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**Computing Curriculum 2021**

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**Enquire Learning Trust - Computing Curriculum**

**Intent**

At Enquire Learning Trust, we believe that it is vital for all our pupils to learn from and about Computing and Technology, so that they can understand the world around them. Through teaching our computing curriculum, we aim to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information as well as having the skills to manipulate, develop and interpret different forms of technology in an ever-changing world.

In such a fast-moving curriculum, we are constantly looking at new ways of delivering relevant and exciting activities, while still delivering the fundamental skills needed for computing. Using technology safely and responsibly is a main priority and ensuring all pupils are able to use the internet and equipment appropriately is of paramount importance. We encourage our pupils to make links across the curriculum, the world and our local community, to reflect on their own experiences, which are designed in our curriculum, allowing horizontal and vertical links with previous year groups.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**Implementation**

The Enquire Learning Trust bespoke computing curriculum offers a cross curricular scheme of work for Key Stage 1 and Key Stage 2 presently which is congruent with the National Curriculum. The curriculum looks at the progression needed for all pupils to develop and embed skills and knowledge within the strands of: digital literacy, E-Safety, coding, computing and app specific learning. The curriculum is designed to support teaching and learning and the acquisition of subject knowledge in all areas. Children will have the opportunity to explore and respond to key issues such as digital communication, cyber-bullying, online safety, security and social media.

**Impact**

* Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both in school and at home.
* Children will have a secure and comprehensive knowledge of the implications of technology and digital systems which is important in our ever-evolving society.
* Children will be able to apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

**Aims**

The curriculum for computing aims to ensure that all pupils:

* can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
* can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
* can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
* are responsible, competent, confident and creative users of information and communication technology.

**Key stage 1**

Pupils should be taught to:

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* 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.

**Key stage 2**

Pupils should be taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs, work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Please use the ELT Assessment statements as guidance for progression through the curriculum**

**Evidence Collection for Subject Leaders**

It would be good to save/screenshot evidence of some pieces of work when children are able to demonstrate independently a new skill or knowledge they have learned. This might be the end piece for their design. It is not necessary to save every piece of work but to get a sample of pupils work across the curriculum to show breadth and coverage. Evidence of progression could also be a discussion with pupils about what they have learnt within that strand and how they would use that new skill in different contexts.

**Year group curriculum overview**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Year 1** | E-safety:  Using the internet safely. | | Coding with Tynker JR | E-safety:  the internet safely | Digital Literacy & E-safety: using a computer/device. Typing training. | | Digital Literacy: bug hunters | | Digital Literacy: Potty painters | | | | Coding: Scratch Jnr - introduction and fundamentals |
| **Year 2** | E-safety: Staying safe on the internet – Jessie and Friends. | | Digital Literacy & E-safety: Using search. Typing training. | | Coding: Scratch Jnr - introduction and fundamentals | E-safety: Appropriate behaviour online. | Digital Literacy - using a computer.  What is the Internet. | Digital Literacy: Introduction to photo editing. | E-safety: Staying safe on the internet. | Digital Literacy: taking and using photos | | Coding: Scratch Jnr - introduction and fundamentals | |
| **Topic related activities throughout the year.** |
| **Year 3** | E-safety: Google Share with care | | Digital Literacy:  Computer Networks | Digital Literacy:  Email | E-safety: Trust | Digital Literacy: Social media and evaluating search results | Coding: Animations – Tynker or Code Spark Academy | | Coding: Loops, debugging and events. | | | Coding: If statements. HTML App Coding | |
| **Topic related activities throughout the year.** |
| **Year 4** | E-safety: Google Don’t fall for fake | | Digital Literacy: Research and develop a topic | | Word processing  PowerPoint | Photo Editing -  Editing functions | Coding: Algorithms -Tynker | | Digital Literacy: Stop motion animation | | | Coding: Conditions, Functions and App design | |
| **Topic related activities throughout the year.** |
| **Year 5** | E-safety: Google Secure your secrets | Digital Literacy: Plan an event using shared documents | Digital Literacy: Spreadsheets | | E-safety: Cyberbullying | Coding: Swift Playgrounds – Commands, Debugging | Coding: Conditional Code, While loops and Logic. | | Digital Literacy: Animation through varied apps and websites | | Digital Literacy: Website creation. SharePoint | Coding: Algorithms. Game creation | |
| **Topic related activities throughout the year.** |
| **Year 6** | E-safety: Google It’s cool to be kind  Interland’s Kind Kingdom | | Digital Literacy: 3D modelling using Google Sketchup. | Computer Networks: Search Algorithms | E-safety: Why is Social Media Free?  Fake News in real life. | Coding: Use variables, coding with variables | Coding: Use of types and initialisation in code, parameters and problem-solving skills | | Digital Literacy: ChildNet video competition | | | Coding: The use of Arrays in coding, visualise data and coding concepts | |

**Assessment**

This computing curriculum is also paired with an **assessment framework** to support teacher assessment, next steps planning and gap analysis. This framework provides information that can be used to help plan and assess pupil knowledge, understanding and skills in primary computing. It covers the main expectations for children at the end of each Key Stage. It sets out reasonable expectations of what children could achieve in each year at primary school, thus allowing teachers to track progress towards the statutory attainment targets.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The progression statements derive from the Programme of Study for computing; they break down the original bullet points into shorter, more manageable chunks. Each statement is accompanied by ‘What to look for’ descriptors. These are designed to support planning for teaching and learning. The framework sets out a sequence that illustrates progression and that can be used to make judgements about pupil achievements. The framework is not intended to be definitive – it should be seen as indicative rather than prescriptive.

The framework is divided into three main strands and an app specific sub strand that covers the National Curriculum.

* **E-safety**
* **Computing and Digital Literacy**
* Coding
* App specific learning linked to digital literacy.

**Assessments may be made during computing lessons or when pupils are using apps during topic learning that showcase their computing skills.**

These statements are just **guidance and suggestions** to show the progression from Emerging towards, working towards, ARE and Greater Depth. Remember that pupils need to be confidently showing they understand how to use each key concept confidently and independently.

All of the assessment statements are found in the SIMS app which allows teachers to assess as they move through the curriculum. It enables real-time assessment and aids planning for next steps and quickly identifies which children are secure in a skill and which children need further support.

