

## Computing Long Term and Medium Term Plans – Year One

|                | Reception      | Year One                                                                 | Year Two                                     | Year Three                                        | Year Four                                           | Year Five                                         | Year Six                                                 |
|----------------|----------------|--------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|
| Autumn         | Awesome Autumn | Programming<br>MGL*                                                      | CM<br>Digital Photography<br>PE – Self-Image |                                                   | CSN<br>The Internet<br>PE – Online Rep'             |                                                   | D & I<br>Spreadsheets<br>PE – Online Info                |
|                | Winter Warmers | D & I<br>Grouping Data<br>PE – Priv & Sec'                               | Programming<br>MGL*                          | CM<br>Desktop Publishing<br>PE – Copyright        |                                                     | CSN<br>Sharing Info'<br>PE – Online Rel'          |                                                          |
| Spring         | Spring Time    |                                                                          | D & I<br>Pictograms<br>PE – Priv & Sec'      | Programming<br>MGL*                               | CM<br>Photo Editing<br>PE – Copyright<br>Self-Image |                                                   | CSN<br>Communication<br>PE – Online Rep'                 |
|                |                | CSN<br>Technology Around Us<br>PE – Well-Being                           |                                              | D & I<br>Branching Databases<br>PE – Online Info' | Programming<br>MGL*                                 | CM<br>Vector Drawing<br>PE – Copyright            |                                                          |
| Summer         | Summer Fun     |                                                                          | CSN<br>IT Around Us<br>PE – Well-Being       |                                                   | D & I<br>Data Logging<br>PE – Online Info'          | Programming<br>MGL*                               | CM<br>Web Page Creation<br>PE – Copyright<br>Online Rel' |
|                |                | CM<br>Digital Writing<br>PE – Self-Image                                 |                                              | CSN<br>Connecting Computers<br>PE – Priv & Sec'   |                                                     | D & I<br>Flat-file Databases<br>PE – Online Info' | Programming<br>MGL*                                      |
| Ongoing Skills |                | Project Evolve – Safer Internet Day<br>Software & Keyboard/Tablet Skills |                                              |                                                   |                                                     |                                                   |                                                          |

# MGL UNIT – Autumn 1: Year 1 – Programming – Moving a robot

## Unit introduction

This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.

## Overview of lessons

| Lesson        | Brief overview                                                                                                                                                                                                                                                                                                                              | Learning objectives                                                                                                                                                                                                                  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Buttons    | This lesson introduces the learners to floor robots. Learners will talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Learners will consider the direction command buttons, as well as buttons to clear memory and run programs.                                   | To explain what a given command will do <ul style="list-style-type: none"><li>• I can predict the outcome of a command on a device</li><li>• I can match a command to an outcome</li><li>• I can run a command on a device</li></ul> |
| 2. Directions | During this lesson, learners will think about the language used to give directions and how precise it needs to be. Learners will also work with a partner, giving and following instructions. This real-world activity should, at suitable points during this lesson, be related to the floor robot that was introduced in the last lesson. | To act out a given word <ul style="list-style-type: none"><li>• I can follow an instruction</li><li>• I can recall words that can be acted out</li><li>• I can give directions</li></ul>                                             |

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| <p>3. Forwards and backwards</p> | <p>In this lesson, learners will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Learners will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow learners to predict what a program will do.</p> <p><b>Note:</b> This lesson focuses specifically on forwards and backwards movement only. This is to ensure that learners are developing a depth of knowledge in the concepts surrounding programming, as well as increasing their ability to make the robot move. The success criteria chosen highlight this and ensure that the learners' knowledge builds in a suitably paced way.</p> | <p>To combine forwards and backwards commands to make a sequence</p> <ul style="list-style-type: none"> <li>• I can compare forwards and backwards movements</li> <li>• I can start a sequence from the same place</li> <li>• I can predict the outcome of a sequence involving forwards and backwards commands</li> </ul> |
| <p>4. Four directions</p>        | <p>In this lesson, learners will use left and right turn commands along with forwards and backwards commands. Doing this will allow learners to develop slightly more complex programs. Learners will create their programs in this lesson through trial and error before moving onto planning out their programs in the next lesson. In the last activity, learners will predict where given programs will move the robot. Learners will make their predictions by 'stepping through' the commands and matching the program steps to movements.</p>                                                                                                                                                                                                                                                                                                                      | <p>To combine four direction commands to make sequences</p> <ul style="list-style-type: none"> <li>• I can compare left and right turns</li> <li>• I can experiment with turn and move commands to move a robot</li> <li>• I can predict the outcome of a sequence involving up to four commands</li> </ul>                |
| <p>5. Getting there</p>          | <p>In this lesson, learners will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>To plan a simple program</p> <ul style="list-style-type: none"> <li>• I can explain what my program should do</li> <li>• I can choose the order of commands in a sequence</li> </ul>                                                                                                                                    |

