Year 1- ICT Summer 1

ICT Short Term Planning

Year Group: 1   **Term: Summer 1**   **Subject area: ICT**

Coverage of Skills	Generic Skills (Most children will…)
Graphics Programming Data Handling ICT in Society Text	-I can print using the print icon -I can load a program with support -I can use a range of ICT equipment and software -I can talk about what I am doing with ICT -I can use appropriate ICT vocabulary

	Learning Objectives	Task design to meet the learning objective (including key questions)

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1	I can make a list of every day devices that respond to instructions I can give instructions to make something happen I can talk about ICT outside of school	ICT in Society I can discuss everyday items that need instructions to work. - Model using a microwave, smoothie maker, toaster, phone and photocopier - Children to hunt for programmable technology and take photographs - Children to write a list of the technology they found. Verbally give instructions for using a piece of technology of their choice. Challenge –Write/illustrate instructions for working a microwave.
2/3		

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	I can collect data and/or enter it in a graph on Purple Mash 2Graph • Use a tally chart • Use 2Graph program to input data Compare data and discuss results	Data Handling I can collect or enter data on how children travel to school. • Recap how to collect and enter data on a tally chart independently I can enter information into a template on a computer to make a graph (with more independence). • Recap inputting data into Purple Mash 2Graph programme • Discuss the axes, title, labels and what the graph will show us I can discuss and evaluate the results on my graph and explain what it shows. Print graph for books. Challenge: True/false statements. Children to read the statements and compare to their own graph. It is true that the car is the favourite mode of transport to school. It is true that no-one rides a bike to school. It is false that half the class walk to school. Children to explain their reasoning and design another true/false statement for others to answer. Write their own statement under their graph.

4	• I can use the 2Go program to move the car around the map • • * left arrow • * right arrow • * forwards arrow • * backwards arrow • * coloured pens • * thickness control	Programming- 2GO • Model how to use the tools on 2Go. • Children to discuss and use the tools to explore how to move their objects around the different backgrounds. • Children to describe to a partner how they have used to tools to navigate the backgrounds in different ways. • Children to challenge a partner to navigate from one place to another e.g. bee from the purple flower to the blue flower. • Children to discuss and analyse their route e.g. was it the fastest/shortest way? Evaluate: could they make it more direct? Challenge: To verbally design a route for another child to follow (e.g. go from the blue flower to the red flower, also touching the white flower as you go.)
5/6	Purple Mash 2Paint I can use Purple Mash 2Paint to; • Change pen size • Line icon • Fill button • Shades • Text button • Bin	Graphics- linked to Art Paul Klee I can use Purple Mash 2Paint to produce an Abstract pattern using straight and curved lines. • Model opening Dazzle from the desktop • Model how to change the size of the pen/line icon • Model how to design a curved abstract/ straight line abstract picture • Model how to fill the sections with different colours and shades. • Model using text icon to type a caption. • Model printing work. Challenge: To save and print their work.

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	Cross – Curricular links **Graphics** **Multimedia** **Websites** **ICT in society**