**The Computing Assessment Framework can be found in its entirety by** [**CLICKING HERE**](https://enquirelearningtrust-my.sharepoint.com/:w:/g/personal/brett_webster_enquirelearningtrust_org/EfhanXKAXpxJgbDXHLIInRwBBBGJJOd9WxHLaUGTEXNZ-Q)

**Software and Apps used**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **iPad Apps**  iOS App Development Company India - MagicByte Solutions | Scratch Jr  C:\Users\adso2\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7AA0217.tmp  Tynker JR    Abobe Spark  Adobe Spark - Wikipedia  Apple Photos    Pages    Digi Ducks Big Decision | Scratch Jr  C:\Users\adso2\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7AA0217.tmp  Piccollage App  PicCollage - Easy Photo Template & Grid Editor – Apps on Google Play  Photo Editor – Autodesk Sketchbook | Tynker  Tynker | Crunchbase  iMovie  iMovie App Logo - LogoDix  iOS Camera  C:\Users\adso2\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DC7E473B.tmp  Keynote  Keynote User Guide for iPad - Apple Support  Tayasui Sketches School  Sketches School | EUSD | Tynker  Tynker | Crunchbase  Keynote  Keynote User Guide for iPad - Apple Support  iMovie  iMovie App Logo - LogoDix  Pages    Photo Editor – Autodesk Sketchbook | Swift Playground  Swift Playgrounds - Wikipedia | Swift Playground  Swift Playgrounds - Wikipedia  Kahoot  Kahoot! - Apps on Google Play |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Windows Software**  Windows Blog |  | Paint.net | Microsoft Word  Microsoft Word - Wikipedia  Microsoft PowerPoint  Microsoft PowerPoint - Wikipedia | Paint.net    Microsoft Word  Microsoft Word - Wikipedia  Microsoft PowerPoint  Microsoft PowerPoint - Wikipedia | Microsoft Word  Microsoft Word - Wikipedia  Microsoft Excel  Microsoft Excel - Wikipedia  Microsoft Publisher  Microsoft Publisher - Wikipedia  Microsoft TeamsMicrosoft Teams -  [Scratch desktop (or](https://scratch.mit.edu/projects/editor/?tutorial=getStarted)  [online)](https://scratch.mit.edu/projects/editor/?tutorial=getStarted)    Microsoft PowerPoint  Microsoft PowerPoint - Wikipedia  Pivot Animator  Pivot Stickfigure Animator 4.1.10 - Download | [Scratch desktop (or online](https://scratch.mit.edu/projects/editor/?tutorial=getStarted))    [Mozilla X-Ray](https://x-ray-goggles.mouse.org/)  X-Ray Goggles by Mozilla – EduBlether |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Online Services requiring account creation (Free)**  Cash Passport Full Fees and Limits NZ | Adobe Account for Spark  Adobe Spark - Wikipedia |  | The Tynker app will need a classroom account setting up to unlock levels 4 -10  Tynker | Crunchbase | The Tynker app will need a classroom account setting up to unlock levels 4 -10  Tynker | Crunchbase | Swift playground will require an Apple ID. These can be made via Apple School Manager.  Swift Playgrounds - Wikipedia | Swift playground will require an Apple ID. These can be made via Apple School Manager.  Swift Playgrounds - Wikipedia |
| **Online services needing Office 365 login (Pupil and teacher)**  Microsoft Office 365 LIFETIME License for 5 DEVICES - PC and Mac ... |  |  |  |  | Microsoft SharePoint SharePoint - Wikipedia  Microsoft Word online  Microsoft Word - Wikipedia  Microsoft Excel online  Microsoft Excel - Wikipedia  Microsoft Publisher online  Microsoft Publisher - Wikipedia | [SketchUp](https://edu.sketchup.com/app)  SketchUp logo - more like StepUp | Logo design, Logo mark, Free icons |
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**Computing**

**Year 1**

**Learning intentions**

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| Year 1 | |
| E-safety | Uses technology safely |
| Keeps personal information private |
| Recognises common uses of information technology beyond school |
| Computing /  Digital Literacy | Uses technology purposefully to create digital content |
| Uses technology purposefully to store digital content |
| Uses technology purposefully to retrieve digital content |
| Coding | Understands what algorithms are |
| Creates simple programs |

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| **Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done. Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times.  **Debug**  When code doesn’t work the way the user intended, we call the code buggy. To debug the code, the user looks at all the instructions and check to make sure every instruction is in the right order and any wrong instructions are removed or replaced with correct ones.  You may need to register and login to the Barefoot website for these resources. It’s quick and free to do. |

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| **Mastery example questions like maths** | **Planning Links** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Year 1- Autumn 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%201%2FAutumn1)  [Year 1- Autumn 2:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%201%2FAutumn%202)  [Year 1 – Spring 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%201%2FSpring%201)  [Year 1 – Summer 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%201%2FSummer%201) |
| **App or software used within the year** | |
| [Tynker Jr (iPad)](https://apps.apple.com/us/app/scratchjr/id895485086)  Scratch JR (iPad)  [Digiduck's Big Decision](https://apps.apple.com/app/id912787376) PDF and (iPad) | |

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| **Autumn 1** | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: |
| Lesson | Going Places Safely | Making the right decision. | Critical thinking and online relity | A-B-C Searching  Comparisons of topic-based images using different child-friendly search engines. | My Creative Work | Become an Internet Protector  That ‘uh-oh’ feeling. | I have the right to say NO |
| LO | To discuss how to stay safe online | To use the internet safely | To use the internet safely | To search the internet for suitable pictures | To describe how to take ownership of work online | To discuss how to stay safe online-Avatar and profile safety | To discuss how to stay safe online- keeping stuff safe |
| Planning | [Childnet: Smartie the penguin.](https://www.childnet.com/resources/smartie-the-penguin)  [Planning link:](https://digital-literacy.org.uk/curriculum-overview/fs-year1/fs-year1-sol-(1).aspx/) | Digi Duck’s Big Decision  [Planning Link:](https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision) | Digi duck's Famous Friend:  [Planning Link:](https://www.childnet.com/resources/digiduck-stories/digiducks-famous-friend) | [Swiggle Search Engine](https://swiggle.org.uk/)  [Google Safe Search:](https://www.safesearchkids.com/)  [Planning Link](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%201/Autumn1/Safety%20in%20My%20Online%20Neighborhood%20_%20Common%20Sense%20Education.pdf) | [Link](https://digital-literacy.org.uk/curriculum-overview/fs-year1/fs-year1-sol-(1).aspx/) | ChildNet-Lee and Kim. Lesson 1  [Planning Link:](https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/) | ChildNet-Lee and Kim. Lesson 2  [Planning Link:](https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/) |

