

The Computing Curriculum at Bernards Heath Infant School

Year 1 and 2 Learners		
Skills	Knowledge	Context - What this looks like in the classroom:
<ul style="list-style-type: none"> • Create words and images by typing and using word banks, as well as using drawing tools such as brush size, spray and fill effects • Save, locate and edit work with support • Find and navigate web-pages using favourites, buttons, icons, menus and the search function in order to find information that is relevant • Organise data into Venn diagrams, tables and mind maps according to properties and characteristics • Control devices and robots by giving them instructions in a sequence, test and improve instructions if they do not work • Distinguish between and use formal and informal styles and consider the impact our words have on others • Explore simulations and interactive resources, make choices and discuss the consequences of those choices • Format a document by changing text size, style, colour and inserting pictures 	<ul style="list-style-type: none"> • Identify graphics, film and sound in documents and web-pages and understand how to capture, display and play back images, sound and video • Computing equipment responds to instructions • Information may be gathered from different sources, and that they may need to verify it to check that it is true • Consider how devices operate and name external parts such as screen, mouse pad, touch screen, keyboard • Compare their experiences of devices such as iPads, smart phones, laptops and games consoles • Understand that messages may be sent by email or text, or left in an online space such as a blog • Messages and their language may be formal or informal • Photographs and documents may belong to people, and that we would need to ask permission to use them • Tell a trusted adult if words, images or sounds they see on a laptop/computer or mobile device make them feel uncomfortable or worried 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Children read stories on iPads and online and recreate favourite stories using a text program called 2Simple. They import photographs into a document and add captions to give information about real life events e.g. activities in English week. • As part of the 'Protect our Animals' theme children locate information about endangered animals by using menus. They learn how to navigate a website and find information. • The 'North, East, South, West!' theme gives children experience of using icons and the search function of Google Maps to find the Clock Tower, Cathedral, St Peters Street and other local landmarks. We also practice giving directions to navigate robots through mazes using the Beebot app and floor robots. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • In the Autumn term children start by sharing and commenting on the features of digital texts. Next they explore digital text through formatting and editing their own texts. Then they learn how to add pictures to their texts, copying and pasting from a permitted source. Children move on to create animations using a 2Animate on Purple Mash and then use photography to produce animations. Alongside this learning specific vocabulary is being taught and teachers constantly remind children about they should do if they saw something that made them feel upset or uncomfortable. • In Spring, children write letters and discuss the impact their words can have on others and their feelings. This links to our learning in PSHE and circle time. After visiting St Albans market and counting stalls children use the data they have collected and present it in graphs. They ask and answer questions about most and least popular as well finding the difference between two values. • In the Summer children create simulations using an online program called Purple Mash. They explore a range of simulations

		and find out how simulations can be created for pleasure including games, and how they are used in real life, for example pilot training.
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