Curriculum Map

Y1 - Sparrows Class

	At the end of each unit, children will be able to:					
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Computing Systems - Technology Around Us	**Identify technology** •explain technology as something that helps us • locate examples of technology in the classroom • explain how these technology examples help us	**Identify a computer and its main parts** • name the main parts of a computer • switch on and log into a computer • use a mouse to click and drag	**To use a mouse in different ways** • use a mouse to open a program • click and drag to make objects on a screen • use a mouse to create a picture	**Use a keyboard to type on a computer** • say what a keyboard is for • type my name on a computer • save my work to a file	**Use the keyboard to edit text** • open my work from a file • use the arrow keys to move the cursor • delete letters	**Create rules for using technology responsibly** • identify rules to keep us safe and healthy when we are using technology in and beyond the home • give examples of some of these rules • discuss how we benefit from these rules
Creating Media - Digital Painting	**Describe what different freehand tools do** • make marks on a screen and explain which tools I used • draw lines on a screen and explain which tools I used • use the paint tools to draw a picture	**Use the shape tool and the line tools** • make marks with the square and line tools • use the shape and line tools effectively • use the shape and line tools to recreate the work of an artist	**Make careful choices when painting a digital picture** • choose appropriate shapes • make appropriate colour choices • create a picture in the style of an artist	**Explain why I chose the tools I used** • explain that different paint tools do different jobs • choose appropriate paint tools and colours to recreate the work of an artist • say which tools were helpful and why	**Use a computer on my own to paint a picture** • make dots of colour on the page • change the colour and brush sizes • use dots of colour to create a picture in the style of an artist on my own	**Compare painting a picture on a computer and on paper** • explain that pictures can be made in lots of different ways • spot the differences between painting on a computer and on paper • say whether I prefer painting using a computer or using paper

Programming A - Moving A Robot (Beebot)	**Explain what a given command will do** • predict the outcome of a command on a device • match a command to an outcome • run a command on a device	**Act out a given word** • follow an instruction • recall words that can be acted out • give directions	**Combine 'forwards' and 'backwards' commands to make a sequence** • compare forward and backward movements • start a sequence from the same place • predict the outcome of a sequence involving 'forwards' and 'backwards' commands	**Combine four direction commands to make sequences** • compare left and right turns • experiment with 'turn' and 'move' commands to move a robot • predict the outcome of a sequence involving up to four commands	**Plan a simple program** • explain what my program should do • choose the order of commands in a sequence • debug my program	**Find more than one solution to a problem** • identify several possible solutions • plan two programs • use two different programs to get to the same place
Data and Information - Grouping Data	**Label objects** • describe objects using labels • match objects to groups • identify the label for a group of objects	**Identify that objects can be counted** • count objects • group objects • count a group of objects	**Describe objects in different ways** • describe an object • describe a property of an object • find objects with similar properties	**Count objects with the same properties** • group similar objects • group objects in more than one way • count how many objects share a property	**Compare groups of objects** • choose how to group objects • describe groups of objects • record how many objects are in a group	**Answer questions about groups of objects** • decide how to group objects to answer a question • compare groups of objects • record and share what I have found
Creating Media - Digital Writing	**Use a computer to write** • open a word processor • recognise keys on a keyboard • identify and find keys on a keyboard	**Add and remove text on a computer** • enter text into a computer • use letter, number, and Space keys • use Backspace to remove text	**Identify that the look of text can be changed on a computer** • type capital letters • explain what the keys that I have already learnt about do • identify the toolbar and use bold, italic, and underline	**Make careful choices when changing text** • select a word by double-clicking • select all of the text by clicking and dragging • change the font	**Explain why I used the tools that I chose** • say what tool I used to change the text • decide if my changes have improved my writing • use 'Undo' to remove changes	**Compare typing on a computer to writing on paper** • make changes to text on a computer • explain the differences between typing and writing • say why I prefer typing or writing

Programming B - Programming Animations	**Choose a command for a given purpose** • find the commands to move a sprite • use commands to move a sprite • compare different programming tools	**Show that a series of commands can be joined together** • use more than one block by joining them together • use a **Start** block in a program • run my program	**Identify the effect of changing a value** • find blocks that have numbers • change the value • say what happens when I change a value	**Explain that each sprite has its own instructions** • show that a project can include more than one sprite • delete a sprite • add blocks to each of my sprites	**Design the parts of a project** • choose appropriate artwork for my project • decide how each sprite will move • create an algorithm for each sprite	**Use my algorithm to create a program** • use sprites that match my design • add programming blocks based on my algorithm • test the programs I have created
E-safety	Know that you should tell a trusted adult if you ever see anything on a computer or screen that makes you upset. Know how to use Hector the dolphin to cover an upsetting screen. Use Hector's World resources (https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online) to learn what counts as personal information we should not share online.		Know that you should tell a trusted adult if you ever see anything on a computer or screen that makes you upset. Know how to use Hector the dolphin to cover an upsetting screen. Use Hector's World resources (https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online) to learn about sharing pictures online. Show awareness that you should not share pictures of others without their knowledge or consent.		Use Smartie the Penguin resources (https://www.childnet.com/resources/smartie-the-penguin/) to begin to explore safety issues around in-app purchasing, cyberbullying, unreliable information and talking to strangers online - Y1 stories A and B.	
Vocab	**Unit 1 -** Technology Computer Keyboard Mouse Edit Delete Text Click and Drag Save	**Unit 2 -** Tool Shape Line Fill Digital	**Unit 3 -** Command Forward Backward Direction Sequence Combine Program	**Unit 4 -** Object Properties Compare Label Group	**Unit 5 -** Click and drag Improve Backspace Toolbar Double Click Undo	**Unit 6 -** Command Sprite Programing tool Block Algorithym