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| --- | --- | --- | --- | --- | --- | --- |
| **Autumn 2** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | E-safety | E-safety |
| Lesson | Tynker JR | Tynker JR | Tynker JR | Tynker JR: Debugging | Keep It Private | Keep It Private |
| LO | To Introduce the term **Algorithm**. To reinforce the meaning of an Algorithm **(A List of instructions)** | To use directional instructions to create algorithms to solve puzzles. | Plan and develop algorithms  To solve problems by splitting them into smaller parts. | To learn the term **DEBUGGING.** To Reinforce that debugging is **fixing our code**, so that it works. | To keep my information private | To keep my information private |
| Planning & Resources | Tynker JR App  Ocean Odyssey  Levels 1 –10  Getting Code in the right **Order** | Tynker JR App  Ocean Odyssey  Levels 12 –20  Giving a list of instructions to collect the coins. | Tynker JR App  Ocean Odyssey  Levels 12 – 22 | Tynker JR App  Ocean Odyssey  Levels 22 – End.  Model a list of instructions **wrong** and allow the children to correct you. | SMART Rules: ARS  [Planning Link:](https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) | SMART Rules: MT  [Planning Link:](https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer |
| Lesson | How a supermarket works | How a library works | Getting started in the computer lab | Your digital footprint | My robotic friends | Using a device | Using a device to touch type | Using a device to touch type |
| LO | To identify computers in everyday lives | To discuss how computers make our lives easier | To follow the rules when using computers | To discuss staying safe on and offline | Attend to precision when creating instructions.  Identify and address bugs or errors in sequenced instructions. | To safely use a device | To safely use a device | To safely use a device |
| Planning | [Link](http://code-it.co.uk/ks1/supermarket/supermarket) | [Link](http://code-it.co.uk/ks1/library/library) | [Lesson Plan:](https://curriculum.code.org/csf-19/coursea/2/)  [Pupil Puzzle Link](https://studio.code.org/s/course1/stage/3/puzzle/1) | [Lesson Plan](https://curriculum.code.org/csf-1718/pre-express/5/)  [Pupil Worksheet](https://docs.google.com/document/d/1UNq9Xn_uTUk0ZjikWsN9kaWBoxDo_gHoZwnluT5bWng/edit) | [Lesson Plan:](https://curriculum.code.org/csf-1718/pre-express/6/) | This is space for children to practise switching on/off & logging in & typing passwords | [BBC Dance Mat Level 1](https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr) | [BBC Dance Mat Level 2](https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing-level2/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr) |

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| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | Digital Literacy: bug hunters | Digital Literacy: bug hunters | Digital Literacy: bug hunters | Digital Literacy: bug hunters | Digital Literacy: bug hunters | Digital Literacy: bug hunters |
| Lesson | Introduction to the topic and searching for images | Create an image gallery by holding finger down on image and adding to photos. | Organise images into a named folder on the iPad | Rename files to help organise them | Organise images into groups/fields: legs, shell can it fly? etc.  To be able to send (AirDrop) files to each other and to the teacher. | Create a presentation of organised images using suitable iPad software e.g., Piccollage. Add text labels. |
| LO | To use Google search to find images | To save images from the internet | To create and rename folders | To rename files | To move files | To present my image gallery |
| Planning & Resources | [Insects](https://www.bbc.com/bitesize/clips/zq3ygk7) | [Link:](https://www.lifewire.com/how-to-save-photos-and-images-to-the-ipad-s-camera-roll-4103781) | [Link:](https://support.apple.com/en-gb/guide/ipad/ipadeb120505/ipados) | [Link:](https://osxdaily.com/2018/02/16/rename-files-folders-icloud-drive-ios/) | [Link:](https://support.apple.com/en-gb/guide/ipad/ipadeb120505/ipados)  How to airdrop | [Photo slideshow:](https://www.dummies.com/consumer-electronics/tablets/ipad/how-to-present-a-photo-slideshow-on-your-ipad/)  [Keynote:](https://support.apple.com/en-gb/guide/keynote-ipad/tan77aea6844/ipados) |

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| **Summer 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | E-safety | Digital Literacy: potty painters | Digital Literacy: potty painters | Digital Literacy: potty painters | Digital Literacy: potty painters | Digital Literacy: potty painters | Digital Literacy: potty painters |
| Lesson | Think Before You Click pledge & E-safety assembly. | To introduce topic and discuss what an illustration is | Children choose a book to draw an illustration for | Use an illustration program (e.g., Publisher or drawing app) to create an illustration | Use the same program to edit an illustration | Introduction to eBooks | Continue to make the eBook |
| LO | To read and sign the Be Internet Awesome pledge | To describe what an illustration is | To plan an illustration | To create and save an illustration | To edit an illustration | To create an eBook | To add illustrations to an eBook |
| Planning & Resources | [Pledge Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%201%2FSummer%201) |  | [Austin’s butterfly](https://www.youtube.com/watch?v=E_6PskE3zfQ) | Publisher online  Drawing Pad app | | Adobe Spark (Class login required)  Apple Pages | |

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| **Summer 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals | Coding: Scratch Jnr - Introduction and fundamentals |
| Lesson | Drive across the city | Run a race | Sunset | Moonrise after sunset | Spooky forest | Meet and greet | Conversation |
| LO | To understand an algorithm is a list of instructions.  To write an and program a sprite | To add sprites | To make a sprite move | To change the background | To make my program repeat | To use speech in a program | To use sequencing in a program |
| Planning | [LINK](https://www.scratchjr.org/teach/activities/drive-across-the-city) | [LINK](https://www.scratchjr.org/teach/activities/run-a-race) | [LINK](https://www.scratchjr.org/teach/activities/sunset) | [LINK](https://www.scratchjr.org/teach/activities/moonrise-after-sunset) | [LINK](https://www.scratchjr.org/teach/activities/spooky-forest) | [LINK](https://www.scratchjr.org/teach/activities/meet-and-greet) | [LINK](https://www.scratchjr.org/teach/activities/conversation) |

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**Computing**

**Year 2**

**Learning Intentions**

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| Year 2 | |
| E-safety | Uses technology respectfully |
| Identifies where to go for help and support when they have concerns about content or contact on the internet or other online technologies |
| Computing /  Digital Literacy | Uses technology purposefully to organise digital content |
| Uses technology purposefully to manipulate digital content |
| Coding | Understands that algorithms are implemented as programs on digital devices |
| Understands that programs execute by following precise and unambiguous instructions |
| Debugs simple programs |
| Uses logical reasoning to predict the behaviour of simple programs |
| App Specific | To learn the basics of photo editing and how images are layered. (part of DL and Computing) |

