### **Copyright and ownership**

- I know that the work I create belongs to me
- I can name my work so that others know it belongs to me

## Assessment

#### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## Subject knowledge

Teachers need to know that the definition of technology is something that has been made with a specific purpose to help other people. Teachers should familiarise themselves with objects which are and are not examples of technology.

Teachers will need to be aware that typing is the process of using a keyboard to write words, letters or numbers on a screen.

#### **Enhance your subject knowledge to teach this unit through the following free CPD:**

- [Getting started in Year 1 – short course](#)
- [Teaching computing systems and networks to 5 to 11-year-olds](#)
- [Introduction to primary computing remote or face to face](#)

To further enhance your subject knowledge, enrol on the [primary certificate](#). This will support you to develop your knowledge and skills in primary computing and gain the confidence to teach great lessons, all whilst earning a nationally recognised certificate!

Resources are updated regularly — the latest version is available at: [ncce.io/tcc](https://ncce.io/tcc).

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