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|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• I can debug my program</li> </ul>                                                                                                                                                                               |
| 6. Routes | <p>This lesson encourages learners to plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem. This concept applies to a lot of programming activities: the same outcome can be achieved through a number of different approaches, and there isn't necessarily a 'right' way. The lesson also introduces the idea of program design, in which learners need to plan what they want their program to achieve before they start programming.</p> | <p>To find more than one solution to a problem</p> <ul style="list-style-type: none"> <li>• I can identify several possible solutions</li> <li>• I can plan two programs</li> <li>• I can use two different programs to get to the same place</li> </ul> |

## Progression

As this is a Year 1 unit, no prior knowledge is assumed.

This unit progresses students' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### [National curriculum links](#)

- 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

## Assessment

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## Subject knowledge

This unit focuses on developing learners' understanding of computer programming. It highlights that algorithms are a set of clear, precise and ordered instructions and that a computer program is the implementation of an algorithm on a digital device. The unit also introduces reading 'code' to predict what a program will do. Learners will engage in aspects of program design, including outlining the project task and creating algorithms.

When programming, there are four levels that can help describe a project, known as levels of abstraction. Research suggests that this structure can support learners in understanding how to create a program and how it works:

Task – what is needed

Design – what it should do

Code – how it is done

Running the code – what it does

Spending time at the task and design levels before engaging in code writing aids learners in assessing the achievability of their programs and reduces a learner's cognitive load during programming.

Learners will move between the different levels throughout the unit, and this is highlighted within each lesson plan.

Enhance your subject knowledge to teach this unit through the following training opportunities:

**Online training courses**

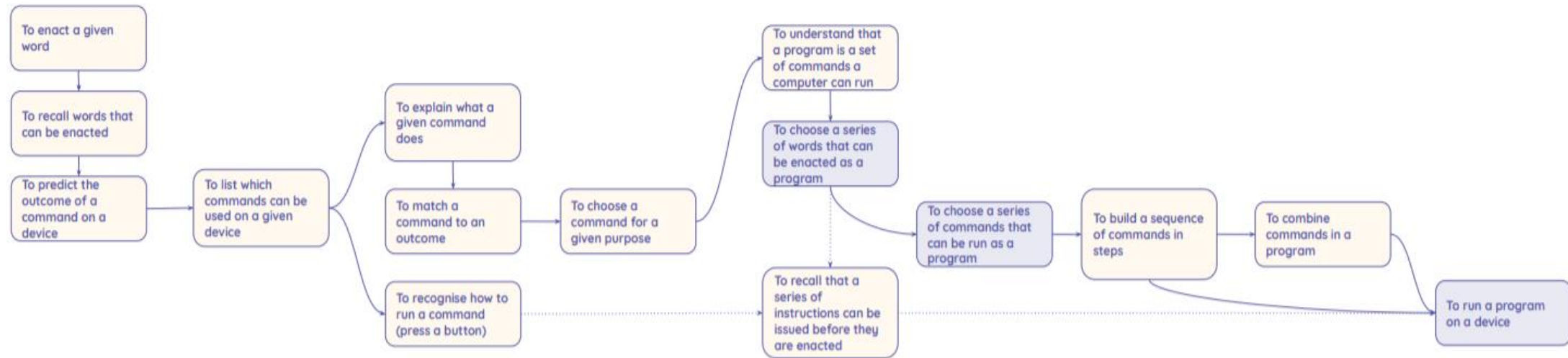
- [Raspberry Pi Foundation online training courses](#)

**Face-to-face courses**

[National Centre for Computing Education face-to-face training courses](#)

Pre-sequence – single command

Sequence



# Autumn 2: Year 1 – Data & Information - Grouping data

## Unit introduction

This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

**Note:** Throughout this unit, pupils will be logging on to the computers, opening their documents, and saving their documents. Depending on how your school's system is set up, additional support and time may be required to facilitate these steps, and consideration should be given as to how this will impact the timings of activities in each lesson.