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| **Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done.  Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times  **Debug**  When code doesn’t work the way the user intended, we call the code buggy. To debug the code, the user looks at all the instructions and check to make sure every instruction is in the right order and any wrong instructions are removed or replaced with correct ones.  .  **You may need to register and login to the Barefoot website for these resources. It’s quick and free to do.** |

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| **Mastery example questions like maths** | **Exemplar lesson and planning material** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Exemplar complete unit, including planning, scaffolding, questioning and assessment](http://code-it.co.uk/mathsquiz3)  [Lesson plan for a similar maths game, including slides](https://barefootcas.org.uk/programme-of-study/work-variables/ks2-maths-quiz-variables-activity/) (requires registration)  [Scratch Jnr Slides from Twinkl](https://drive.google.com/open?id=1OzFFBFvsb_pC0Vjr3KUJ7GYr0Ww8FYV6)  Example slides using PRIMM in resource folder.  [Year 2- Autumn 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FJessie%20and%20Friends)  [Year 2- Autumn 2:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FDigital%20Literacy%2FUsing%20a%20Computer)  [Year 2 – Spring 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSpring%201)  [Year 2- Summer 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSummer%201) |
| **App or software used within the year** | |
| Scratch Jr (iPad)  Piccollage (iPad)  Paint.net (Windows 10) | |

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| **Autumn 1** | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: | E-safety: |
| Lesson | Jessie and Friends  Episode 1 –Watching Videos | Jessie and Friends  Episode 2- Sharing Pictures | Jessie and Friends  Episode 2- Sharing Pictures | Jessie and Friends  Episode 2- Sharing Pictures | Jessie and Friends  Episode 3- Playing Games. Session 1 | Jessie and Friends  Episode 3- Playing Games. Session 2 | I am internet awesome |
| LO | To use the rules to discuss a story  • I can explain how something online might make someone feel worried or sad.  • I can recognise different feelings.  • I can identify up to four adults in my life who can help me if I have a problem online. | To discuss how to stay safe on the internet.  I can explain what might happen if we share a picture. | To use technology safely  I can identify the effect of people’s actions online and consider ways of keeping others and myself safe. | To describe the rules for staying safe online  I recognise that I can be an ‘upstander’ by choosing not to join in. | To make safe choices when using the internet  I can identify what personal information is and the importance of not sharing this.  I can recognise different feelings I might encounter online and how my body might tell me something ‘doesn’t feel right’. | To describe positive behaviour on the internet  • I can talk about the qualities that make a good friend.  • I can identify that people online may not tell the truth.  • I can explain the difference between a secret and a surprise. | An e-safety lesson appropriate for your class |
| Video | [Episode 1 –Watching Videos](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/Eclnzt_Spx9HjzIM-Xrqk_oBmNLW_IdT5FCfmRkqamRPbQ?e=5PAoSs) | [Episode 2- Sharing Pictures](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/EWqQurPW0u1BpcQRndPxszMBjEmsuoM4cQ7SbGCgxjQxUQ?e=5ir9K8) | | | [Episode 3- Playing Games](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/EXk8c-9dODhAml-PjzVDcr0B5F-2pJaShGWbuSIzjpgYMA?e=t4AaPZ) | |  |
| Planning | [Resources Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FJessie%20and%20Friends)  [Lesson Plan and Resources](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Jessie%20and%20Friends/Jessie%20and%20Friends/Thinkuknow%20Jessie%20&%20Friends%20Resources/Resource%20pack/Thinkuknow%20Jessie%20&%20Friends%20Resource%20Pack.pdf)  Page 16-29 | [Resources Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FJessie%20and%20Friends)  [Lesson Plan and Resources](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Jessie%20and%20Friends/Jessie%20and%20Friends/Thinkuknow%20Jessie%20&%20Friends%20Resources/Resource%20pack/Thinkuknow%20Jessie%20&%20Friends%20Resource%20Pack.pdf)  Page 30-47 | | | [Resources Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FJessie%20and%20Friends)  [Lesson Plan and Resources](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Jessie%20and%20Friends/Jessie%20and%20Friends/Thinkuknow%20Jessie%20&%20Friends%20Resources/Resource%20pack/Thinkuknow%20Jessie%20&%20Friends%20Resource%20Pack.pdf)  Page 48-52 | [Resources Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FJessie%20and%20Friends)  [Lesson Plan and Resources](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Jessie%20and%20Friends/Jessie%20and%20Friends/Thinkuknow%20Jessie%20&%20Friends%20Resources/Resource%20pack/Thinkuknow%20Jessie%20&%20Friends%20Resource%20Pack.pdf)  Page 53-77 |  |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy:  Using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer |
| Lesson | Staying Safer Online | Follow the Digital Trail | Screen Out the Mean | Using Keywords | Sites I Like | Typing – Finger placement. | Typing – Finger placement. | Typing – Finger placement. |
| LO | To discuss which websites are appropriate for my age | To describe my digital footprint | To treat others with respect online | To use search engines effectively | To rate my favourite websites | To type without looking at the keyboard with correct finger placement | To be able to move our typing hands | To Improve touch typing. |
| Planning | Digital Literacy & Citizenship  [Link](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Digital%20Literacy/Using%20a%20Computer/Year-2.pdf) | | | | | [Link (Typing Club)](https://www.typingclub.com/) | BBC Dance Mat  [Level 3:](https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing-level3/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr) | BBC Dance Mat  [Level 4:](https://toybox.tools.bbc.co.uk/activities/id/activity-dance-mat-typing-level4/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr) |

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| **Autumn 2** | **1** | **2** | **3** | **4** | **5** | **6** |
| Topic | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | E-safety | E-safety |
| Lesson | Grow and Shrink | Time to Move | Repeat | Sounds | Being Kind Online | Follow the Digital Trail |
| LO | To program a character to grow and shrink. | To use instructions to make characters move at different speeds and distance. | To use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour. | To create programs that play a recorded sound. | Identifying unkind behaviour online.  Knowing what to do if someone is unkind online. | What information is appropriate in a digital footprint? |
| Planning | [LINK](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSpring%201%2FScratch%20Jnr) | | | | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSpring%201%2FBeing%20kind%20Online) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSpring%201%2FFollow%20the%20digital%20trail) |

