

## Key Stage 1- Computing Key Skills

	Year 1	Year 2
Programming	<ul style="list-style-type: none"> <li>- Physically follow and give each other instructions to move around</li> <li>- Create a simple algorithm (verbal) for a floor robot (to achieve a purpose- e.g. create a village/maze etc)</li> <li>- Debug simple sequences to correct the mistakes. <i>(Understand mistakes happen when sequences aren't precise- Verbal)</i></li> <li>- To predict what will happen to a robot from looking at simple sequence/instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct each other (and follow instructions) to move forward, backwards and turn (right angles) - Physical activity.</li> <li>- Plan (recorded) and execute a simple algorithm for a floor robot (to achieve a purpose- e.g. create a village/maze etc) <i>(Children need to use specific language e.g. 2 spaces forward. 1 right angles turn left etc.)</i></li> <li>- Debug simple sequences to correct the mistakes. <i>(Understand mistakes happen when sequences aren't precise- Written)</i></li> <li>- To predict what will happen to a robot from looking at sequence/instruction.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>- Children need to identify uses for technology in school and at home and start to understand why these are used. (E.g. internet, poster, communication- email, social media)</li> <li>- Create a simple picture on paint/2simple and add simple text (name, Title)</li> <li>- To understand the need to save a document (adult assist)</li> <li>- Take a picture/ Recording using a iPad</li> </ul>	<ul style="list-style-type: none"> <li>- Children need to identify /recap uses for technology in school/home and begin to use the internet for research/their own purpose (E.g. looking on internet to research favourite pet/story/place etc</li> <li>- To explore and create a simple document on word/publisher and add text and images (from internet).</li> <li>- To save and retrieve their work</li> <li>- Take a picture/ Recording using a iPad for a purpose</li> <li>- To be able to simply edit and change text.</li> </ul>
E- Safety	<ul style="list-style-type: none"> <li>- Agree e-safety rules for classroom</li> <li>- To understand who to share information with.</li> <li>- To identify personal information (e.g. surname, school, address)</li> <li>- I know what I can do when I see something that worries me online. (Adult)</li> <li>- I can act correctly online (age site/polite language)</li> </ul>	<ul style="list-style-type: none"> <li>- Agree e-safety rules for classroom</li> <li>- I can explain why I shouldn't share personal information with everyone.</li> <li>- I know when to go to an adult with concern about things I see online.</li> <li>- Start to understand the dangers of people online.</li> <li>- I can act correctly online (age site/polite language)</li> </ul>

## Key Stage 1- Computing Key Skills

	Key Skills	Ideas and resources ideas
Programming	<ul style="list-style-type: none"> <li>Physically follow and give each other instructions to move around</li> </ul>	<ul style="list-style-type: none"> <li>Direct a friend from one side of the room to the other. (Simple)</li> <li>Draw chalk maze on the playground- Children to direct friend around it.</li> <li>Activities above can be one when one children had their eyes closed/covered.</li> </ul>
	<ul style="list-style-type: none"> <li>Create a simple algorithm (verbal) for a floor robot (to achieve a purpose- e.g. create a village/maze etc)</li> </ul>	<ul style="list-style-type: none"> <li>Maze created as above but on a smaller scale.</li> <li>Designing their own mat using tiles</li> <li>Bee bot resource/ideas (see resources)</li> <li><b>BEE BOT SIZE TILES SHOULD BE 15cm x 15cm THIS IS THE DISTANCE THEY MOVE.</b></li> <li>Teacher could record the instructions (simple directions cards could be used and a physical sequence created for the children to follow or children could be photographed or filmed)</li> </ul>
	<ul style="list-style-type: none"> <li>Debug simple sequences to correct the mistakes. (Understand mistakes happen when sequences aren't precise- Verbal)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher could make a trail and ask the children to have a go at it. Deliberate mistake can they spot and work out how to correct. (Ideas from above apply)</li> </ul>
	<ul style="list-style-type: none"> <li>To predict what will happen to a robot from looking at simple sequence/instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Having simple direction cards on the floor in a sequence. <i>Where would my bee bot end up? competition who is the closes.</i></li> <li>To start with letting the children move and 'pretend' to be the Bee bot.</li> <li>Use the visual tiles as a grid to allow them to see the parameters.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Children need to identify uses for technology in school and at home and start to understand why these are used. (E.g. internet, poster, communication- email, social media)</li> </ul>	<ul style="list-style-type: none"> <li>Create a class/group/pairs/individual mindmap. This could be done with pictures to reduce writing.</li> <li>Children could be photographed holding the things (e.g. poster/ipad on google etc). These could be turned into a display? This could be added to when they discover move.</li> </ul>
	<ul style="list-style-type: none"> <li>Create a simple picture on paint/2simple and add simple text (name, Title)</li> </ul>	<ul style="list-style-type: none"> <li>Draw a simple picture (linked to topic or their favourite thing)</li> <li>Children to title their picture or type up a simple sentence they created in Literacy E.g. picture of rainbow- <i>Rainbows are colourful. There is a pot of gold at the end etc.</i></li> <li>By .....</li> </ul>
	<ul style="list-style-type: none"> <li>To understand the need to save a document (adult assist)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to demo simple document and then 'forgetting to save' then opening a blank doc.</li> </ul>
	<ul style="list-style-type: none"> <li>Take a picture/ Recording using a iPad</li> </ul>	
E- Safety	<ul style="list-style-type: none"> <li>Agree e-safety rules for classroom</li> </ul>	To be done at the start of the year with the children
	<ul style="list-style-type: none"> <li>To understand who to share information with.</li> </ul>	-
	<ul style="list-style-type: none"> <li>To identify personal information (e.g. surname, school, address)</li> </ul>	<ul style="list-style-type: none"> <li>Can be done as a sorting activity. Things that could be shared. Things that shouldn't be shared. Picture to be sorted into the 2 columns.</li> </ul>
	<ul style="list-style-type: none"> <li>I know what I can do when I see something that worries me online. (Adult)</li> </ul>	<ul style="list-style-type: none"> <li>Create an information poster.</li> <li>Agony Aunt discussion (advice to the children/ what to do, when to get an adult)</li> </ul>
	<ul style="list-style-type: none"> <li>I can act correctly online (age site/polite language)</li> </ul>	<ul style="list-style-type: none"> <li>Rules to be create agreed upon?</li> </ul> <p>Simple activity about behaviour (done through circle time?)</p>

**Ideas- Year 1 statements (Ideas can be applied to year 2)**