

Unit 3.1 – Coding

| Lesson | Title                                | Aims (Objectives)                                                                                                                                                                      | Success Criteria                                                                                                                                                                                                                                                                                 |
|--------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Using Flowcharts                     | <ul style="list-style-type: none"> <li>To review previous coding knowledge.</li> <li>To understand what a flowchart is and how flowcharts are used in computer programming.</li> </ul> | <ul style="list-style-type: none"> <li>Children can read and explain a flowchart.</li> <li>Children can use a flowchart to create a computer program.</li> <li>Children can create a computer program that uses click events and timers.</li> </ul>                                              |
| 2      | Using Timers                         | <ul style="list-style-type: none"> <li>To understand that there are different types of timers.</li> <li>To be able to select the right type of timer for a purpose.</li> </ul>         | <ul style="list-style-type: none"> <li>Children can create a program that uses a timer-after command</li> <li>Children can create a program that uses a timer-every command</li> <li>Children understand there can be different ways to solve a problem.</li> </ul>                              |
| 3      | Using Repeat                         | <ul style="list-style-type: none"> <li>To understand how to use the repeat command.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Children understand how the turtle object moves</li> <li>Children can use the repeat command with an object.</li> <li>Children can create a computer program that includes use of the repeat command.</li> </ul>                                          |
| 4      | Code, Test and Debug                 | <ul style="list-style-type: none"> <li>To use coding knowledge to create a range of programs.</li> <li>To understand the importance of nesting.</li> </ul>                             | <ul style="list-style-type: none"> <li>Children can create computer programs using prior knowledge.</li> <li>Children can run, test and debug their programs.</li> <li>Children can consider nesting when debugging their programs.</li> </ul>                                                   |
| 5 & 6  | Design and Make an Interactive Scene | <ul style="list-style-type: none"> <li>To design and create an interactive scene.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Children can use the properties table to set the properties of objects.</li> <li>Children can plan their scene and code before they create their program.</li> <li>Children can confidently make several different things happen in a program.</li> </ul> |

## Unit 3.2 – Online Safety

| Lesson | Title                         | Aims (Objectives)                                                                                                                                                                                                                                                                                                                                           | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Safety in Numbers             | <ul style="list-style-type: none"> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>To understand how the Internet can be used to help us to communicate effectively.</li> <li>To understand how a blog can be used to help us communicate with a wider audience.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.</li> <li>Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</li> <li>Children have contributed to a class blog with clear and appropriate messages.</li> <li>Extension: Children understand that passwords help to limit who can see personal / private / confidential information.</li> </ul>                                                                   |
| 2      | Fact or Fiction?              | <ul style="list-style-type: none"> <li>To consider if what can be read on websites is always true.</li> <li>To look at a 'spoof' website.</li> <li>To create a 'spoof' webpage.</li> <li>To think about why these sites might exist and how to check that the information is accurate.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Children understand that some information held on websites may not be accurate or true.</li> <li>Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.</li> <li>Children have accessed and assessed a 'spoof' website.</li> <li>Children have created their own 'spoof' webpage mock-up.</li> <li>Children have shared their 'spoof' web page on a class display board.</li> <li>Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.</li> </ul> |
| 3      | Appropriate Content & Ratings | <ul style="list-style-type: none"> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To discuss why PEGI restrictions exist.</li> <li>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul>                                                | <ul style="list-style-type: none"> <li>Children can identify some physical and emotional effects of playing/watching inappropriate content/games.</li> <li>Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</li> </ul>                                                                                                                                                                                                                                                                                                            |

