Computing Intention Map

Key Stage One

Intention Map   2023 - 2024

Placing learning at the heart of everything we do.

Term One
(Computing Skills)

Learning Intentions

Week 1	• *Use a computer mouse or trackpad.*
Week 2	• *Switch on and shutdown a computer*
Week 3	• *Launch an application and manipulate windows.*
Week 4	• *Save a file*
Week 5	• *Drag objects.*
Week 6	• *Identify and practise my computer skills.*

Knowledge Intentions

Week 1	• *Hold a mouse comfortably and correctly.* • *Click, double-click and drag.* • *Apply the right pressure for moving the cursor and pressing buttons.* • *Click and double-click accurately.*
Week 2	• *Name the main components of a computer.* • *Explain the differences between switching and logging on and off.*
Week 3	• *Use more than one way to open an application.* • *Move and change the shape and position of a window.*
Week 4	• *Find and open a folder.* • *Save a file in a folder.*
Week 5	• *Click on an object to select it.* • *Drag selected objects with control.*
Week 6	• *Identify the computer skills learnt.* • *Practise computer skills to improve them.*

National Curriculum

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.

Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Are responsible, competent, confident and creative users of information and communication technology.
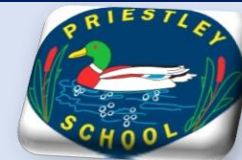
The IT Suite

Software: Microsoft Word
Hardware: Laptops

Assessment

Create shape pictures e.g. a house, tree or doll which require clicking and dragging with a mouse or tract pad.

Term Two
(Computer Art)

Learning Intentions

Week 1	• *Create computer art.*
Week 2	• *Use a range of tools in a computer program to reproduce a style of art.*
Week 3	• *Make and edit shapes to create a piece of art.*
Week 4	• *Change the shade of a colour for effect.*
Week 5	• *Retrieve a file to edit in a computer program.*
Week 6	• *Use a range of skills to create a piece of art.*

Knowledge Intentions

Week 1	• *Use a computer software program to recreate art.* • *Change the colour and size of the dots.*
Week 2	• *Insert lines that are different sizes.* • *Fill areas with different colours.* • *Draw lines and fill spaces with colour to recreate a piece of art.*
Week 3	• *Produce at least 3 different shapes using a computer program.* • *Rotate, resize and colour shapes.* • *Arrange different shapes to recreate a piece of art.*
Week 4	• *Produce lighter and darker shades of a colour.* • *Match colours to particular moods and emotions.* • *Make two versions of a piece of art using different shades.*
Week 5	• *Retrieve a picture file and open it in a computer program.* • *Duplicate an image.* • *Alter the colours of each image to recreate a piece of Pop Art.*
Week 6	• *Combine the styles of at least two artists to create artwork.* • *Recall and use computer skills to produce a piece of artwork.* • *Review the work of others and offer suggestions for improvement.*

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The IT Suite

Software: Microsoft Paint or Doodle Buddy (app)
Hardware: Laptops or iPads

Assessment

Create a piece of artwork which combines at least two artistic styles e.g. pointillism, Mondrian, Picasso, Colour-coding or Pop Art.

Term Three
(Online Safety)

Learning Intentions

Week 1	• Create, name and date digital creative work.
Week 2	• Safely search for images online.
Week 3	• Understand how to communicate safely online.
Week 4	• Understand what personal information needs to be kept safe.
Week 5	• Explore how to use email to safely communicate.
Week 6	• Apply online safety knowledge to help others make good choices online.

Knowledge Intentions

Week 1	• Find the text tool from the toolbar. • Type a name and the date. • Give work a filename that shows what it is. • Say why it is important to name and date work. • Begin to decide what needs copyright.
Week 2	• Open up a web browser. • Select and use Safe Search filters. • Type words to find an image online. • Save images on a computer. • Know to speak to a trusted adult bout upsetting things online.
Week 3	• Explain what each letter of SMART stands for. • Spot when something online might not be safe. • Explain what to do if something online is not safe or upsets me. • Make links between the offline and online world.
Week 4	• Talk about my own personal information. • Recognise what personal information can affect my safety. • Know who to tell if someone asks for personal information.
Week 5	• Say why email is a good way of communicating. • Understand how quickly an email can go from one place to another. • Begin to form an email. • Suggest ways to use email safely. • Explain what to do if an email from an unknown person is received.
Week 6	• Recall some of the online safety skills learnt. • Recognise potential dangers online. • Use online safety knowledge to decide what to do in different situations. • Guide others to make safe choices online.

National Curriculum

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Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.

Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Are responsible, competent, confident and creative users of information and communication technology.

