

Subject	Skills and Objectives	
<b>Computing</b>		
<b>Year 1</b>	<b>Using a computer</b>  Working above:  Working below:	<p><b>To become skilful in using different tools to control technology.</b></p> <p><b>To understand the purpose of, and begin to use a range of different technology.</b></p> <p><b>To begin to develop typing speed and accuracy to enable independent access to a computer.</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their familiarity with a computer and keyboards</li> <li>• Continue to develop their skills in using a mouse and/or trackpad to control a computer/laptop.</li> <li>• Begin to develop their typing speed, using a range of games and programs in school. Children should also be encouraged to play these games at home.</li> <li>• Continue exposure to a range of technology, including cameras, tablets, microphones/recording devices and computers.</li> </ul>
	<b>Using the Internet</b>  Working above:  Working below:	<p><b>To understand that information comes from different sources e.g. books, web sites, TV etc</b></p> <p><b>To understand that ICT can give access quickly to a wide variety of resources</b></p> <p><b>To talk about their use of ICT and the Internet and other methods to find information</b></p> <p><b>To be able to explore a variety of electronic information as part of a given topic</b></p> <p><b>To know buttons/icons can represent different functions e.g. record, pause, play</b></p> <ul style="list-style-type: none"> <li>• Recognise that not all information is useful some information is more useful</li> <li>• Use web based resources to find answers to questions</li> <li>• Develop questions about a specific topic and use information to answer those questions</li> <li>• Begin to navigate within a website using hyperlinks and menu buttons to locate information</li> <li>• Begin to manipulate information using copy and paste for a specific purpose</li> <li>• Enter given text into a search engine to find specific given web sites</li> <li>• Understand that web sites have a specific address e.g. www.bbc.co.uk/</li> <li>• Locate links to web sites from Favourites or saved hyperlinks, intranet or from the Learning Platform</li> <li>• Use basic information from the internet.</li> </ul>
	<b>Communicating and collaborating online</b>  Working above:  Working below:	<p><b>To start to understand that messages can be sent electronically over distances.</b></p> <ul style="list-style-type: none"> <li>• Contribute ideas to a class email and together respond to messages- this can be to real life of 'fictitious' characters.</li> </ul>
	<b>Creating and Publishing</b>  Working above:	<p><b>To use technology to combine text with photographs, graphics and drawings.</b></p> <p><b>To create their own text based content, including adding basic effects to sections of text.</b></p> <ul style="list-style-type: none"> <li>• Add text to photographs, graphics, drawings and sound using a computer.</li> <li>• Use simple authoring tools to create their own content and begin to add basic effects to sections of text, changing the font size and colour.</li> </ul>

	Working below:	
	<b>Digital media</b> Working above:  Working below:	<b>To know they can explore sound and music using technology and that they can create sound using computer programs.</b> <b>To know they can record sound using ICT that can be stored and played back</b> <b>To take photographs for a range of different purposes.</b> <b>To understand that video can be recorded using technology and to begin to record video.</b> <b>To understand that a range of different technology can be used to record sounds.</b> <ul style="list-style-type: none"> <li>• Use a computer to compose and record basic rhythms.</li> <li>• Continue to take photographs for a range of different purposes.</li> <li>• Begin to record video</li> <li>• Begin to record sounds using a range of different tools.</li> </ul>
	<b>Programming and control</b>  Working above:  Working below:	<b>To use ICT to begin to organise items.</b> <b>To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen.</b> <ul style="list-style-type: none"> <li>• Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.</li> <li>• Begin to use technology to create graphs and pictograms</li> </ul>
	<b>Modelling and simulation</b>  Working above:  Working below:	<b>To understand computers can represent real or fantasy situations</b> <b>To understand computer representations allows the user to make choices and that different decisions produce different outcomes</b> <ul style="list-style-type: none"> <li>• Understand that computers and technology can be used to represent and model situations.</li> <li>• Use an art package or drag and drop software to create a representation of a real or a fantasy situation</li> <li>• Explore a simulation to support a given topic and talk about what happens and why</li> </ul>
	<b>Using Data</b>  Working above:  Working below:	<b>Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.</b> <b>Begin to use technology to create graphs and pictograms</b> <ul style="list-style-type: none"> <li>• Use ICT to sort objects into groups according to a give criteria, or criteria which the child identifies themselves.</li> <li>• Begin to use technology to create graphs and pictograms</li> </ul>