

# Learning Organiser: Computing systems and networks – Technology around us

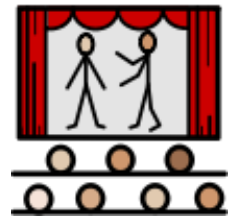


In this unit:

Learners will gain an understanding of how technology can assist in daily life. They'll become familiar with computer components by improving their keyboard and mouse skills. Additionally, they'll learn about responsible technology use and know whom to approach if they encounter uncomfortable content or comments online.

## Vocabulary

Computer  
Technology  
Keyboard  
Mouse  
Screen  
Double-click  
Typing



## What do we know?

**Know** that people in our family might use technology in their life.

**Know why** people use devices in daily life.

**Know how** to use devices such as smart tablets.

1. To identify technology in and outside the classroom.

2. To identify a computer and its main parts. To switch on and log into a computer and use a mouse to click and drag.

3. To use a mouse in different ways. to open a program, click and drag to make objects on a screen and to create a picture.

4. To use a keyboard to type on a computer.

5. To use the keyboard to edit text. To open work from a file, then use arrow keys to move the cursor and delete letters.

6. To create rules for using technology responsibly. To stay safe and healthy when we are using it.

## Forever Facts

**Know** the main parts of a computer.

**Know** why we interact with technology in school.

**Know how** to effectively use a computer keyboard and mouse.



E safety and Using Technology

## Where will it go?

### Showcase

To create a picture of themselves or a friend using paint.

# Learning Organiser: Data and Information- Grouping data.



In this unit: Learners look at 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.

1. To label, describe and match objects.

2. To identify that objects can be counted and grouped.

3. To describe objects in different ways.

4. To count objects with the same properties.

5. To choose how to group objects and describe their properties.

## Vocabulary

Object  
Label  
Group  
Search  
Image  
Property

## What do we know?

★ **Know** that we can sort objects by putting them into groups.

★ **Know why** we group objects so that it is easier to count

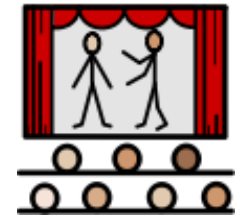
★ **Know how** to label basic objects based on their properties.

## Forever Facts

★ **Know** the concept of labelling and grouping objects based on their properties.

★ **Know why** objects can be given labels, which is important in technology.

★ **Know how** to use dragging and dropping skills on a device.



## Where will it go?

### Showcase

To tell my peers why I have grouped objects in a certain way thinking about similarities and differences.



Digital Literacy

# Learning Organiser: Programming- Moving Robot



In this unit:

This unit introduces early programming concepts, teaching learners to use and predict commands, understand floor robots, and explore basic program design through algorithms. It progresses at a steady pace to build structured knowledge.

1. To predict, create and run commands on a floor robot.

2. To follow instructions using command vocabulary

3. To use key commands to create a sequence of movements

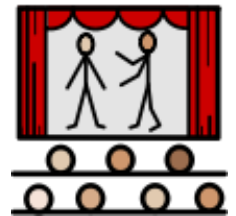
4. To experiment with left turn, right turn commands

5. To plan, run and debug a simple program

6. To use two different programs for one outcome

## Vocabulary

**Command**  
Left  
Right  
Turn  
Program  
sequence  
predict



## What do we know?

★ Know that we can control technology by using commands

★ Know why vocabulary is important

★ Know how to use a simple single step command

## Big Ideas-



Programming

## Forever Facts

★ Know that precise vocabulary is important in a program

★ Know why key vocabulary is important when using a sequence of commands

★ Know how to use create a sequence of commands to solve a problem

## Where will it go?

### Showcase

Can your floor robot find a route to the treasure?

Use commands algorithms to create a sequence

# Learning Organiser: Creating Media – Animation

Yr1



This unit introduces learners to on-screen programming with Scratch.Jr They will explore sprites, backgrounds, and use programming blocks to create and modify programs. Learners will also learn basic program design through algorithms.

## What do we know?

- ★ **Know** how to create a simple set of commands to solve a problem
- ★ **Know why** it is important to use precise language in a program
- ★ **Know that** vocabulary is important when using a sequence of commands

1. I know how to use commands to move a sprite in Scratch Jr

2. I can use a **start** block to run a simple program

3. I can change values in different programming blocks

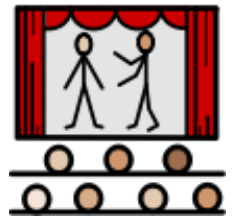
4. I can add different sprites to my screen and program them in different areas

5. **Space Race project-** I can create a background for my sprites, add and remove sprites and write simple algorithms for them

6. I can test and debug my program

## Vocabulary

Sprite  
Block  
Program  
Background  
Algorithm  
Command  
value



## Big Ideas-



Programming

## Forever Facts

- ★ Know that sprites can have separate algorithms
- ★ Know why an algorithm may not work and look to solve the problem
- ★ Know how to add and remove sprites and backgrounds in scratch jr

## Where will it go?

### Showcase

Children create a short animation on the theme of space race to show their friends

# Learning Organiser: Creating media- digital painting



In this unit: This unit introduces learners to digital art, encouraging them to create their own paintings using various creative tools and gain inspiration from other artists. It concludes by having them reflect on their preferences for painting with and without digital devices

1. I can use freehand tools on the computer to draw a pictures

2. Introducing line and shape tools to recreate the work of a famous artist

3. I can use a wider range of shape tools and create a picture in the style of an artist

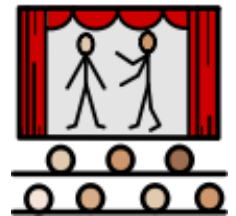
4. I can select the best tools to create a digital painting in the style of Wassily Kandinsky.

5. I can use different colours and sizes of the brush tool to create a dotty picture

6. I can evaluate and compare digital and paper based art and explain my choices and preferences.

## Vocabulary

Fill  
shape  
Line  
Undo  
Tool  
Brush  
Style  
Pointillism  
Primary colours



## What do we know?

★ Know that we can use the computer to draw a picture

★ Know that a picture is made of shapes and lines

★ Know how to draw a simple freehand line

## Big Ideas-



## Forever Facts

★ Know that a range of tools can be used in a paint program to create a desired effect

★ Know why digital art is a useful media

★ Know how to use the fill, shape, undo functions and adjust tools to fit their need

## Where will it go?

**Showcase**

To use your skills to create a Kandinsky/ Matisse/ Seurat style digital painting for display

# Learning Organiser: Creating media- digital writing



In this unit: This unit helps learners understand how to use a computer to create and edit text. They will practice typing, use tools to format their writing, and compare writing on a computer to writing on paper.

1. I can open a word processor and find and identify keys

2. I can enter text, numbers and spaces and use backspace to remove text

3. I can identify the toolbar, use bold, capital and underline and use caps lock for capital letters

4. I can select blocks of text and change the font style and colour

5. I can choose the best tools to use for my writing and use undo to correct errors

6. I can compare writing on the computer and writing on paper

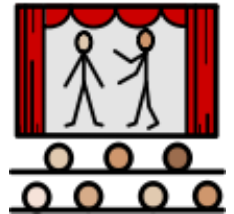
## What do we know?

**Know that** you can type letters on a computer

**Know why** there are keys on a keyboard

**Know how** to press keys on a keyboard

**Vocabulary**  
Word processor  
format  
undo  
Backspace  
Cursor  
Bold  
Italic  
Underline  
Toolbar  
Font  
mouse



## Big Ideas-



## Forever Facts

**Know that** a word processor is used for writing text

**Know why** writing on a computer can be more useful than on paper

**Know how** to use key tools on a word processor to create, edit and improve writing

Where will it go?

**Showcase**

**Edit and improve a poster about a toy using the skills you have learnt- exhibit your to the class and explain what you did and why**