



TSS Primary Computing MTP 2023-2024 Year 1 Block 1 – Technology in the Classroom

Week	Key Targets and Learning Objectives	Key Activities	Key Vocabulary
0	<ul style="list-style-type: none"> • Know how to switch on a computer (1 TC.01) • Know what a password is and why it is useful (1 SW.01) • Know how to log onto a computer (1 TC.01) 	<ul style="list-style-type: none"> • How do we switch something on? Finding the power switch and turning the computer on. • Discussing how things are kept safe. Looking at padlocks and the need for a code to open, apply to computers, iPads etc. • Considering e-safety about not sharing passwords. How we could help ourselves remember something. Creating a visual reminder for a password. • Practise logging on and off. • Create poster about how to switch on a computer and log onto it. 	<ul style="list-style-type: none"> • Power switch • Monitor • CPU • password/passcode • log on • log off/shut down
1	<ul style="list-style-type: none"> • Know that computers systems have different functions (1 CS.01) • Know that computers can run many different programs (1 CS.02) • Know how to log onto a computer (1 TC.01) • Know that the internet consists of many computers that are connected together around the world. (1 DC.02) 	<ul style="list-style-type: none"> • Revise the idea of logging onto a computer. Children have a go independently using their posters to help. (Assess) • Discussion about whether computers are clever why/why not? • What can you do with a computer? Introduce vocab Communicate, Entertain, Create, Control, Research • Introduce the idea of Internet and World Wide Web • Use a search engine to find a video. Discuss e-safety around images and videos. • Open an app on the desktop/iPad. • Review terms – computer, Internet, World Wide Web 	<ul style="list-style-type: none"> • Communicate • Entertain • Create • Control • Research • Internet • World Wide Web
2	<ul style="list-style-type: none"> • Know that the computer has different parts. Identify the visible components of computing systems, including: computer, keyboard, mouse, screen (monitor), touch pad, headphones, speaker, camera and microphone. (1 DW.03) • Identify that some devices are connected by wires and some are not (1 DC.03) • Know that some devices can connect to each other to make a network. (1 DC.01) 	<ul style="list-style-type: none"> • Review the different functions of computers from last week - Communicate, Entertain, Create, Control, Research. • What are the different parts of the computer they know? • Go over the main vocabulary, children to use Post it Notes to copy labels and stick them to the relevant parts of their workspace and classroom. (Differentiation by outcome) • Look at wireless and wired mice and discuss the difference. • Demonstrate taking a selfie using iPad and sending it wirelessly e.g. Airdrop, email (Differentiation by method). Explain that the school's network is being used to send information. 	<ul style="list-style-type: none"> • Monitor • computer • keyboard • mouse • headphones • printer • speaker • camera • IWB • wired/wireless • network



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3	<ul style="list-style-type: none"> Know that information and data can be input to a computer in different ways. (1 CS.03) Know that a computer can output information in many different ways. (1 CS.04) Enter familiar words, using a physical or digital keyboard, into a word processor. (1 TC.04) 	<ul style="list-style-type: none"> Allow children to take selfies using the iPads and send them to me either by Airdrop or email (differentiation). Use wireless speakers to play some music to finish and use it to review the idea of controlling 	
4	<ul style="list-style-type: none"> Enter familiar words, using a physical or digital keyboard, into a word processor. (1 TC.04) Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock. (1 TC.05) Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. (1 TC.03) 	<ul style="list-style-type: none"> Review different parts of the computer from last week. Role playing how a computer works – children as roles such as user, CPU, mouse, keyboard, monitor. Make sure children understand through this the idea of inputs and outputs and how quickly a computer works. Children to use Word to type their name. Guide them how to save the document to the desktop. If time allows, the children could print. Reinforce the ideas of inputs and outputs. Relate back to sending selfies. 	<ul style="list-style-type: none"> Input output Monitor CPU keyboard mouse
5	<ul style="list-style-type: none"> Enter familiar words, using a physical or digital keyboard, into a word processor. (1 TC.04) Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock. (1 TC.05) Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. (1 TC.03) 	<ul style="list-style-type: none"> Play 'Simon Says' and relate this back to inputs and outputs. Give children a laminated copy of the keyboard, get them to locate different things they know already e.g. numbers and letters. Explore the idea of the modifier keys. Guide the children through opening the file from the desktop. Guide through how to get on a new line and get them to type their name again independently: using the shift key to create a capital letter, use the caps lock to type their name all in capitals, use space bar to add a space between each letter, they need to put each name on a new line using the return key. (Differentiation through outcome) Guide them through saving their document with the changes. 	<ul style="list-style-type: none"> Upper/Lowercase shift key return key space bar caps lock backspace
5	<ul style="list-style-type: none"> Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. (1 TC.03) Know that the internet consists of many computers that are connected together around the world. (1 DC.02) Know that there are times when the internet is not available. (1 DC.04) 	<ul style="list-style-type: none"> Review the different functions of a computer - Communicate, Entertain, Create, Control, Research. Thinking about communicating, make a video call to Mr. Darren or Ms. Laura. Discuss what they may say. Speaking in turns and together. 	<ul style="list-style-type: none"> Internet Computer Input Output Wireless Mouse Keyboard



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6	<ul style="list-style-type: none"> • Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable. (1 SW.02) • Understand that online content is presented on interconnected websites and pages. (1 DW.01) 	<ul style="list-style-type: none"> • Explicitly explain what is being done in terms of inputs, how we can see and hear who we are calling. E-Safety considerations – a trusted adult must be present. • Label a diagram of a video call in terms of input and output. • Discuss what would happen if the Internet were not available and why the Internet may not be available. 	<ul style="list-style-type: none"> • Camera • Screen/Monitor • Communicate • Entertain • Create • Control • Research
7	<ul style="list-style-type: none"> • Know that computers systems have different functions (1 CS.01) • Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable. (1 SW.02) • Understand that online content is presented on interconnected websites and pages. (1 DW.01) 	<ul style="list-style-type: none"> • What do the children know about being safe online already? Refer back to safe searching for images, not sharing passwords, having a trusted adult present for video calls. • Use adapted Zibb PowerPoint to cover the idea of not sharing information online nor agreeing to meet anyone they may have met online. • Use differentiated 'flip book' activity to create an e-safety booklet. (Differentiation by level and outcome) • Use images to review and reinforce the e-safety rules. 	<ul style="list-style-type: none"> • Online Safety • email • password • safe search • trust
7	<ul style="list-style-type: none"> • Know that computers systems have different functions (1 CS.01) • Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable. (1 SW.02) • Understand that online content is presented on interconnected websites and pages. (1 DW.01) 	<ul style="list-style-type: none"> • Review the different functions of a computer - Communicate, Entertain, Create, Control, Research. • What can the children remember about online safety? • Explain that they are going to use the Internet to find pictures for different words. Remind children of the e-safety ideas from last week. • Use iPads in small groups to use virtual keyboard and/or microphone function to search for pictures (differentiation). Remind the children about the e-safety rules for images. Use KidzSearch. • Demonstrate how to add the pictures to photos. • Use PicCollage to add their photos and either Airdrop or email to me. 	<ul style="list-style-type: none"> • Communicate • Entertain • Create • Control • Research • Online safety • Safe search • Wireless