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| **Spring 2** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | Digital Literacy - using a computer | Digital Literacy - using a computer | Digital Literacy - using a computer | Digital Literacy - using a computer | Digital Literacy - Introduction to photo editing. (Halibut Jackson)  (PAINT.NET Needed) | Digital Literacy - Introduction to photo editing. (Halibut Jackson) |
| Lesson | What is the internet? | What is a computer?  How can computers help you learn? | How do people use computers at work?  How can you use the internet? | How do you take care of your personal information?  How can you use the web safely? | The first concepts of photo editing. | To find images from the internet to insert into the Image on separate layers. |
| LO | To describe how the internet works | To understand that computers are in lots of different inventions.  To identify computers’ icons. | To discuss the different uses of computers. | Understanding how we use computers to stay safe while we’re online. | To understand photo editing is done in layers.  To understand the concept of transparent in photo editing. | To add and edit layers. Copy paste.  Change visibility of layers |
| Video |  |  |  |  | [Video – Introduction of photo editing](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Digital%20Literacy/Photo%20Editing/Hal%20Hi%20Rez.mp4) – Paint.NET  [Video – Introduction of photo editing – AutoDesk SB](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/ER9F2PMjVl5Fp4S45GWApjYBsi531k3oxPlAY49ysdHkSA?e=iOkus4)  [Video – Halibut Jackson Story on YouTube](https://youtu.be/1PdvPRBhq7A) | |
| Presentation |  |  |  |  | [PowerPoint – Introduction to photo editing](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Digital%20Literacy/Photo%20Editing/Introduction%20to%20Photo%20Editing.pptx) | |
| Planning &  Resources | [Link:](https://www.bbc.co.uk/bitesize/clips/zcvr9j6) | [What is a computer?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zc4x6sg)  [How does a computer help you learn?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zxbwjxs) | [How do people use computers at work?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zcmyvcw)  [How can you use the internet?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zgqfyrd) | [How do you take care of your personal information?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zwbq7ty)  [How can you use the web safely?](https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zym3b9q) | [Halibut Jackson template- Paint.NET](https://enquirelearningtrust-my.sharepoint.com/:u:/g/personal/brett_webster_enquirelearningtrust_org/EflhFEZouLVIjkMrNpGlCWgB-Xlqey6HHiltIHM-Otq0-Q?e=qt4UVZ) (Windows)  [Halibut Jackson template- AutoDesk (iPad)](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202/Digital%20Literacy/Photo%20Editing/Halibut%20Jackson%20iPad.psd)  For Lesson Plan – Go through the PowerPoint and then the Video. Demonstrate the different layers on the files provided. Drawing and importing layers is demonstrated in the videos. | |

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| **Summer 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | E-safety | E-safety | Digital Literacy: taking and using photos | Digital Literacy: taking and using photos | Digital Literacy: taking and using photos | Digital Literacy: taking and using photos | Digital Literacy: taking and using photos |
| Lesson | Screen out the Mean | Using Keywords | We are photographers | We are photographers | Edit Photos on iPad apps. | We are photographers | We are photographers |
| LO | Digital rights and a better internet. | Understand that  keyword searching is an effective way to locate information on the internet. | To discuss what a camera is and how it works | To take a good photo  To save and organise photos. To be able to use sending techniques such as airdrop. | Using a photo edit app | To create a Piccollage using edited photos. | To present my photos (use Airdrop to send to teacher. Either Apple classroom or airdrop Share function) |
| Planning & Resources | [Planning:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSummer%201) | [Planning:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%202%2FSummer%201) | [How a camera works](https://www.youtube.com/watch?v=BNA97LaWLF0)  [Pinhole Camera](https://www.jpl.nasa.gov/edu/learn/project/how-to-make-a-pinhole-camera/) | [LINK](https://clickitupanotch.com/photography-for-kids/)  [How data is stored](https://www.bbc.com/bitesize/clips/zxjmtfr) | [Photography apps](https://www.commonsensemedia.org/lists/photography-apps-for-kids-and-teens) | Piccollage app. | Apple Classroom or  Airdrop. |

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| **Summer 2** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Topic | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals | Coding: Scratch Jnr - introduction and fundamentals |
| Lesson | Walk Along | Show and Hide | Gymnast Cat | Intersection | Big and Small | Messaging | Maze |
| LO | To animate a sprite | To make sprites appear and disappear | To use a repeat block | To control a sprite’s actions | To change the size of a sprite | To use messaging to control a sprite | To create a game |
| Planning &  Resources | [LINK](https://www.coderkidstx.com/blog/scratchjr-projects-for-kids) | | | | | | |

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**Computing**

**Year 3**

**Learning Intentions**

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| Year 3 | |
| E-safety | Uses technology responsibly |
| Identifies a range of ways to report concerns about contact |
| Computing /  Digital Literacy | Uses search technologies effectively |
| Uses a variety of software to accomplish given goals |
| Understands the opportunities computer networks offer for collaboration |
| Understands computer networks, including the internet |
| To understand and use Email Technology |
| Coding | Writes programs that accomplish specific goals |
| Uses sequence in programs |
| Works with various forms of input |
| Works with various forms of output |
| App Specific | Use word processing and presentation tools. (part of DL and Computing) |

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| **Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done.  Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times.  [**Selection**](https://barefootcas.org.uk/programme-of-study/use-selection-programs/selection/)  Sometimes you only want some blocks of code to be run only if a condition is met, otherwise you want the computer to ignore these blocks and jump over them. This is achieved using IF statements. e.g. If a condition is met, then blocks contained within the IF block are executed otherwise the computer jumps to the next code blocks without even looking at them.  **Debug**  When code doesn’t work the way the user intended, we call the code buggy. To debug the code, the user looks at all the instructions and check to make sure every instruction is in the right order and any wrong instructions are removed or replaced with correct ones.  **You may need to register and login to the Barefoot website for these resources. It’s quick and free to do.** |

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| **Mastery example questions like maths** | **Exemplar lesson and planning material** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Exemplar complete unit, including planning, scaffolding, questioning and assessment](http://code-it.co.uk/mathsquiz3)  [Lesson plan for a similar maths game, including slides](https://barefootcas.org.uk/programme-of-study/work-variables/ks2-maths-quiz-variables-activity/) (requires registration)  Example slides using PRIMM in resource folder.  [Autumn 2- Digital Literacy:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FAutumn%202%2DDigital%20Literacy%2FAutumn%202%2DDigital%20Literacy%2Epdf&parent=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FAutumn%202%2DDigital%20Literacy)  [Spring 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201)  [Summer 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSummer%201) |
| **App or software used within the year** | |
| Tynker (iPad)  Microsoft Word (Windows 10)  Microsoft PowerPoint (Windows 10) | |