## Overview of lessons

| Lesson               | Brief overview                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning objectives                                                                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Label and match    | In this lesson, pupils will begin to understand that objects have many different labels that can be used to put them into groups. They will name different objects and begin to experiment with placing them into different groups. Pupils will also label a group of objects, and begin to understand that an object can fit into more than one group depending on the context.                                                                               | To label objects <ul style="list-style-type: none"><li>• I can describe objects using labels</li><li>• I can match objects to groups</li><li>• I can identify the label for a group of objects</li></ul>               |
| 2 Group and count    | In this lesson, pupils will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them, and will then begin to show that they can count groups of objects with the same property. Pupils will also begin to learn that computers are not intelligent and require input from humans to perform tasks.                                                     | To identify that objects can be counted <ul style="list-style-type: none"><li>• I can count objects</li><li>• I can group objects</li><li>• I can count a group of objects</li></ul>                                   |
| 3 Describe an object | In this lesson, pupils will begin to understand that objects can be described in many different ways. They will identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size. Finally, pupils will demonstrate their ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer. | To describe objects in different ways <ul style="list-style-type: none"><li>• I can describe an object</li><li>• I can describe a property of an object</li><li>• I can find objects with similar properties</li></ul> |

|                           |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                              |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Making different groups | In this lesson, pupils will classify objects based on their properties. They will group objects that have similar properties, and will be able to explain how they have grouped these. Pupils will begin to group a number of the same objects in different ways, and will demonstrate their ability to count these different groups. | <p>To count objects with the same properties</p> <ul style="list-style-type: none"> <li>• I can group similar objects</li> <li>• I can group objects in more than one way</li> <li>• I can count how many objects share a property</li> </ul>                |
| 5 Comparing groups        | In this lesson, pupils will choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number of objects in each group.                                                                                                                      | <p>To compare groups of objects</p> <ul style="list-style-type: none"> <li>• I can choose how to group objects</li> <li>• I can describe groups of objects</li> <li>• I can record how many objects are in a group</li> </ul>                                |
| 6 Answering questions     | In this lesson, pupils will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers.                                                                     | <p>To answer questions about groups of objects</p> <ul style="list-style-type: none"> <li>• I can decide how to group objects to answer a question</li> <li>• I can compare groups of objects</li> <li>• I can record and share what I have found</li> </ul> |

## Progression

This unit will introduce pupils to data and information. It will introduce pupils to the concept of labelling and grouping objects based on their properties. Pupils will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. In addition, pupils will begin to improve their ability to use dragging and dropping skills on a device.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### [National curriculum links](#)

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully

### [Education for a Connected World links](#)

#### **Copyright and ownership**

- I know that work I create belongs to me (Y1)
- I can name my work so that others know it belongs to me (Y1)

## Assessment

#### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## Subject knowledge

You will need to be aware that labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

You will also need to be familiar with the term 'property'. A property is used to describe an object. For example, a ball will have a colour, which might be red; 'colour' is the property name, and 'red' is a specific property of the ball. Pupils will be introduced to the term 'attribute' in Year 2 – 'Pictograms'. The terms 'property' and 'attribute' are interchangeable, however, 'property' has been used with younger pupils to make it more accessible.

A key concept throughout this unit is the understanding that computers are not intelligent. Though they may seem like they are able to complete tasks autonomously, they are using input from humans, for example, searching for images that have been labelled by a human, or 'counting' data that has been grouped by humans.

Throughout the unit, the term 'object' is used to describe anything that can be labelled with properties, eg animals, pencils, or trees. When talking about objects, they are named to make it easier for humans to know what other humans are talking about, eg 'tree'. The name may change depending on context (sometimes 'tree' is enough, but sometimes 'oak tree' may be required), but it is always a property that an object can be labelled with. A label is a property used to describe an object, eg 'green'. This is the data that is collected about the object.

You will also need to be aware that a collection of data is called a 'data set'.

Enhance your subject knowledge to teach this unit through the following training opportunities:

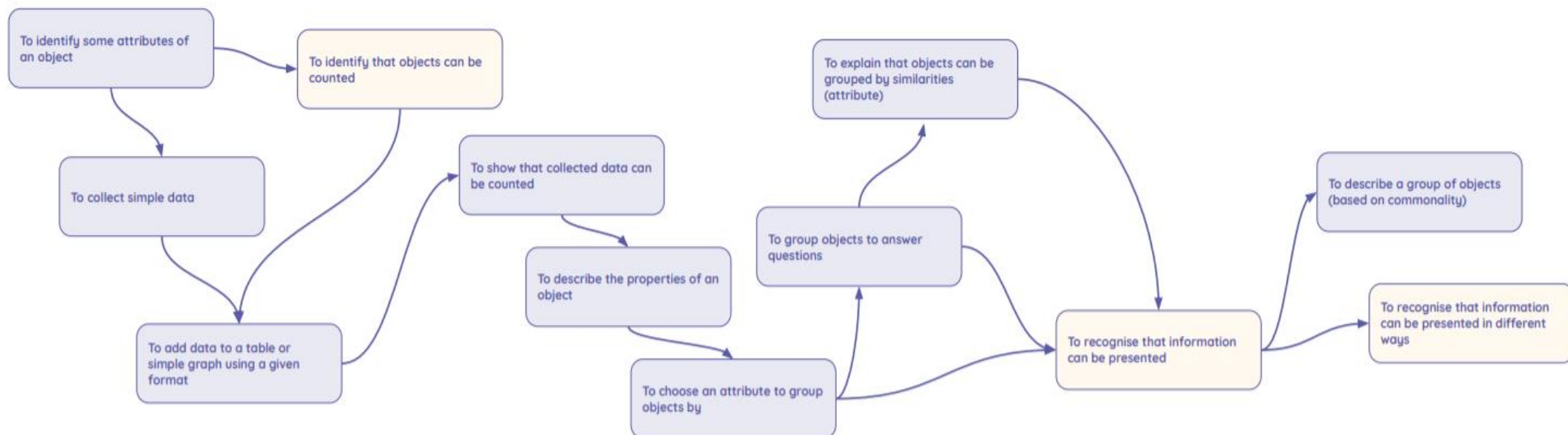
**Online training courses**

- [Raspberry Pi Foundation online training courses](#)

**Face-to-face courses**

- [National Centre for Computing Education face-to-face training courses](#)

## Learning graph Year 1 - Grouping data



# Year 1: Spring 2 – Computing systems and networks – Technology around us

## Unit introduction

In this unit, learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

## Overview of lessons

| Lesson               | Brief overview                                                                                                                                                                                                                                                                                                                 | Learning objectives                                                                                                                                                                                                                                       |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Technology around us | Technology is all around us, and we use it regularly throughout daily life. In this lesson, learners will become familiar with the term 'technology'. Referring to objects in their own school or classroom, they will learn to classify what is and what is not technology, plus they'll practice explaining how it helps us. | To identify technology <ul style="list-style-type: none"><li>• I can explain technology as something that helps us</li><li>• I can locate examples of technology in the classroom</li><li>• I can explain how these technology examples help us</li></ul> |
| Using technology     | In this lesson, learners will get to know the main parts of a desktop or laptop computer. They will apply this knowledge to use a computer to complete a mouse-based task.                                                                                                                                                     | To identify a computer and its main parts <ul style="list-style-type: none"><li>• I can name the main parts of a computer</li><li>• I can switch on and log into a computer</li><li>• I can use a mouse to click and drag</li></ul>                       |

|                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing mouse skills      | This lesson builds on the basic mouse skills introduced in lesson 2. Learners will have the opportunity to apply mouse skills to a more open-ended, creative task.                                                                                                                 | <p>To use a mouse in different ways</p> <ul style="list-style-type: none"> <li>• I can use a mouse to open a program</li> <li>• I can click and drag to make objects on a screen</li> <li>• I can use a mouse to create a picture</li> </ul> |
| Using a computer keyboard    | In this lesson, learners will experience using another input device: the computer keyboard. They will combine the use of the keyboard with use of the mouse to create a digital image with text.                                                                                   | <p>To use a keyboard to type</p> <ul style="list-style-type: none"> <li>• I can tell you that writing on a computer is called typing</li> <li>• I can type my name on a computer</li> <li>• I can save my work to a file</li> </ul>          |
| Developing keyboard skills   | In this lesson, learners will become more familiar with the keyboard. They will recap skills introduced in the previous lesson and develop them further by using a greater range of keys on the keyboard.                                                                          | <p>To use the keyboard to edit text</p> <ul style="list-style-type: none"> <li>• I can open my work from a file</li> <li>• I can use the arrow keys to move the cursor</li> <li>• I can delete letters</li> </ul>                            |
| Using a computer responsibly | In this lesson, learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply that to rules needed for using computer technology safely. | <p>To create rules for using technology responsibly</p> <ul style="list-style-type: none"> <li>• I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> </ul>                             |

|  |  |                                                                                                                                                         |
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|  |  | <ul style="list-style-type: none"> <li>• I can give examples of some of these rules</li> <li>• I can discuss how we benefit from these rules</li> </ul> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------|

## Progression

As this is a Year 1 unit, no prior knowledge is assumed. This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### National curriculum links

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Education for a Connected World links

#### **Health, well-being and lifestyle**

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology
- I can give some simple examples



## **Copyright and ownership**

- I know that the work I create belongs to me
- I can name my work so that others know it belongs to me

## **Assessment**

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## **Subject knowledge**

This unit focuses on the definition of technology and offers learners the opportunity to explore computer technology by using a computer mouse and keyboard with an online paint application.

For this unit, you require a secure knowledge of how technology is defined and what is and what is not technology.

You should be familiar with:

- [Paintz.app](#) online paint application
- Functions of a computer mouse
- Functions of a computer keyboard

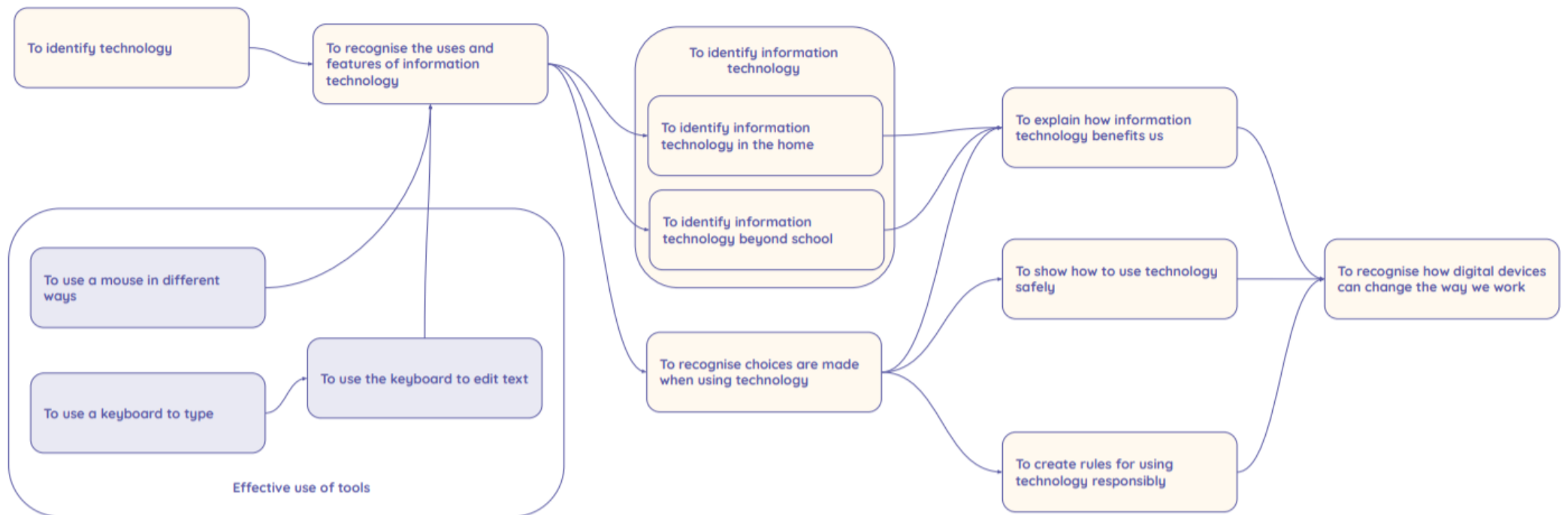
Enhance your subject knowledge to teach this unit through the following training opportunities:

### **Online training courses**

- [Raspberry Pi online training courses](#)

### **Face-to-face courses**

- [NCCE face-to-face training courses](#)



# Summer 2: Year 1 – Creating Media – Digital writing

## Unit introduction

During this unit, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.

**Note:** Throughout this unit, learners will be logging in to the computers, opening their documents, and saving their documents. Additional support/time may be required to facilitate these steps and consideration should be given as to how this will impact the time spent in each lesson.

In addition, in order to ensure that learners can learn key computing skills, it is recommended that auto-capitalisation and spelling and grammar suggestions are turned off before the learners begin this unit. These settings can be found under 'Tools' > 'Spelling and grammar'.

