

Year group: 1		Autumn 1	iLearn2 Unit: Mouse & Keyboard Skills	Subject Leader: V Mitchell	
Prior linked knowledge		National curriculum objectives		Future linked knowledge	
EYFS Understanding the World – Technology – Range 6 <ul style="list-style-type: none"> • Uses ICT hardware to interact with age appropriate computer software. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 		<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		Y3 Document Editing: <ul style="list-style-type: none"> • To copy and paste text and images. • To find and replace words. • To format text for a purpose. • To edit images inside documents. 	
Resources			Online Safety strand (Education for a Connected World/Project Evolve):		
iLearn2 used for all lessons in addition to: Lesson 1: video on iLearn2 & abcya.com Lesson 2: abcya.com Lesson 3: code.org Lesson 4: abcya.com Lesson 5: bbc dance mat typing			Self-image and Identity & Online Relationships <ul style="list-style-type: none"> • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. • I can give examples of when I should ask permission to do something online and explain why this is important. 		
Lesson Sequence					
Lesson 1 Mouse & Trackpad - video To know what a mouse is and does. Improving Accuracy (dot-to-dot) To know what a mouse is, does and how to use it with increased accuracy. To connect the dots to make a picture, using the mouse.	Lesson 2 - Click & Drag To know that a mouse can click and drag. To click and drag items to make a house.	Lesson 3 - Puzzles To confidently know a mouse's function. To use mouse skills to complete simple puzzles.	Lesson 4 - Find letters on a keyboard To know there are letters/numbers on a keyboard. To be able to find specific letters on a keyboard.	Lesson 5 - Home row keys To know what touch typing means. To begin to learn the basics of typing on the keyboard, trying to use all fingers to type the keys, following the character's lead.	
Key vocabulary					
Trackpad	Click	Click	Keyboard	Keyboard	
Mouse	Drag	Drag	Letters	Home row keys	
Typing	Arrow	Arrow	Numbers	Letters	
Control	Drop	Drop	Keys	Colon	

Cursor (arrow) Selecting Moving Buttons Left button Right button Scroll wheel Drag Gestures Mouse Left button Arrow Select Click	Left Right	Left Right	Type	Semi colon Space bar
Key skills throughout unit				
<ul style="list-style-type: none"> • To learn how to use the mouse and keyboard effectively: • Mouse skills; move mouse, left/right click, drag and drop. • Typing skills; Find letters on keyboard and begin touch typing with home row keys 				

Year group: 1	Autumn 2	iLearn2 Unit: Digital Art	Subject Leader: V Mitchell
Prior linked knowledge	National curriculum objectives		Future linked knowledge
EYFS Understanding the World – Technology – Range 6 <ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise and manipulate digital content. 		Year 2: Digital Art <ul style="list-style-type: none"> Use lines and fill tools to make interesting patterns. Add a variety of shapes (outlines and fill) and label them with text. Re-create a graphic using pixels of different colours.
Resources	Possible hooks/enrichment activities	Cross-curricular links	Online Safety strand (Education for a Connected World/Project Evolve):
All lessons: iLearn2 & digipuzzle	<ul style="list-style-type: none"> Look at examples of a range of mosaics – real and digital. Show the children a range of digital art, including mosaics, with recognisable characters. 	<ul style="list-style-type: none"> Art – creating a digital piece of art. 	Online Bullying <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples.
Lesson Sequence			
Lesson 1 - Mosaics To know what a mosaic is. To be able to create a digital mosaic with pixels on a computer.	Lesson 2 - Animals To apply their digital art skills to a mosaic with more pixels, creating a mosaic picture of an animal. To know that in order to increase my accuracy that I need to work on my mosaic one row at a time.	Lesson 3 - Game characters To apply and consolidate skills learned to create a mosaic of a recognisable game character.	Lesson 4 - Cartoons To apply and consolidate skills learned to create a mosaic of a recognisable cartoon character.
Key vocabulary			
Digital art Pixels Mosaic Row Copy	Digital art Pixels Mosaic Row Copy	Digital art Pixels Mosaic Row Copy	Digital art Pixels Mosaic Row Copy
Key skills throughout unit			
<ul style="list-style-type: none"> Change the colour of individual pixels to accurately re-create basic artwork. Make changes where required. 			

- Change the colour of individual pixels to accurately re-create detailed artwork.

