

Expectations - I can be creative with different technology tools. - I can use technology to create and present my ideas. - I can use the keyboard or a word bank on my device to enter text. - I can save information in a special place and retrieve it again.	Vocabulary to use App Backspace Camera Delete Keyboard Photo(graph) Print Right click Sound Space bar Video	Vocabulary to develop <i>Animate</i> <i>Insert</i> <i>Open</i> <i>Save</i> <i>Shift</i>	Skills - Use keyboard to enter text, find the letters of your name or basic spellings. (Encourage use of left and right hands.) - Use SHIFT/uppercase key for a capital letter. - Use SPACE BAR between words. - Open a document or other file - Open appropriate App - Add a picture to a document - Save work - Take a photo and open camera roll on a tablet - Create an image using pen tools - Use camera and video to capture learning
Expected prior learning - Move objects on a screen - Make marks on a screen - Use photos, sound recording and video to show my learning - Make sounds with buttons in an app or with software	Cross curriculum context - English - Capture learning in a topic - Choose to use technology to present historical, geographical, religious, cultural, mathematical, or other learning		Experiences - Paint software or App - Take photographs - Enter text - Video (<i>and greenscreen</i>) <i>Animate an object</i> - Record a sound <i>Combine sounds to make music</i>
Concepts and understanding - Recognise text, sound, moving and still images - Work can be saved and opened again to make changes	Develop Computational thinking Attitudes Comfortable making mistakes Perseverance Imagination Collaboration		Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS KS1 Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation



Year 1 Technology in our Lives Knowledge Map

Expectations • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program.	Vocabulary to use	Vocabulary to develop	Skills • Listen to instruction • Follow forward, backward and turn instructions • Articulate forward, backward and turn instructions • Develop coordination and motor skills to operate a mouse or roller pad on a laptop or PC. • Use home button on a tablet • Open an app or software • Predict what will happen when buttons are pressed on floor robots or icons tapped on a screen • Say the word algorithm • Talk through a short sequence of actions to make something happen • Identify where something goes wrong in a short sequence
Expected prior learning • Open ended play with floor robots or remote-control toys • Following verbal instructions • Move objects on a screen	Cross curriculum context • English: participation in collaborative conversations, give well-structured descriptions; use pattern recognition and decomposition within phonics; sequencing of events; algorithms when forming letters and digits • Maths: counting, movement, properties of shapes, problem solving		Experiences • Giving and receiving instructions BeeBot or other floor robot and screen programming activities • Guided exploration • Predict what a sequence will make happen • Plan a simple sequence • Debug sequences
Concepts and understanding • A program is a sequence of commands • Recognise buttons and icons will make something happen • Debug when something doesn't happen as you want it to	Develop Computational thinking Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1 Attitudes Comfortable making mistakes Perseverance Imagination Collaboration  Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation		

Year 1 Technology in our Lives Knowledge Map

Expectations - I can recognise the ways we use technology in our classroom. - I can recognise ways that technology is used in my home and community. - I can use links to websites to find information. - I can begin to identify some of the benefits of using technology.	Vocabulary to use Search Technology / Computing device	Vocabulary to develop <i>Communicate QR Code Computing devices World Wide Web / Internet</i>	Skills - Follow a hyperlinked image to a website using a laptop or PC OR QR code OR Home screen link on tablet - Tell a trusted adult if something unexpected happens when exploring an information site - Collect ideas - Take photos - Sort photos - Articulate answers - Give explanations - Participate in discussion
Expected prior learning - Guided exploration of information sites - Conversations with experts online - Shared experiences of communicating with others within and outside their school	Cross curriculum context - English: ask relevant questions, explain understanding of information, develop and order ideas, use spoken language, sequence sentences to share learning - Explore information for a topic - Investigate information for historical, geographical, religious, cultural, mathematical or other learning		Experiences - Find technology around the school - Sort technology - Investigate technology at home - Talk about experiences of using technology - Explore a website identified by trusted adult <i>Use Google Earth to explore locality</i> <i>Shared video communication with another class</i>
Concepts and understanding - Today's technology devices help us in different ways - Today's technology can help us with our learning - Trusted adults will identify safe and useful websites for us to explore	Develop Computational thinking Attitudes Comfortable making mistakes Perseverance Imagination Collaboration  Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation		

Year 1 Data Handling Knowledge Map

Expectations - I can talk about the different ways in which information can be shown. - I can use technology to collect information, including photos, video and sound. - I can sort different kinds of information and present it to others. - I can add information to a pictograph and talk to you about what I have found out.	Vocabulary to use Collect Found out Pictograph Questions Record Sort	Vocabulary to develop <i>Data</i> <i>Venn diagram</i>	Skills - Develop coordination and motor skills in operation a mouse or roller pad on a laptop or PC. - Open a document or other file on a laptop or PC. - Open appropriate App or software - Take a photo and open camera roll on a tablet. - Record data using app or software - Create, save, and retrieve an annotated image
Expected prior learning - Talk about different kinds of information such as pictures, video, text, and sound - Take photos and video to capture learning - Record sound - Use digital microscope or app to examine objects collected - Use app or software to count information	Cross curriculum context - English: ask relevant questions, explain understanding of information, develop and order ideas, use spoken language to share learning - Explore information for a topic - Investigate and represent information for scientific, geographical, mathematical, or other learning		Experiences - Use software or app to investigate a question and record data - Sort appropriate images eg using Venn diagram - Take photos and sort items from current topic - Talk about sorting information <i>Collect data about weather</i> - Create pictograph
Concepts and understanding - Information (data) can exist as pictures, video, text, and sound - Information can be sorted in different ways - A pictograph can represent information	Develop Computational thinking Attitudes Comfortable making mistakes Perseverance Imagination Collaboration  Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1 Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation		