

Subject: Computing

Key Concept/ Theme: Y1 unit - Computing systems and networks: **Improving mouse skills**

This unit introduces children to mouse control and using a computer effectively. Pupils will develop fine motor skills through engaging tasks including drag-and-drop, click-and-hold, and simple drawing applications. This foundational unit builds confidence in navigating digital interfaces.

Skills and Knowledge for subject units:

Key Skills:

- ✓ Learning how to explore and tinker with hardware to find out how it works.
- ✓ Learning where keys are located on the keyboard.
- ✓ Using a basic range of tools within graphic editing software.
- ✓ Developing control of the mouse through dragging, clicking and resizing images to create different effects.
- ✓ Developing an understanding of different software tools.
- ✓ Recognising devices that are connected to the internet.
- ✓ Logging in and out and saving work on their own account.

Knowledge:

- ✓ Log in and log out means to begin and end a connection with a computer
- ✓ A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart.
- ✓ Passwords are important for security and to keep us safe

- **Vocabulary for unit:** account, click, clipart, computer, drag, drag and drop, layers, log off, log on, mouse, password, predict, resize, screen (monitor), software, tool, username, fill, line, portrait, digital

Federation/school specific areas to cover (Add in any local areas of study, trips and people)

1.	<p>Prior learning reconnection (year group, cycle & term): some pupils may have used tablets or clicked icons before; little experience logging in independently.</p> <p>Cross – curricular links: Reading – site navigation. PSHE – independence and safety.</p> <p>LO: To log in to a computer and access a website.</p> <p><i>Activity ideas to achieve the LO:</i> Learn login procedure; practise logging in; open a browser and visit a child-friendly website.</p> <p>End point: Pupils can log in with support and open a website.</p> <p>Vocabulary focus for this lesson: login, username, password</p> <p>Possible misconceptions to consider: - Confusing usernames and passwords.</p>
2.	<p>Prior learning reconnection: recognising pointer shape or movement during lesson 1.</p> <p>Cross – curricular links: Fine-motor coordination (PE).</p> <p>LO: To develop mouse skills.</p> <p><i>Activity ideas to achieve the LO:</i> Practise moving the pointer across different areas of the screen. Play mouse control games.</p> <p>End point: Pupils can move the pointer smoothly and with increasing control.</p> <p>Vocabulary focus for this lesson: mouse, cursor, click</p> <p>Possible misconceptions to consider: - confusing mouse movement with touch screen tapping.</p> <p>Picking up the mouse instead of repositioning it.</p>

3.	<p>Prior learning reconnection: Movement of pointer and clicking in lesson 2.</p> <p>Cross – curricular links: Maths (geometry); Fine motor skills (PE); Art (Kandinsky)</p> <p>LO: To use mouse skills to draw and edit shapes.</p> <p><i>Activity ideas to achieve the LO:</i> Drawing and moving shapes and creating a piece of art using SketchPad.</p> <p>End point: Pupils can click once to select items and can control the mouse to draw shapes.</p> <p>Vocabulary focus for this lesson: mouse, drag and drop, resize, tool</p> <p>Possible misconceptions to consider: - Thinking variables are permanently fixed after assignment.</p> <ul style="list-style-type: none"> - Using multiple variables when only one is needed. - Expecting the variable to display automatically without a show command.
4.	<p>Prior learning reconnection: pupils have practised moving and clicking the mouse in previous lessons. Many children will have used digital art tools on tablets.</p> <p>Cross – curricular links: Reading – comprehension. Art – drawing familiar scenes.</p> <p>LO: To draw a scene from a story using digital tools.</p> <p><i>Activity ideas to achieve the LO:</i> Children create a scene of their choice from a story using Sketchpad.</p> <p>End point: Pupils successfully draw a recognisable scene with good mouse control.</p> <p>Vocabulary focus for this lesson: screen, tool, resize, click</p> <p>Possible misconceptions to consider: - clicking without dragging to draw</p> <ul style="list-style-type: none"> - letting go of the mouse mid-draw – not selecting tools correctly – misunderstanding ‘undo’ and ‘clear’.

5.	<p>Prior learning reconnection – pupils have practised selecting, dragging, clicking and drawing with a mouse in previous lessons.</p> <p>Cross – curricular links: Art (portrait drawing); PSHE (identity)</p> <p>LO: To create a digital portrait using digital techniques.</p> <p><i>Activity ideas to achieve the LO:</i> Pupils use a program like Sketchpad to draw their portrait, using appropriate tools. (Option to print or screenshot their work for book).</p> <p>End point: Pupils will be able to use digital art tools (e.g. shape, fill, brush, line) to construct a recognisable portrait of themselves or another person, demonstrating improved control with a mouse or trackpad.</p> <p>Vocabulary focus for this lesson: portrait, digital, tool, fill, shape, line, mouse</p> <p>Possible misconceptions to consider: - struggling to control the mouse accurately, overlooking facial features unless scaffolded</p>
6.	<p>Assessment – see quiz and knowledge capture</p>
<p>Things to note:</p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p> <p>The progression of skills and knowledge need to be thought about so that they are covered by the teaching and learning this term</p>	
<p>Adaptions:</p> <p>Examples could be:</p> <ul style="list-style-type: none"> resources (technology, physical/concrete) Location of the lesson Groupings/.staffing support 	

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- SEND/Inclusion

Summative End Points: Which NC statements from the overview document are expected to be achieved or specifically developed?

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- 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.