Progression

To explain that computers can be connected together to form systems

Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS)

Key Vocabulary and Definitions:

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| Algorithm | A precise step by step set on instructions |
| command | A single instruction in a computer program |
| Task | What is needed |
| Design | What it should do |
| Code | How it is done |
| Running the code | What it does |
| variable | A named area in computer memory. A variable has a name and value. The program can change this variable value. |

Curriculum Links:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use logical reasoning to explain how some simple algorithms work.

Select, use and combine a variety of software.

Teaching Sequence

Computing Aims:

1. To understand the concept of variables
2. To understand that variables are used in programs
3. To choose how to improve a game by using variables
4. To design a project that builds on a given example
5. To use my design to create a project
6. To evaluate my project

Online Safety Aims:

1. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
2. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
3. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
4. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

**Online safety – Health, well-being and lifestyle**

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| Aims | Advice |
| 1. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. |  |
| 1. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. |  |
| 1. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). |  |
| 1. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). |  |