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| <p>Expectations</p> <ul style="list-style-type: none"> 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. | <p>Vocabulary to use</p> <p>App Backspace Camera Delete Keyboard Photo(graph) Print Right click Sound Space bar Video</p> | <p>Vocabulary to develop</p> <p><i>Animate</i> <i>Insert</i> <i>Open</i> <i>Save</i> <i>Shift</i></p> | <p>Skills</p> <ul style="list-style-type: none"> 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 |
| <p>Expected prior learning</p> <ul style="list-style-type: none"> 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 | <p>Cross curriculum context</p> <ul style="list-style-type: none"> English Capture learning in a topic Choose to use technology to present historical, geographical, religious, cultural, mathematical, or other learning | | <p>Experiences</p> <ul style="list-style-type: none"> 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> |
| <p>Concepts and understanding</p> <ul style="list-style-type: none"> Recognise text, sound, moving and still images Work can be saved and opened again to make changes | <p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> <div style="text-align: center;">  </div> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> <p><small>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingaFS KS1</small></p> | | |


Year 1 Technology in our Lives Knowledge Map

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| <p>Expectations</p> <ul style="list-style-type: none"> • 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. | <p>Vocabulary to use</p> | <p>Vocabulary to develop</p> <p><i>Algorithm</i> <i>Command</i> <i>Debug</i> <i>Execute</i> <i>Instructions</i> <i>Predict</i> <i>Program</i> <i>Quarter turn / right-angle</i> <i>Run</i> <i>Turn left</i> <i>Turn right</i> <i>Sequence</i> <i>Wait</i></p> | <p>Skills</p> <ul style="list-style-type: none"> • 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 |
| <p>Expected prior learning</p> <ul style="list-style-type: none"> • Open ended play with floor robots or remote-control toys • Following verbal instructions • Move objects on a screen | <p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 | | <p>Experiences</p> <ul style="list-style-type: none"> • Giving and receiving instructions <p>BeeBot or other floor robot and screen programming activities</p> <ul style="list-style-type: none"> • Guided exploration • Predict what a sequence will make happen • Plan a simple sequence • Debug sequences |
| <p>Concepts and understanding</p> <ul style="list-style-type: none"> • 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 | <p>Develop Computational thinking</p> <p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p> <p>Attitudes</p> <p>Comfortable making mistakes Perseverance Imagination Collaboration</p>  <p>Skills</p> <p>Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> | | |

Year 1 Technology in our Lives Knowledge Map

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| <p>Expectations</p> <ul style="list-style-type: none"> • 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. | <p>Vocabulary to use</p> | <p>Vocabulary to develop</p> | <p>Skills</p> <ul style="list-style-type: none"> • 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 |
| <p>Expected prior learning</p> <ul style="list-style-type: none"> • Guided exploration of information sites • Conversations with experts online • Shared experiences of communicating with others within and outside their school | <p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 | | <p>Experiences</p> <ul style="list-style-type: none"> • 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> |
| <p>Concepts and understanding</p> <ul style="list-style-type: none"> • 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 | <p>Develop Computational thinking</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>Expectations: Computational thinker model http://bit.ly/comptinkingSomerset and Computational thinker younger learners' model http://bit.ly/comptinkingFS_KS1</p> <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> </div> </div> | | |

Year 1 Data Handling Knowledge Map

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| <p>Expectations</p> <ul style="list-style-type: none"> • 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. | <p>Vocabulary to use</p> | <p>Vocabulary to develop</p> | <p>Skills</p> <ul style="list-style-type: none"> • 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 |
| <p>Expected prior learning</p> <ul style="list-style-type: none"> • 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 | <p>Cross curriculum context</p> <ul style="list-style-type: none"> • 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 | | <p>Experiences</p> <ul style="list-style-type: none"> • 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 |
| <p>Concepts and understanding</p> <ul style="list-style-type: none"> • Information (data) can exist as pictures, video, text, and sound • Information can be sorted in different ways • A pictograph can represent information | <p>Develop Computational thinking</p> <p>Expectations: Computational thinker model http://bit.ly/compthinkingSomerset and Computational thinker younger learners' model http://bit.ly/compthinkingFS_KS1</p> <p>Attitudes Comfortable making mistakes Perseverance Imagination Collaboration</p>  <p>Skills Pattern recognition Decomposition Algorithm design Abstraction and generalisation</p> | | |