

Computing Scheme of Work

Year 1 – Autumn 1

Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Online Safety</u> (Revisited in RHE scheme Yr 1 Spring 2)</p> <p>Teachers to demonstrate how to login using your teacher's login. Discuss how important it is that you keep your login safe and do not give it to anyone else to use. Children will be given access to their pupil login cards and learn how to log in to Purple Mash. Talk about what they should do if they found someone else's login card.</p> <p>Start to get pupils to think about what someone with bad intentions could do if they logged in as you e.g., spoil your work. The idea is to get pupils thinking about private and personal information and protecting this. Once logged in, show the pupils the Avatar you have created and talk to them about why it is useful to have a picture that looks like you when you have logged in and how helpful it is for the teacher to see that it is you. Also, briefly touch on why people use avatars rather than their own photos. Show the pupils how to create their own avatar, let them have a try with some of the random pictures and then let them make an avatar which looks like them.</p> <p><u>Saving and retrieving work</u></p> <p>Children to log in to Purple Mash. Teach children how to click on the 'Tools' button, then to scroll to art and design where they will find the paint project button. Allow them to create a picture then teach them how to name their work. Discuss how this work belongs to them and only them and their class teacher will be able to see it. Show them how to save their work into their 'My Work' folder. Practise retrieving their picture, making a small edit and then saving again.</p>	<p>Recognise examples of personal information that shouldn't be shared.</p> <p>Know that passwords shouldn't be shared so that information and devices are kept safe.</p> <p>Able to save work in 'My Work' folder and then to retrieve it for editing.</p> <p>Developing an understanding of ownership of work online.</p>	<p>Login, Password, Trust, Avatar</p> <p>Can you name five trusted adults?</p> <p>Why do you need to ask a trusted adult before sharing information online?</p> <p>Why is it better to have an avatar rather than a photo of you?</p> <p>Why do we never share passwords?</p> <p>Name, Ownership, Save, Retrieve, Edit</p> <p>Where is your work saved?</p> <p>Who can see your work?</p> <p>Type, Space bar, Backspace, Delete, Enter, Return, Design, Import, Edit, Font</p> <p>What are you most pleased with on your design? Would you change anything if you did it again?</p> <p>sound, tempo, loud, quiet, compose, sequence</p> <p>How do the sounds make you feel?</p> <p>Which sounds are the loudest? Are they long sounds or short sounds?</p> <p>Coding, program, algorithm, sequence, instructions</p> <p>What is coding?</p> <p>Are the instructions clear?</p>

<p><u>Feely Book Cover Design (2 sessions)</u> (Literacy link)</p> <p>Using 2Publish – Book Cover, allow the children to design the cover for their feely book. They can type a title and who it is by and draw or import a picture on to the cover. Teach the children how to change the font type, size and colour. Save work at the end of session 1 as before in to their ‘My Work Folder’ ready to be opened and finished in Session 2.</p> <p><u>Exploring Sounds (2 sessions)</u> (Science/Senses Link)</p> <p>Session 1: Use 2Explore to play and record simple melodies by clicking on sounds. The speed can be changed and the melody can be played on loop. Which noises do the children like? Why?</p> <p>Session 2: Use 2Sequence to compose a piece of music. Sounds can be dragged in to the sequence from different tabs, other sound clips can be accessed and the children can record their own sounds to add to the composition. The tempo can be changed on the sliding bar at the top. You could give them a theme to compose around or just allow them to explore.</p> <p><u>Coding</u></p> <p>Complete Lesson 1 in the Year 1 Computing Scheme of Work unit 1.7 Coding</p> <p>‘An introduction to coding’</p>	<p>Able to type words on a digital device</p> <p>Able to use the space bar, back space/delete, enter/return key appropriately</p> <p>Able to save and retrieve work</p> <p>Able to create a sequence of sounds</p> <p>Explores long and short sounds</p> <p>Able to record own voice</p> <p>Begin to understand algorithms and how a sequence of algorithms is important.</p>	
		Assessment Opportunities
		<p>Understanding Online Safety</p> <p>Saving and retrieving work</p> <p>Digital Photo Editing</p> <p>Music and Sound Composition</p> <p>Coding</p>
		Resources
		<p>Purple Mash login cards</p> <p>PM – Avatar Creator</p> <p>PM – Art & Design – Paint Projects</p> <p>PM – English – 2Publish</p> <p>PM – Music and Sound – 2Explore</p> <p>PM – Music and Sound – 2Sequence</p> <p>Purple Mash Year 1 Scheme of work - Computing – Coding lesson plans</p>