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| **Autumn 1** | 1 & 2 |  | 3 | 4 | 5 | 6 | 7 | 8 |
| **Topic** | E-safety:  Google: Share with Care | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_Curriculum_.pdf) | E-safety: Google: Share with care | E-safety: Google: Share with care | E-safety: Google: Share with care | E-safety: Google: Share with care | E-safety: Google: Share with care | E-safety: |
| **Lesson** | When not to share (1) | Whose profile is this, anyway? (2) | How do others see us? | Keeping it private | That’s not what I meant! | Frame it | Interland: Mindful Mountain | I am internet awesome |
| **LO** | To discuss what information should be kept private. (1) | To identify ways information can be found online about people. (2) | To create a positive online presence | To discuss different levels of privacy | How do we make sure that other people will understand what we mean when we post online? | Thinking about what to keep ‘outside the frame’ when we post online. | To put my learning into practice | To agree to the Be Internet Awesome pledge & E-safety assembly |
| **Presentation** | [Slideshow 1](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/ETBeNPxhm-5AgC9allLsEp4BZBM-l6bAk1GdUhYIP4ykIA?e=1C3StY) | [Slideshow 2](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EZFD2irIKU5Bm29txBGYgPABx6bfp0XZodrKCnQC2nKUiQ?e=NkOaL2) | [Slideshow 3](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/Efb_iJg0jApOjTECcB9n1KwBnChvwzHezH45i7b7fkx3Fg?e=6L5cSa) | [Slideshow 4](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/ESWL3uTaDp9MkJ6ONX9seEgBosGrCBH4DVxtMfJxIifqdg?e=Wsb7nX) | [Slideshow 5](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EQRVs2U8iWhFiBdXpVoLkcgBLIAlmgTV9aN-gvdOgl5uBA?e=CnmvvU) | [Slideshow 6](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EfF7yjbVvPZHn_LVQSJGEhkB4hLCS0dTB52vowGrlySwoA?e=0YGcvj) | [Slideshow 7](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EYGP4EWGDZJLiyRMi2lsarUBNzPqoQmLqPhMX3WCtk6SAA?e=TM6RIx) |  |
| **Planning** | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 12-13 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 14-16 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 17-18 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 19 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 20-23 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 24-26 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 27-28 | [To read and sign the pledge](https://www.superteacherworksheets.com/online-safety/internet-safety-pledge_PLEDG.pdf) |

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| **Autumn 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **Topic** | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using a computer | Digital Literacy: using Email. | Digital Literacy: using Email. | Digital Literacy: using Email. | Digital Literacy: using Email. |
| **Lesson** | Networks 1 – Map | Networks 2 - Router and messages game. | Networks 3 – Net | Networks 4 – Address | Email 1- Retrieve | Email 2 - Sending | Email 3 – Attaching | Email 4 – Collaborating. |
| **LO** | To understand what a computer network is, and how they can provide multiple services, such as the world wide web, and opportunity's for collaboration and communication. | To understand the components of a computer network.  To show how information is exchanged between devices. | To understand that the internet is the physical connection between computers and networks.  To understand how data travels throughout a network. | To understand that devices on a network have a unique address. | To understand how email travels and how to retrieve it. | To send and reply to emails. | To attach a file/photo to an email.  To understand the advantages of attaching files/photos to emails. | To use emails to communicate ideas. |
| **Presentation** | [Connections Around the Home and School](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EYSf2E-3f6hNvvpWoC81JhYB41fSWOd_1mcDYP3trJXCNA?e=d1fhxV) | [Plan and resources for game.](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EXy5VByYmS9PqA_uqJvIQF0BeeCm-Zr_KGxMJzLPVWznJg?e=WbmGJI) |  |  |  |  |  |  |
| **Video** | [Introduction to Networks](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/Ebn6mAI_ik5HtskRcKWgdB0BPhYKM9QSJYI3VOG4gwv6nQ?e=eRna4j) - Video explanation of PowerPoint for the week. |  | [Video – What is the Internet (BBC)](https://www.bbc.co.uk/bitesize/topics/z4gwhyc/articles/zgwnsbk) |  | [Video – How Email Works](https://www.bbc.co.uk/bitesize/clips/zqsg4wx) | [Video – The Story of send](https://www.icompute-uk.com/resources/year4/unit-4-5-2.html) |  |  |
| **Planning** | [Lesson Plan, Objectives, Vocabulary and Success Criteria](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EZwvX7K8KcZFrmB_o14ZIegBFaKrsukftx_fWYhzQpaQpQ?e=ojdnsI)  [Worksheet 1 – Wi-Fi Vs Wireless.](https://enquirelearningtrust-my.sharepoint.com/:w:/g/personal/brett_webster_enquirelearningtrust_org/EXslBpnis4lFkAGUHn5lfeIBtyEdVSK2Gbv6_vlTMyVslA?e=b2ZKs2)  [Worksheet 2 – Home devices](https://enquirelearningtrust-my.sharepoint.com/:w:/g/personal/brett_webster_enquirelearningtrust_org/EXslBpnis4lFkAGUHn5lfeIBtyEdVSK2Gbv6_vlTMyVslA?e=b2ZKs2) | [Use Lesson plan 3.5.2](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EZwvX7K8KcZFrmB_o14ZIegBFaKrsukftx_fWYhzQpaQpQ?e=ojdnsI) | [Use Lesson Plan 3.5.3](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EZwvX7K8KcZFrmB_o14ZIegBFaKrsukftx_fWYhzQpaQpQ?e=ojdnsI)  [Worksheet 3.5.3a](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/Ed4rhCbmi2dPq6XeKwgP9W0BFzwSMetK2c__2Fp7DtWutA?e=gQQpJj) | [Use Lesson Plan 3.5.4](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EZwvX7K8KcZFrmB_o14ZIegBFaKrsukftx_fWYhzQpaQpQ?e=ojdnsI)  [Worksheet 3.5.4a](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EWHP-5l7piJAhePrKaAFG2YBfGaMq-CfMX6n13sMSouRDg?e=gmyyzz)  [Resource 3.5.4a](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EdgHEKqkbSpLmiOE0kPpTBUBWiQJ2FvC9IdlMEEWqrz5yQ?e=0fByG1)  [IP (Internet Protocol) Lookup Tool](https://get-site-ip.com/)  Task – Find Website IP addresses | [Lesson Plan, Objectives, Vocabulary and Success Criteria](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EVmcik-MIZtAjmJqcaPPLdUBvrslhkP6WMDpj7VLoCMpYg?e=duAfHs)  [Use lesson Plan 4.5.2](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EVmcik-MIZtAjmJqcaPPLdUBvrslhkP6WMDpj7VLoCMpYg?e=duAfHs) | [Use Lesson Plan 4.5.3](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EVmcik-MIZtAjmJqcaPPLdUBvrslhkP6WMDpj7VLoCMpYg?e=duAfHs) | [Use Lesson Plan 4.5.4](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EVmcik-MIZtAjmJqcaPPLdUBvrslhkP6WMDpj7VLoCMpYg?e=duAfHs) | [Use Lesson Plan 4.5.5](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EVmcik-MIZtAjmJqcaPPLdUBvrslhkP6WMDpj7VLoCMpYg?e=duAfHs) |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | E-safety:  Trust Me Primary Pack | E-safety:  Trust Me Primary Pack | Digital Literacy: Explore a Topic with Research and Collaboration | Digital Literacy: Explore a Topic with Research and Collaboration | Digital Literacy: Explore a Topic with Research and Collaboration | Digital Literacy: Explore a Topic with Research and Collaboration |
| **Lesson** | Trust me- lesson 1 | Trust- me lesson 2 | Real Vs fake news | Checking the story | Exploring Social Media | Selecting Search Activity |
| **LO** | Can you trust everything you see/read online? | Can you trust everyone who contacts you online? | To describe the features of a fake news article | Sources and who to trust | Social media, images and data | How search engines select and rank results |
| **Video** |  |  |  | [BBC Video:](https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc) |  | [BBC Video:](https://www.bbc.co.uk/bitesize/clips/zspbcdm) |
| **Planning** | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FTrust%20Me%20Primary%20Pack) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FTrust%20Me%20Primary%20Pack) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FFake%20News%2FLesson%201) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FFake%20News%2FLesson%202) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FFake%20News%2FLesson%203) | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSpring%201%2FSelecting%20Search%20Activity) |