## Overview of lessons

| Lesson                                                                                    | Brief overview                                                                                                                                                                                                                                                                                                                                                                                  | Learning objectives                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Exploring the keyboard<br><br><a href="https://nccce.io/cm1w-1-p">nccce.io/cm1w-1-p</a> | <p>This is the first lesson in which Year 1 learners will experience using a computer to create and manipulate text. It is important that they know how to log on and follow the rules that keep them safe.</p> <p>In this lesson, the learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also</p> | <p>To use a computer to write</p> <ul style="list-style-type: none"><li>• I can open a word processor</li><li>• I can recognise keys on a keyboard</li><li>• I can identify and find keys on a keyboard</li></ul> |

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|                                                                                                  | <p>be identifying and finding keys, before adding text to their page by pressing keys on a keyboard.</p> <p><b>Note:</b> If this lesson is the first time that the learners will be logging in to the computer, additional support/time may be required to facilitate this step.</p>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                           |
| <p>2 Adding and removing text</p> <p><a href="https://ncce.io/cm1w-2-p">ncce.io/cm1w-2-p</a></p> | <p>In this lesson, learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace button to remove text from the computer.</p> <p><b>Note:</b> This lesson and subsequent lessons could be linked to a topic that the learners are currently learning about other curriculum areas. The 'lost toy' could be replaced with a character from their current topic of work.</p> | <p>To add and remove text on a computer</p> <ul style="list-style-type: none"> <li>• I can enter text into a computer</li> <li>• I can use letter, number, and space keys</li> <li>• I can use backspace to remove text</li> </ul>                                                                        |
| <p>3 Exploring the toolbar</p> <p><a href="https://ncce.io/cm1w-3-p">ncce.io/cm1w-3-p</a></p>    | <p>In this lesson, learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. The learners will match simple descriptions with the key that they relate to. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.</p>                                                                            | <p>To identify that the look of text can be changed on a computer</p> <ul style="list-style-type: none"> <li>• I can type capital letters</li> <li>• I can explain what the keys that I have learnt about already do</li> <li>• I can identify the toolbar and use bold, italic, and underline</li> </ul> |

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| <p>4 Making changes to text</p> <p><a href="https://ncce.io/cm1w-4-p">ncce.io/cm1w-4-p</a></p> | <p>In this lesson, learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.</p>                                                                                                 | <p>To make careful choices when changing text</p> <ul style="list-style-type: none"> <li>• I can select a word by double-clicking</li> <li>• I can select all of the text by clicking and dragging</li> <li>• I can change the font</li> </ul>                                           |
| <p>5 Explaining my choices</p> <p><a href="https://ncce.io/cm1w-5-p">ncce.io/cm1w-5-p</a></p>  | <p>In this lesson, learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.</p> | <p>To explain why I used the tools that I chose</p> <ul style="list-style-type: none"> <li>• I can say what tool I used to change the text</li> <li>• I can decide if my changes have improved my writing</li> <li>• I can use 'undo' to remove changes</li> </ul>                       |
| <p>6 Explaining my choices</p> <p><a href="https://ncce.io/cm1w-6-p">ncce.io/cm1w-6-p</a></p>  | <p>In this lesson, learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different, and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they liked best, and think about which method would be the best method to use in different situations.</p>    | <p>To compare writing on a computer with writing on paper</p> <ul style="list-style-type: none"> <li>• I can write a message on a computer and on paper</li> <li>• I can compare using a computer with using a pencil and paper</li> <li>• I can say which method I like best</li> </ul> |

## Progression

This unit progresses students' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.

[Learning graph](https://ncce.io/cm1w-og) (ncce.io/cm1w-og)

## Curriculum links

### National curriculum links

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private

### Education for a Connected World links

#### **Privacy and security**

- I can give reasons why I should only share information with people I choose to and can trust. (Y1)

## Assessment

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## Subject knowledge

**All lessons:** You will need to be familiar with the word processing software used in your school (Google Docs, Microsoft Word, or other) and the layout of the computer keyboard.

**Lesson 2:** You will also need to be familiar with the vocabulary used when talking about adding and removing text, including discussing the text cursor.

**Lesson 3:** You will also need to be familiar with what a number of the keys on a computer keyboard do. You will also need to be familiar with using the bold, italic, and underline toolbar buttons to format text on a computer.

**Lesson 4:** You will also need to be familiar with how to use the 'click and drag' method to select text. You will also need to be familiar with changing the font.

**Lesson 5:** You will also need to be familiar with what each toolbar button changes in the text.

Enhance your subject knowledge to teach this unit through the following training opportunities:

### Online training courses

- [Raspberry Pi Foundation online training courses](#)

### Face-to-face courses

- [National Centre for Computing Education face-to-face training courses](#)