Computing Scheme of Work

Year 1 – Autumn 2

Topic: Incredible Me and My Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Digital Art</u></p> <p>Children to log on to Purple Mash and use the paint project to create a firework display in the night sky. The children can select the colour they wish to use and change the size of the paintbrush. Encourage them to give their artwork a title at the bottom and add their own name.</p>	<p>Able to use a paint app to create a digital image</p>	<p>select, tools, label</p> <p>Can you change select different tools to create your image?</p> <p>Can you change the size of the brush?</p> <p>Can you add a name label to your work?</p>
<p><u>Coding</u></p> <p>Complete Lesson 2 in the Year 1 Computing Scheme of Work unit 1.7</p> <p>Coding</p> <p>‘Block Coding’</p>	<p>To be introduced to 2Code and to use the 2Code program to create a simple program</p>	<p>block coding</p> <p>What is block coding?</p>
<p><u>Data Handling</u></p> <p>(Literacy Link)</p> <p>Having collected data in class about everyone’s favourite sandwich fillings (Lighthouse Keeper’s Lunch), children to log in to Purple Mash and use the 2Count App to create a pictogram which will allow them to discuss which filling is most/least popular and to interpret the data they are presented with.</p> <p>A maximum choice of 10 fillings can be used. Children can amend title as appropriate.</p> <p>Note: Own images can be added if the stored clipart does not have the image needed.</p>	<p>Able to create a pictogram from data linked to a topic</p> <p>Able to explain what has been done and what information it shows</p>	<p>pictogram, data, questions, answers</p> <p>Which is most popular?</p> <p>Which is least popular?</p> <p>How many more?</p> <p>space bar, back space, delete, clipart, resize, click and drag</p> <p>Can you select and resize a clipart picture?</p> <p>How can you add a space between words?</p> <p>Can you delete your mistake?</p> <p>storyboard, save, retrieve, space, delete, sequence</p> <p>Can you sequence the pictures?</p> <p>Can you use story language on your storyboard?</p>

Word Processing/Typing
(Literacy Link)

Having created their sandwich design linked to The Lighthouse Keeper's Lunch, the children need to compile a shopping list of ingredients they will need to make their own sandwich.

Children to log in to Purple Mash. Type 'Shopping List' in the search bar and launch App.

The children need to access the clipart or select their own image for each item. The items can be dragged in to position and can be resized as necessary. They need to type each item on the list using the keyboard.

(Font type, size and colour can be explored.)

Presentation (2 sessions)
(Literacy Link)

Children to log in to Purple Mash and type Storyboard in to the search bar. There is an option for 3 or 6 pictures.

Session 1: Children to access and Select 3 or 6 pictures from the story (pre-saved in Year 1 resources > Purple Mash Resources > Peace At Last) and sequence them in order on their storyboard. Children need to save their work in their 'My Work Folder'.

Session 2: Children to open their storyboard ready to type simple sentences below to tell the story. Encourage use of 'noisy' words and story language 'Oh no! I can't stand this!'. Where appropriate speech marks can be introduced. **Maybe now as Christmas Story?**

Presentation and Digital Art

Children to log in to Purple Mash.

Using the Mashcam app they can choose to become an Elf or Santa. They will use the in-built camera on the Chrome Books to take a selfie which will be added to their chosen character. The children can add to the image by creating a speech bubble for what their character is saying before adding a recording of what the character is saying to their image as well.

Able to use the space bar and backspace or delete keys as necessary

Able to order images to create a simple story board

Able to type words on a digital device, with increasing confidence.

Able to use space bar, delete and return keys as necessary.

Able to create a digital image

Able to add labels (speech bubble) to an image

Able to type words on a digital device

Able to dictate in to a digital device

speech bubble, camera, type, dictate,
record, play

Can you imagine what your character
might say?

Can you add expression to your voice
when you record the text in your
speech bubble?