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| **Spring 2** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | Coding: Getting Started | Coding: You Can Order It | Coding: You Can Order It | Coding: You Can Step It | Coding: You Can Step It | Coding: You Can Choose |
| **Lesson** | Working Wall | Introduction to Sequencing | Introduction to Sequencing | Creating Sequences | Creating Sequences | Flexible Sequencing |
| **LO** | To understand the concept of coding, and describe key terms | Describe sequences, construct simple sequences | Describe sequences, construct simple sequences | Build sequences and understand orders | Build sequences and understand orders | Re-ordering steps in a sequence and create flexible sequences |
| **Planning** | Getting Started with Code 1 – lesson 0 – Working Wall and Practice | Getting Started with Code 1 – lesson 1 – Story Time and Practice | Getting Started with Code 1 – lesson 1 – App Practice and reflection | Getting Started with Code 1 – lesson 2 – My Crazy Dance | Getting Started with Code 1 – lesson 2 – App Practice and reflection | Getting Started with Code 1 – lesson 3 – Build a Face and App Practice |
| **Example Screenshot** | [Week 1.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%201-1.png) [Week 1.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%201-2.png)  (For the full planning, download the iBook) | [Week 2.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%202-1.png) | [Week 3.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%203-1.png) | [Week 4.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%204-1.png) | [Week 5.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%205-1.png) | [Week 6-1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%206-1.png) [Week 6.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%206-2.png)  [Week 6.3](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%206-3.png) [Week 6.4](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%203/Spring%202%20-%20Coding/Week%206-4.png) |
| **App Level/World**  **Or real-world resource** | **Tynker** – Community tab on main menu screen  [Home Learning Link Hour of code](https://hourofcode.com/uk/learn) | Pen and paper, or Notes or **Sketches School** | **Tynker** – Space Cadet Level 1 – Crash Landed!  [Home Learning Link 1-6](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=0) | Keynote in iBook | **Tynker** – Space Cadet Level 2 – Dance Party  [Home Learning Link 7-8](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=7) | **Tynker** – Space Cadet Level 3 – Stay the Course |

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| **Summer 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Topic** | E-safety | Coding: You Can Do it over and over | Coding: You Can Do it over and over | Coding: You Can Fix it | Coding: You Can Fix it | Coding: You Can Prompt It | Coding: You Can Prompt It |
| **Lesson** | Your Digital Footprint | Loops | Loops | Debugging | Debugging | Events and Actions | Events and Actions |
| **LO** | Leaving a positive Digital Footprint behind you | Understand what a loop is, coding with loops | Understand what a loop is, coding with loops | Understand basic debugging | Understand basic debugging | Understand events and actions | Understand events and actions |
| **Planning** | [Planning Link:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%203%2FSummer%201) | Getting Started with Code 1 – lesson 4 – Body Percussion | Getting Started with Code 1 – lesson 4 – App Practice, apply skills and reflection | Getting Started with code 1 – Lesson 5 – Robot Fun | Getting Started with code 1 – Lesson 5 – App Practice, apply skills and reflection | Getting Started with Code 1 – Lesson 6 – Robot Remote Control | Getting Started with Code 1 – Lesson 6 – App Practice apply skills and reflection |
| **Example Screenshot** |  |  |  |  |  |  |  |
| **App Level/World**  **Or real world resource** |  | Keynote in iBook | **Tynker** – Space Cadet Level 4- Walk jump repeat.  [Home Learning Link 9-13](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=8) | Lesson Resources Printed | **Tynker** – Space Cadet Level 5 – Glitchy Code  [Home Learning Link 14-19](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=13) | Lesson Resources Printed | **Tynker** – Space Cadet Level 5 – Asteroids  [Home Learning Link 14-19](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=13) |