The IT Suite

Software: Microsoft Paint

Internet Explorer or Google Chrome

Assessment

Create an online safety flap book using the knowledge that they have gained.

Term Four
(Programming Toys)

Learning Intentions

Week 1	• Create instructions using pictures.
Week 2	• Say why it is important to be precise when writing an algorithm.
Week 3	• Write instructions to program a person like a computer.
Week 4	Program a Bee-Bot (or similar programmable toy) to move.
Week 5	• Debug a Bee-Bot (or similar programmable toy).
Week 6	• Program a sequence to make a Bee-Bot (or similar programmable toy) move.

Knowledge Intentions

Week 1	• Know what an algorithm is. • Create step-by-step instructions using pictures.
Week 2	• Write and follow detailed instructions. • See how a product changes when instructions are changed.
Week 3	• Write step-by-step instructions. • Check work for mistakes (debug).
Week 4	• Direct a Bee-Bot (or similar programmable toy) to a toy. Program a Bee-Bot (or similar programmable toy) using the arrow buttons.
Week 5	• Check my work for mistakes to debug a program. • Start my programming sequence again if I need to.
Week 6	• Plan and check an algorithm. • Evaluate and improve my sequence (debug).

National Curriculum

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The IT Suite

Hardware: BeeBot, digital camera or tablet with camera

Assessment

Write an arrow algorithm which would direct the Bee-Bot through the 'Twinkl Toy Shop'

Term Five
(Programming with Scratch)

Learning Intentions

Week 1	• *Describe and use instructions to program a character.*
Week 2	• *Program a character to grow and shrink.*
Week 3	• *Use instructions to make characters move at different speeds and distance.*
Week 4	• *Use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.*
Week 5	• *Create programs that play a recorded sound.*
Week 6	• *Create programs with a sequence of linked instructions.*

Knowledge Intentions

Week 1	• *Open the Scratch Jr app and use buttons to navigate.* • *Add and remove characters and backgrounds.* • *Edit characters and backgrounds.* • *Describe the effect of at least three instruction blocks on a character.*
Week 2	• *Position new sprites on a suitable background.* • *Select and drag blocks for grow and shrink.* • *Connect blocks that execute a new action.* • *Use start blocks to begin a program.*
Week 3	• *Program a car to move in Scratch Jr.* • *Edit the value to make the car travel further.* • *Change the speed of the car.* • *Program the car to repeat the moving instructions.*
Week 4	• *Use blocks for movement in different directions.* • *Use a REPEAT FOREVER block to make a continuous loop.* • *Use a REPEAT block for a section of instructions.* *Predict the behaviour of a character, based on a sequence of instructions.*
Week 5	• *Record my own sounds.* • *Create instructions to play a recorded sound.* • *Edit and use speech bubbles in my instructions.* *Create my own simple programs.*
Week 6	• *Create a short set of instructions for a sequence of movements.* • *Create longer sequences of more complex instructions.* • *Use the 'WAIT' block.* • *Program two or more characters with instructions at the same time.*

National Curriculum

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Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Are responsible, competent, confident and creative users of information and communication technology.

The IT Suite

Software: Scratch Jr
Hardware: Tablet

Assessment

Program Penguins to move and hop into the water, then turn invisible or somersault into the water.

Term Six
(Presentation Skills)

Presentation Skills

Learning Intentions

Week 1	• *Use basic computer skills including using a folder.*
Week 2	• *Organise ideas for a presentation.*
Week 3	• *Create a simple presentation with text.*
Week 4	• *Add and format an image.*
Week 5	• *Reorder slides and present a presentation.*
Week 6	• *Search and print.*

Knowledge Intentions

Week 1	• *Switch on, checking the monitor first.* • *Log on and log off.* • *Manipulate windows.* • *Shut down.* • *Create a folder and save a file in my folder.*
Week 2	• *Identify the main features of a presentation.* • *Name some of the most popular presentation applications.* • *Organise my presentation into main ideas.*
Week 3	• *Add a new slide.* • *Set or change the slide layout.* • *Insert a text box.* • *Type in a text box.* • *Change the background and outline.* • *Use an appropriate font and colour.*
Week 4	• *Insert an image from a folder.* • *Copy an image from another source.* *Resize an image.*
Week 5	• *Access Slide Sorter View.* • *Drag slides to reorder.* *Use different options to present.*
Week 6	• *Search for files and applications.* • *Print using different options.*

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Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.

Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Are responsible, competent, confident and creative users of information and communication technology.

The IT Suite

Software: Microsoft PowerPoint
Hardware: Laptops

Assessment

Create, save, present and print a PowerPoint Presentation