Creating a Digital Image
Coding
Data Handling
Word Processing Skills
Saving and Retrieving work
Digital Presentation skills

PM – Art & Design – Paint Project –
Fireworks

PM – Maths & Data Handling – 2Count

PM – Search Bar ‘Shopping List’

PM – Search Bar ‘Storyboard’

PM – English – Mashcams (Elf or Santa)

Purple Mash Year 1 Scheme of work -
Computing – Coding lesson plans

Computing Scheme of Work

Year 1 – Spring 1 Topic: I'll Huff and I'll Puff

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Coding</u> Complete Lesson 3 in the Year 1 Computing Scheme of Work unit 1.7 Coding 'Background and Characters'</p> <p><u>Coding and Programming</u> (2 sessions) (Three Little Pigs Topic Link)</p> <p>Children to use the Beebot as the wolf who will need to make his way around the maze to tell the story of the Three Little Pigs. Recap how to program a Beebot.</p> <p>Over 2 sessions the children can explore how Beebot will need to move around and record their program using Beebot arrow cards. Discuss how they can record the sequence for their program to use again.</p> <p>Whilst not using the maze the other children can log in to Purple Mash and use the 2Go app in computing tools. Here they can complete various challenges to move items using the arrow keys.</p> <p><u>Managing Online Information</u> (Link to internet safety/Literacy)</p> <p>Children to use the internet, with adult supervision, to find out facts about pigs and wolves for their own fact file. swiggle.org.uk is an ad free child friendly search engine</p>	<p>Able to use Design Mode to add and change backgrounds and characters. Able to use the Properties table to change the look of the objects.</p> <p>Able to create a simple program on a digital device (Beebot) Able to use a sequence in programs Begin to link this understanding to algorithms</p> <p>Able to use the internet to find things out Able to explain the rules to keep us safe when we are using technology</p>	<p>design mode, characters, background, dropdown menu</p> <p>Can you add and change backgrounds and characters?</p> <p>Beebot, program, instructions, algorithm, sequence, arrow cards, arrow keys</p> <p>Can you decide which way Beebot needs to go? How will you remember your instructions? What happens if you change the order of your instructions?</p> <p>internet, search engine, safety, rules, checking facts</p> <p>Can you remember how to keep safe online? What should you do if you see something that worries you? How can you check if it is a true fact?</p> <p>branching database, data, questions, answers</p> <p>Can you find out the material by answering the yes/no questions?</p>

Computing Scheme of Work

Year 1 – Spring 2
Topic: Make, Create and Wonder

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Presentation</u> (Geography Link)</p> <p>Children to log in to Purple Mash. Type 'UK Countries' in to the search bar. Children to label the 4 countries that make up the United Kingdom. This is a timed 10-minute activity.</p>	<p>Able to add labels to an image</p>	<p>label, click and drag</p> <p>Can you name the 4 countries of the United Kingdom? Can you name the capital cities of each of these countries?</p>
<p><u>Digital Art</u> (Design Technology Link)</p> <p>Children to log in to Purple Mash. Using 2Publish 'Pattern' they can design a digital piece of art that will be used as wallpaper in their shoebox room.</p>	<p>Able to use a paint app to create a digital image</p>	<p>design, pattern, tools</p> <p>Can you choose a design that suits your shoebox room? Why have you chosen that pattern? Those colours?</p>
<p><u>Word Processing/Typing</u> (Literacy/Design Technology)</p> <p>Children to log in to Purple Mash. Using 2Publish 'Picture and Text' the children can import a photo of their shoebox design and then type an evaluation of their finished project. What were they proud of? What would they change next time?</p>	<p>Able to type words on a digital device, confidently</p> <p>Able to select an image from a folder</p>	<p>select, import, type, delete, space, edit</p> <p>Can you select the picture of your shoebox room?</p>
<p><u>Presentation</u> (Geography Link)</p> <p>Children to log in to Purple Mash. Type 'UK Capital Cities' in to the search bar. Children to label the capital cities of each of the 4 countries that make up the United Kingdom. This is a 10-minute timed activity.</p>	<p>Able to add labels to an image</p>	<p>2code, program, character</p> <p>Can you make the character move?</p>

