Computing Learning Sequence Document – Year 1/2 – 2021/2022

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Technology around us (1.1) Staying safe online	Making music (2.5)	Grouping data (1.4)	Pictograms (2.4)	Digital painting (1.2)	Digital photography (2.2)
Learning outcomes:	Recognising technology in school and using it responsibly.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Exploring object labels, then using them to sort and group objects by properties.	Collecting data in tally charts and using attributes to organise and present data on a computer.	Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.	Capturing and changing digital photographs for different purposes.
Computing NC Focus:	*Recognise common uses of information technology beyond school.* *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.*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content.*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content*	*use technology purposefully to create, organise, store, manipulate and retrieve digital content.* *Recognise common uses of information technology beyond school.*
Prior learning:	N/A	N/A	N/A	Grouping data (1.4)	N/A	Digital painting (1.2)
Sequence of learning:	To identify technology	To say how music can make us feel	To label objects	To recognise that we can count and compare objects using tally charts	To describe what different freehand tools do	To use a digital device to take a photograph
	To identify a computer and its main parts	To identify that there are patterns in music	To identify those objects can be counted	To recognise that objects can be represented as pictures	To use the shape tool and the line tools	To make choices when taking a photograph
	To use a mouse in different ways	To show how music is made from a series of notes	To describe objects in different ways	To create a pictogram	To make careful choices when painting a digital picture	To describe what makes a good photograph
	To use a keyboard to type on a computer	To show how music is made from a series of notes	To count objects with the same properties	To select objects by attribute and make comparisons	To explain why I chose the tools I used	To decide how photographs can be improved
	To use the keyboard to edit text	To create music for a purpose	To compare groups of objects	To recognise that people can be described by attributes	To use a computer on my own to paint a picture	To use tools to change an image
	To create rules for using technology responsibly	To review and refine our computer work	To answer questions about groups of objects	To explain that we can present information using a computer	To compare painting a picture on a computer and on paper	To recognise that photos can be changed

End Point:	Children are able to name key parts of a computer / digital device. Children are able to use digital devices appropriately.	Children are able to use technology to create music.	Children are able to use technology to appropriately create groups in a variety of ways.	Children will use technology to create representations of data.	Children will create a piece of digital artwork.	Children will create a photo montage demonstrating the skills of photo manipulation.
Class Topic	**Memory Box** What can you remember? Making memories.	**Memory Box** What can you remember? Making memories.	**Towers, Tunnels and Turrets.** Exploring castles – In real life and through fiction.	**Towers, Tunnels and Turrets.** Exploring castles – In real life and through fiction.	**The enchanted woodland** Exploring woodlands, looking at habitats, listening to stories.	**The enchanted woodland** Exploring woodlands, looking at habitats, listening to stories.
Linking to class topic suggestion.		What memories can you build with music? Can you make a memorable composition.		Link to maths	Make a digital forest – ARMakr	Take photos of a habitat.