### Unit 3.9 – Presenting (with Microsoft PowerPoint)

| Lesson | Title                                   | Aims (Objectives)                                                                                                                             | Success Criteria                                                                                                                                                                                                                                                                                                      |
|--------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Making a Presentation from a Blank Page | <ul style="list-style-type: none"> <li>To create a page in a presentation.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Children know what PowerPoint is.</li> <li>Children can open PowerPoint.</li> <li>Children can add text to a page and format it.</li> <li>Children can add shapes to a page.</li> </ul>                                                                                        |
| 2      | Adding Media                            | <ul style="list-style-type: none"> <li>To add media to a presentation</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Children can change the design of the slides.</li> <li>Children can insert a new slide.</li> <li>Children can insert pictures.</li> <li>Children can edit pictures.</li> <li>Children can insert video and audio.</li> </ul>                                                   |
| 3      | Adding Animation                        | <ul style="list-style-type: none"> <li>To add animations into a presentation</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Children can use animations in a presentation.</li> <li>Children can use transitions in a presentation.</li> </ul>                                                                                                                                                             |
| 4      | Presenting with Timings                 | <ul style="list-style-type: none"> <li>To add timings into a presentation.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Children can add timings to a presentation</li> <li>Children can present effectively using PowerPoint</li> </ul>                                                                                                                                                               |
| 5 & 6  | Create a Presentation                   | <ul style="list-style-type: none"> <li>To use the skills learnt in previous weeks to design and present an effective presentation.</li> </ul> | <ul style="list-style-type: none"> <li>Children can create a presentation including formatted text.</li> <li>Children can include different media.</li> <li>Children can add transitions and animations.</li> <li>Children can add timings to the presentation.</li> <li>Children can present effectively.</li> </ul> |

## Unit 3.5 – Email

| Lesson | Title                      | Aims (Objectives)                                                                                                                              | Success Criteria                                                                                                                                                                                                                                                                                                                           |
|--------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Communication              | <ul style="list-style-type: none"> <li>To think about the different methods of communication.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Children can list a range of different ways to communicate.</li> <li>Children can use 2Connect to highlight the strengths and weaknesses of each method.</li> <li>Extension: Children can order the various types of communication that have been used through history.</li> </ul>                  |
| 2      | Composing Emails           | <ul style="list-style-type: none"> <li>To open and respond to an email.</li> <li>To write an email to someone from an address book.</li> </ul> | <ul style="list-style-type: none"> <li>Children can open an email and respond to it.</li> <li>Children have sent emails to other children in the class.</li> <li>Extension: Children can use the search option in the address book to find a classmate when sending an email.</li> </ul>                                                   |
| 3      | Using Email Safely: Part 1 | <ul style="list-style-type: none"> <li>To learn how to use email safely.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Children have written rules about how to stay safe using email.</li> <li>Children have contributed to classmates' rules.</li> <li>Extension: Children understand the importance of draft.</li> </ul>                                                                                                |
| 4      | Using Email Safely: Part 2 | <ul style="list-style-type: none"> <li>To learn how to use email safely.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Children have created a quiz about email safety which explores scenarios that they could come across in the future.</li> <li>Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.</li> </ul>                                           |
| 5      | Attachments                | <ul style="list-style-type: none"> <li>To add an attachment to an email.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Children can attach work to an email.</li> <li>Children know what CC means and how to use it.</li> </ul>                                                                                                                                                                                            |
| 6      | Email Simulations          | <ul style="list-style-type: none"> <li>To explore a simulated email scenario.</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Children can read and respond to a series of email communications.</li> <li>Children can attach files appropriately and use email communication to explore ideas.</li> <li>Extension: Children know why the terms CC and BCC are used</li> <li>Children understand when to use CC or BCC</li> </ul> |

## Unit 3.8 – Graphing

| Lesson | Title                            | Aims (Objectives)                                                                                                                           | Success Criteria                                                                                                                                                                                                                                                                                                                                                                      |
|--------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Introducing 2Graph               | <ul style="list-style-type: none"><li>To enter data into a graph and answer questions.</li></ul>                                            | <ul style="list-style-type: none"><li>Children can set up a graph with a given number of fields.</li><li>Children can enter data for a graph.</li><li>Children can produce and share graphs made on the computer.</li><li>Extension: Children can select most appropriate style of graph for their data and explain their reasoning.</li></ul>                                        |
| 2      | Using 2Graph in an Investigation | <ul style="list-style-type: none"><li>To investigate in order to answer a question</li><li>To present the results in graphic form</li></ul> | <ul style="list-style-type: none"><li>Children have solved a maths question using graphing.</li><li>Children can present the results in a range of graphical formats.</li><li>Children can use the sorting option to make analysis of their data easier.</li><li>Extension: Children can select most appropriate style of graph for their data and explain their reasoning.</li></ul> |