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Computing Scheme of Work

Year 1 – Summer 1

Topic: Here, There and Back Again

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Animation</u> (Literacy Link) 3 sessions</p> <p>Children to login in to Purple Mash. Using 2Create A Story – My Story, the children will create their own version of We're Going on a Bear Hunt and add animation and sound.</p>	<p>Able to Create an animation of a story with more than one scene</p> <p>Able to add own pictures to my story animation</p>	<p>animation, scene, sound</p> <p>Can you make part of your picture move?</p> <p>Can you add your own ideas to create a new story?</p> <p>Do sound effects make the story better?</p>
<p><u>Coding and Programming</u> (Literacy Link) 2 sessions</p> <p>With A Balloon for Grandad as inspiration, the children will plan a journey for Beebot to travel by recording a simple algorithm for Beebot to follow and the discussing how to debug the algorithm if problems occur.</p>	<p>Begin to write simple algorithms</p> <p>Understands the sequence of algorithms is important</p> <p>Able to debug simple algorithms</p>	<p>algorithm, sequence, debug</p> <p>Did your sequence work? Could you change anything to make it better?</p> <p>What went wrong?</p>
<p><u>Managing Online Information</u> (Link to internet safety/History)</p> <p>Children to use the internet, with adult supervision, to find out about The Wright Brothers (inventors of the world's first flying airplane) and Amy Johnson (first woman to fly solo from London to Australia)</p>	<p>Able to use the internet to find things out</p> <p>Able to explain the rules to keep us safe when we are using technology</p>	<p>internet, search engine, safety, rules, checking facts</p> <p>Can you remember how to keep safe online? What should you do if you see something that worries you?</p> <p>How can you check if it is a true fact?</p>

		Assessment Opportunities
		Animation Using Sound Coding and Programming Online Safety Search Engines
		Resources
		PM – 2Create a Story – My Story Beebots Beebot Arrow Cards Grid/Picture cards Chrome Books

Computing Scheme of Work

Year 1 – Summer 2

Topic: Nature Detectives

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Complete Lesson 5 in Year 1 Computing Scheme of Work unit 1.7</p> <p>Coding</p> <p>‘More Actions’</p> <p><u>Video Creation</u></p> <p><u>(Science Link)</u></p> <p>2 sessions</p> <p>Use Imovie on I pads to create own nature detective video. To be investigated further</p>	<p>Able to explore the When Key and When Swiped commands (on tablets if available).</p> <p>Able to use the Stop button to make characters stop when the background is clicked</p> <p>Able to record a film using the camera app</p> <p>Able to select images and record a voice over</p> <p>Highlight and zoom into images as I record</p>	<p>program, input events, character</p> <p>Can you add a variety of input events?</p> <p>record, camera app, voice over</p> <p>Can you make an interesting nature detective video?</p> <p>collision detection</p>
<p><u>Coding</u></p> <p>Complete Lesson 6 in the Year 1 Computing Scheme of Work unit 1.7</p> <p>Coding</p> <p>‘Collision Detection’</p> <p><u>Data Handling</u></p> <p><u>(Science Link)</u></p>	<p>Able to explore a method to code interactivity between objects.</p> <p>Able to use Collision Detection to make objects perform actions.</p> <p>Able to use the sound property.</p>	<p>How does the program know that objects will collide?</p> <p>sort, classify, click and drag</p> <p>Why have you put that animal in to that category?</p>
<p>Children to log in to Purple Mash. Type ‘Sorting Animals’ in to the search bar and complete the activity.</p> <p>There are other activities the children could try such as:</p> <p>Animal Grouping</p> <p>Animal Classification Quiz</p> <p>Animal Type</p> <p>What type of animal am I?</p>	<p>Able to sort images or text into two or more categories on a digital device</p>	<p>email, online safety, privacy</p> <p>How can we keep safe online?</p> <p>What information should we keep private?</p>

<p style="text-align: center;"> <u>Online Relationships</u> (Link to Internet Safety) (revisited again in RHE scheme Yr2 Summer 2) 1 or 2 sessions </p> <p>Children to log in to Purple Mash. In Communicating and Sharing, select 2Email. Children to be taught how they can send an email to someone else in their class. Discuss the need for being considerate and kind to people online. Encourage the children to talk about the types of information they should not share online and recap internet safety as usual.</p>	<p>Able to use the internet with adult support to communicate with people I know</p> <p>Able to explain why it is important to be considerate and kind to people online</p>	
	<p>Recognise that there may be some people online that would make me feel sad, embarrassed or upset.</p> <p>Able to give examples of adults I trust who can help me if this happens.</p> <p>Explain the rules that keep us safe when we are using technology.</p>	<p style="text-align: center;">Assessment Opportunities</p> <p style="text-align: center;"> Coding Video Creation Data Handling Online Relationships Online Safety/Email </p>
		<p style="text-align: center;">Resources</p> <p> Purple Mash Year 1 Scheme of work - Computing – Coding lesson plans PM – Sorting Animals PM – Animal Grouping PM – Animal Classification Quiz PM – Animal Type PM – What type of animal am I? PM – Communicating and Sharing - 2Email I-Pad – I-Movie </p>