**YEAR 1 COMPUTING - CURRICULUM OVERVIEW 2024 – 2025**

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| **YR** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 1 Content** | Computing systems and networksTechnology around us - recognising technology in school and using it responsibly. | Creating MediaDigital painting - choosing appropriate tools in a program to create art, and making comparisons with working non-digitally | Creating media Digital writing - using a computer to create and format text, before comparing to writing non-digitally. | Data and informationGrouping data - exploring object labels, then using them to sort and group objects by properties. | ProgrammingUsing Hour of Code - Designing and programming the movement of a character on screen to tell stories |
| **Key new knowledge** | **Technology Around Us*** Develop understanding of technology and how it can help in everyday lives.
* Start to become familiar with the different components of a computer by developing keyboard and mouse skills.
* Consider how to use technology responsibly.
 | **Digital Painting*** Develop understanding of a range of tools used for digital painting.
* Create digital paintings, while gaining inspiration from a range of artists’ work.
* Consider preferences when painting with and without the use of digital devices.
 | **Digital writing*** Develop understanding of the various aspects of using a computer to create and manipulate text.
* Become more familiar with using a keyboard and mouse to enter and remove text.
* Consider how to change the look of text, and to justify reasoning in making these changes.
* Consider the differences between using a computer to create text, and writing text on paper.
 | **Grouping data*** Introduction to data and information.
* Labelling, grouping, and searching of data and information.
* Assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.
 | **Programming – Using Hour of Code*** Introduction to early programming concepts.
* Explore using individual commands, both with other learners and as part of a computer program.
* Start predicting the outcome of programs.
* Introduction to the early stages of program design through the introduction of algorithms.
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| **Assessments** | Formative questioning and teacher observation.Self/peer assessment using thumbs up/down | Formative questioning and teacher observation.Self/peer assessment using thumbs up/down | Formative questioning and teacher observation.Self/peer assessment using thumbs up/down | Formative questioning and teacher observation.Self/peer assessment using thumbs up/down | Built in end of unit assessments. |