Year group: 1	Spring 1	iLearn2 Unit: Recognise uses of ICT	Subject Leader: V Mitchell
Prior linked knowledge	National curriculum objectives		Future linked knowledge
EYFS – Understanding the World – Technology, Range 6: <ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		Year 1 Introduce Programming <ul style="list-style-type: none"> To understand sequence and algorithms. To sequence instructions (commands) to achieve an objective. To use distances in commands. To predict, write, execute and debug a simple program.
Resources	Possible hooks/enrichment activities	Cross-curricular Links	Online Safety strand (Education for a Connected World/Project Evolve):
iLearn2 used for all lessons in addition to: Lesson 1: iLearn2 video and computer hunt/pictures of a variety of objects and equipment Lesson 2: bbc go digital website Lesson 3: abcya.com and unplugged computer spotter sheet	<ul style="list-style-type: none"> Provide a range of different items from around home and school, can they find out which items are examples of computers. Go on a computer treasure hunt around school. 	<ul style="list-style-type: none"> English – simple recount of the computer treasure hunt around school. 	Online Reputation <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.
Lesson Sequence			
Lesson 1 What are computers and what do we use them for? To know what a computer is, how we can recognise them and how they are used to help us. Computer Treasure Hunt To watch the video to learn how we can recognise computers. To be able to recognise a computer and to find some	Lesson 2 - Computer Spotter To be able to identify examples of computers in a variety of settings and scenarios using the computer spotter website.	Lesson 3 - Activity 4 – Find the Technology To find out more about what a variety of computers and technology do. To be able to recognise a range of technology through a game and through an unplugged activity.	

examples of these in school.		
Key vocabulary		
Computer Laptop PC Tablet/ipad Traffic light Calculator Microwave Smart plugs Beebot Program Documents Internet Microprocessor (small computer) Instructions Store instructions Memory	Computer Laptop PC Tablet/ipad Traffic light Calculator Microwave LCD TV Mobile phone Program Microprocessor (small computer) Store instructions	Computer Camera Device charging station Drone Headphones Keyboard Laptop Modem and router Monitor Mouse Printer Projector Smartphone Smart Speaker Smart watch Whiteboard Tablet USB flash drive Game console Webcam
Key skills throughout unit		
<ul style="list-style-type: none"> • Understand what makes a computer a computer. • Understand computers store and follow instructions. • Spot digital technology in school. • Understand how different technology helps us. 		

Year group: 1	Spring 2	iLearn2 Unit: Coding – Introduce Programming	Subject Leader: V Mitchell
Prior linked knowledge	National curriculum objectives		Future linked knowledge
EYFS Understanding the World – Technology – Range 6 <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age appropriate computer software 	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. 		Year 2: Develop Programming <ul style="list-style-type: none"> • Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. • Use logical reasoning to predict the behaviour of simple programs. • Simplify a program by using a loop.
Resources	Possible hooks/enrichment activities	Cross-curricular links	Online Safety strand (Education for a Connected World/Project Evolve):
iLearn2 used for all lessons in addition to: Lesson 1: iLearn2 video & bt codeacake Lesson 2: j2e – turtle Lesson 3: code monkey & digipuzzle (or beebot unplugged) Lesson 4: j2e – turtle Lesson 5: code monkey, code.org, codeforlife.org	<ul style="list-style-type: none"> • Application of coding skills through use of the code-a-pillars and beebots. 	<ul style="list-style-type: none"> • English – writing and following instructions, sequencing instructions, following pictorial plans to complete simple tasks, to predict what might happen if given instructions are inaccurate, storytelling – the map of a story, playing games e.g. ‘Simon Says’. • Geography – maps, plan a route. Maths – positional language, sequencing numbers. Numbered instructions that are ‘jumbled up’. Visualise and use everyday language to describe the position of objects, direction and distance when moving them, e.g. when moving and placing objects on a game board. Following and giving instructions involving position, direction and movement. 	Managing Online Information <ul style="list-style-type: none"> • I can give examples of how to find information using digital technologies, e.g. search engines, voice activated searching. • I know/understand that we can encounter a range of things online including things we like as don’t like as well as things which are real or make believe/a joke. • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Lesson Sequence				
Lesson 1 - Let's Start Programming and Bake a Cake To know that instructions need to be carried out in the correct order. To sequence the instructions in order to be able to bake a cake.	Lesson 2 - Directions To use direction arrows to move the wolf to move around different houses.	Lesson 3 - Predicting, sequencing, executing and debugging To use arrow blocks and beebot buttons to program a character to move to a set destination. To be able to debug a program if necessary.	Lesson 4 - Shapes To be able to program a sprite to create a 2D shape.	Lessons 5 & 6 - Code Blocks To sequence code blocks, including movement and execute to write a program to achieve an objective. To use code blocks to help the beaver fix his dam. To use different code blocks to get the van to the house.
Key vocabulary				
Digital Programming program Sequence Instructions Correct order Algorithm Debug Predict execute	Program Direction Direction arrows Forward Back Turn left Turn right Sequence Predict	Program Arrow code blocks Sequence Target Avoid	Sprite Program Arrows Square Equal sides Repeat Remove Command	Code Blocks Sequence Start block Play icon Execute Move forward block Turn code block Code East (right) North (up) Run Program
Key skills throughout unit				
<ul style="list-style-type: none"> • To understand sequence and algorithms. • To sequence instructions (commands) to achieve an objective. • To predict, write, execute and debug a simple program. • To use distances in commands (challenge) 				

