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| **Year 1 Medium term computing planner**  **Technology around us** | | | |
| **NC link**  ● 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**  • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.  • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.  • I can explain rules to keep myself safe when using technology both in and beyond the home.  • I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). | | **Key Vocabulary:** Technology Desktop Laptop Computer Mouse Trackpad Login Username Password Keyboard Edit Spacebar  **Links to other subjects:**  Geography – Ourselves  Art – Self portrait | |
| **Concept 1: Getting to know the computer** | **Concept 2: Technology in our classroom** | **Concept 3: Using a trackpad** | **Concept 4: Using a keyboard** |
| Key Knowledge: Children can log on and shut down independently and use the track pad accurately.  Consider:  Can children identify what a laptop looks like? Can they think what it is used for? What are the pros and cons of using a laptop? Can the children find the on switch? Do they know how to does this safely? Do the children know what the log on screen looks like? Do they know how to use their mouse to put the cursor in the right box? Do the children know to move the cursor with their right hand but to click on the bottom of the track pad with their left hand? (More will come on the mouse later on) Can the children find the letters on the keyboard to log in? Do they know that if it isn’t letting them in then something is incorrect? Once they have logged in, do the children know they need to wait patiently for any pop ups? Do the children know to ask an adult if anything pops up that they aren’t sure about? Do the children know that they mustn’t just press the off switch to shut down. Can they click the windows key, power button and then shut down? Do they know to wait for the laptop to shut down fully before they close the lid?  **Computing strand:**  Technology | Key Knowledge: Children can identify technology around the classroom. Children can explain that we need to be safe online.  Consider: Can the children tell you what technology means? Can the children be shown pictures of different technology and tell an adult what they are used for? Can the children sort what is technology and what isn’t? Can the children find technology around the classroom? Are the children confident that technology doesn’t always have to be technical or digital? Can the children match the technology to how it helps us? Can the children identify similarities between different technologies? Can the children tell you why we should be careful when online? Can the children identify who they would tell if they had a problem online?  **Computing strand:**  Technology | Key Knowledge: Children can open a program with the trackpad. Children can use the track pad accurately.  Consider: Can the children have a short introduction into different parts of a computer/laptop? Can they identify the difference? Can the children differentiate between a mouse or trackpad? Can the children understand that they must use two hands when using the track pad? Model this until all children are confident. Show the children that there are two functions at the bottom of the track pad but they can’t always be seen. Can the children understand this might be called left click or right click? Can the children understand that to open some things you may need to double click? Can the children use the mouse to create a picture? Can they be shown how to click appropriately and drag the mouse using two hands? Can the children create a self-portrait using the paint app? Can the children identify what has been changed on the different drawings using the correct terminology?  **Computing strand:**  Technology | Key Knowledge: Children can type their name independently. Children can save a file.  Consider: Can children identify what we use a keyboard for? Show children different example of computer and laptop keyboards. Do they understand that they don’t always look the same but do the same thing? Can the children find word and open a document using their mouse skills? Can they find the right place on the word document to type and have a go at typing their name. This may be a good opportunity to introduce CAPS LOCK for their name and explain its function. How can we open this document on another day? File, Save As, Save. (It is not important where this document is saved at this early stage)  Can the children be made aware they need to name the file sensibly? Do they understand why?  **Computing strand:**  Technology |
| **Concept 5: Developing keyboard skills** | **Online Safety:** Self-image and identity Health, well – being and lifestyle | Notes:  Make sure you are adapting your slides to fit the MTP  Check that you have the right equipment and software  Practise anything before teaching  Still use the Short term plans as they go into more detail in regards to certain topics | |
| Key Knowledge: Children can open a file. Children can delete text and use their keyboard to move the cursor.  Consider:  **Make sure that all children have a document with their name written on it in pupil share year 1 folder.**  Can the children tell you what a mouse/trackpad and a keyboard does? Can the children open a document by double clicking the file on the taskbar? Can they find pupil share, year 1 and then their name (all double clicking)? Can the children now write a sentence by identify caps lock at the start of the sentence and identifying the space bar and what this does? Can the children understand that they need to use the backspace button if make a mistake? Can they understand to use the arrow keys to get rid of smaller mistakes rather than deleting the whole word? Can the children understand they don’t need to save as again and just need to save this document?  **Computing strand:**  Technology | Key Knowledge: Children understand why we have rules in school and at home for technology. Children can identify a scenario where they would need to tell their trusted adult.  Consider:  Can children understand why we have rules? What rules help us with technology in and out of the classroom? Do children understand that people can sometimes be unkind online? Do the children know what to do if they are uncomfortable or worried? Can the children identify examples of when they would speak to an adult that they can trust?  **Online Safety Strand:**  Self-image and identity Health, well – being and lifestyle |