Year group: 1		Summer 1		iLearn2 Unit: 3D Design		Subject Leader: V Mitchell	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
EYFS Understanding the World – Technology – Range 6 <ul style="list-style-type: none"> • Uses ICT hardware to interact with age appropriate computer software. • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 		<ul style="list-style-type: none"> • Use technology purposefully to create, organise and manipulate digital content. 				Year 3 3D Design <ul style="list-style-type: none"> • To understand and use 3D space on a grid. • To re-create or design familiar 3D models using cubes, such as tables and chairs. • To use chisel tool to improve and adapt models. • To colour individual blocks or whole models. 	
Resources		Possible hooks/enrichment activities		Cross-curricular links		Online Safety strand (Education for a Connected World/Project Evolve):	
iLearn2 used for all lessons in addition to: Lesson 1: PBSkids.org Lesson 2: abcya.com Lesson 3: citycreator.com Lesson 4: abcya.com		<ul style="list-style-type: none"> • Teacher to use a photo/visit from their pet to design the shelter for. 		<ul style="list-style-type: none"> • Design and Technology: the importance of your design and selecting components for your product 		Privacy and Security <ul style="list-style-type: none"> • I can explain how passwords can be used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	
Lesson Sequence							
Lesson 1 - Design an animal shelter To change the colour and pattern of a design. To design an animal shelter.		Lesson 2 - Design a treehouse To be able to carefully position objects on a design and to move and rotate objects. To design a treehouse.		Lesson 3 - Design a City To be able to carefully position objects on a design, considering the position of all other objects on the design. To design a city.		Lesson 4 - Design a robot To insert and adjust objects on a design, including; resizing, rotating and flipping them. To design a robot.	

Key vocabulary			
Design Colour Pattern	Design Position Move Rotate	Design Position	Resize Rotate Flip Arrange In front Behind
Key skills throughout unit			
<ul style="list-style-type: none"> • Change the colour and pattern of elements. • Position and rotate objects on a design. • Position objects in relation to each other. • Resize, rotate, flip and arrange objects behind/in front of each other. 			

Year group: 1	Summer 2	iLearn2 Unit: Text and Images	Subject Leader: V Mitchell
Prior linked knowledge	National curriculum objectives		Future linked knowledge
<p>EYFS – Understanding the World – Technology, Range 6:</p> <ul style="list-style-type: none"> • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		<p>Year 2 E Book Creation</p> <ul style="list-style-type: none"> • To add a book cover with title, author, colour and image. • To add multiple pages based on a theme. • To add text on different pages. • To insert images on different pages to match the theme/text • To add voice recordings to match the text and theme.
Resources	Possible hooks/enrichment activities	Cross-curricular Links	Online Safety strand (Education for a Connected World/Project Evolve):
<p>Resources for use on a desktop (resource differs if using an iPad)</p> <p>iLearn2 used for all lessons in addition to: Lesson 1&2: abcya – colour, paint and draw Lesson 3: jit - paint</p>	<ul style="list-style-type: none"> • To use images from a Where’s Wally book. • Children to have a flower/plant in the classroom to use as a stimulus. 	<ul style="list-style-type: none"> • Science – Labelling images of an animal or plant • D&T – Sequencing a process or creating a design 	<p>Health, Wellbeing and Lifestyle & Copyright and Ownership</p> <ul style="list-style-type: none"> • I can explain rules to keep myself safe when using technology both in and beyond the home. • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’). • I can save my work so that others know it belongs to me (e.g. filename, name on content). • I understand that work created by others does not belong to me even if I save a copy.
Lesson Sequence			
<p>Lesson 1 - Where’s Wally</p> <p>To create a find and discover (Where’s Wally style) page using colours, pictures and text. To use in paint software to add multiple images. To be able to add text to provide instructions.</p>	<p>Lesson 2 - Label images with text</p> <p>To add and label shape stickers in a paint program. To use a paint program to add and label images linked to a common theme.</p>	<p>Lesson 3 - Word Banks</p> <p>To use a word bank tool when writing sentences about pictures. To use the keyboard to type a sentence to match a picture. To use a digital word bank for support.</p>	

Key vocabulary		
Background People Resize Position Add/insert	Insert Image Label Text	Keyboard Keys Letters Space Type Word bank
Key skills throughout unit		
<ul style="list-style-type: none"> • Add, move and resize images. Add text and adjust size and placement. • Add, resize and place images on a page and then add and position text to label and describe images. • Use word banks to write sentences about images. 		