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| **Summer 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Topic** | Coding: You Can if you Follow the Rules | Coding: You Can if you Follow the Rules | Coding: You Can Solve it | Coding: You Can Solve it | Coding Phone Apps | Coding Phone Apps | Coding Phone Apps |
| **Lesson** | ‘If’ Statements | ‘If’ Statements | Algorithms | Algorithms | HTML Code introduction  Bitbox Food Fight | HTML Code introduction  Bitbox Dancin’ Hal | HTML Code introduction  Bitbox BlockCraft |
| **LO** | Understanding basic conditions | Understanding basic conditions | Create a simple algorithm | Create a simple algorithm | To introduce HTML coding.  To show how phone/tablet apps are coded. | To use HTML code to show how phone/tablet apps are coded. | To introduce HTML coding.  To show how phone/tablet apps are coded. |
| **Planning** | Getting Started with Code 1 – Lesson 7 – Explain a Game | Getting Started with Code 1 – Lesson 7 – App Practice, apply skills and reflection | Getting Started with Code 1 – Lesson 8 – Solve the maze | Getting Started with Code 1 – Lesson 8 – App Practice, apply skills and reflection | [Bitbox](https://bitsbox.com/code.html) | | |
| **Example Screenshot** |  |  |  |  |  | | |
| **App Level/World**  **Or real-world resource** | iPad Video record function to make videos | **Tynker** – Space Cadet Level 7 – Shifty Aliens  [Home Learning Link 19-End](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=18) | Pen and paper, or Notes or **Sketches School** | **Tynker** – Space Cadet Level 8 – Blast Off!  [Home Learning Link 19-End](https://www.tynker.com/ide/v3?type=course&slug=activity:space-quest&chapter=0&lesson=18) |  | | |

**Computing**

**Year 4**

**Learning Intentions**

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| Year 4 | |
| E-safety | Identifies a range of ways to report concerns about content |
| Recognises acceptable/unacceptable behaviour |
| Computing /  Digital Literacy | Selects a variety of software to accomplish given goals |
| Selects, uses and combines internet services |
| Analyses and evaluates information |
| Collects and presents data |
| To understand how search engines work and how results are ranked. |
| Coding | Design, creates and debug programs that accomplish specific goals |
| Uses repetition in programs |
| Controls or simulates physical systems |
| Uses logical reasoning to detect and correct errors in programs |
| App Specific | Use word processing and presentation tools. |
| Use film editing software |

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| **Year 4 Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done.  Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times.  [**Selection**](https://barefootcas.org.uk/programme-of-study/use-selection-programs/selection/)  Sometimes you only want some blocks of code to be run only if a condition is met, otherwise you want the computer to ignore these blocks and jump over them. This is achieved using IF statements. E.g. If a condition is met, then blocks contained within the IF block are executed otherwise the computer jumps to the next code blocks without even looking at them.  **Debug**  When code doesn’t work the way the user intended, we call the code buggy. To debug the code, the user looks at all the instructions and check to make sure every instruction is in the right order and any wrong instructions are removed or replaced with correct ones.  **You may need to register and login to the Barefoot website for these resources. It’s quick and free to do.** |

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| **Mastery example questions like maths** | **Exemplar lesson and planning material** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Exemplar complete unit, including planning, scaffolding, questioning and assessment](http://code-it.co.uk/mathsquiz3)  [Lesson plan for a similar maths game, including slides](https://barefootcas.org.uk/programme-of-study/work-variables/ks2-maths-quiz-variables-activity/) (requires registration)  Example slides using PRIMM in resource folder.  [Autumn 2:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202)  [Spring 1:](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EchYOqsdJKNMvueJld5FONwBHPE2jxbEoZKPiuxXDOYMcQ?e=zrAJNb)  [Summer 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FY4%2D%20Digital%20Literacy) |
| **App or software used within the year** | |
| Swift Playground (iPad)  Tynker (iPad)  iMovie (iPad)  Microsoft Word (Windows 10)  Microsoft PowerPoint (Windows 10)  Paint.net (Windows 10) | |

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| Autumn 1 | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | E-safety: Google: Don’t fall for fake | E-safety: Google: Don’t fall for fake | E-safety: Google: Don’t fall for fake | E-safety: Google: Don’t fall for fake | E-safety: Google: Don’t fall for fake | E-safety: Google: Don’t fall for fake | E-safety: |
| Lesson | Don’t bite that phishing hook! | Who are you, really? | About those bots | Is that really true? | Spotting disinformation online | Interland: Reality River | I am Internet Awesome |
| LO | To recognize ways people, steal personal information | To recognize when someone is trying to steal personal info | To analyse how computer ‘bots’ can impact on daily life | To recognise if online information is credible. | To develop skills to detect fake news and disinformation | To put my learning into practice  Play the game | To agree to the Be Internet Awesome pledge & E-safety assembly |
| Presentation | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EeE7Esz4S-RBnhesbjEuRIcBRC3r_fM-xuguGaBH9kEiwg?e=KLeK1D) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EeJSd2VZfC1NvxqlIJPyGC4BvrPk9X9AUxj55sS1gZu9-g?e=mH6kNt) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/ERKcWEU6g8ZNr_U2IJoRo5AB4cUIwg7hCsfDtdvQPz8w2g?e=gbSC43) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EUqvhz-p__9HrkqozgWmueYBLrakEw-JLqeox_Bj0qtcpw?e=NN59l9) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EdUiFDG9RSVCjBQVZQTCOE0BiPz7gLEYTpEuaB-EnXHn8Q?e=CZgJeU) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EdfEbk-VPOZEr-Pfq3DTqjsBcuPlQJdhnDMUuvkY3erSlQ?e=P9ZcQp) |  |
| Planning | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 32-36 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 37-42 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 43-44 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 45-50 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 51-57 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 58 | To read and sign the Be Internet Awesome pledge |

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| **Autumn 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | Digital Literacy:  Exploring our Earth | Digital Literacy:  Exploring our Earth | Digital Literacy: Research and develop a topic | Digital Literacy: Research and develop a topic | Digital Literacy: Research and develop a topic | Digital Literacy: Research and develop a topic | Digital Literacy: Research and develop a topic | Digital Literacy: Research and develop a topic |
| Lesson | Getting started with Google Earth | Google Earth Projects  (Google Expeditions?? When unblocked) | **Clarify**- what information are you looking for? | **Search**- what words will give you the highest quality results? | **Delve**- which search results should you explore further? | **Evaluate**- how do you know if it is the info you need and is it reliable? | **Cite**- can you summarise the information, use direct quotes and cite sources? | **Organisation**- how can you keep the valuable information that you have gathered, organised? |
| LO | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Create and experience stories about the world | To research and record information | To use search effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | To be discerning in evaluating digital content | To assess the credibility of a source on the internet | Communication and collaboration on the World Wide Web | Collect, analyse, evaluate and present data and information |
| Planning | [Overview and resources:](https://www.google.com/intl/en/earth/)  [Geography NC:](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf) | [Google Earth Voyager:](https://www.google.com/earth/education/explore-earth/) | [Kathleen Morris:](http://www.kathleenamorris.com/2019/02/26/research-lessons/)  [Mini Lesson plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) | [Mini Lesson Plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) | [Mini Lesson Plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) | [Mini Lesson Plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) | [Mini Lesson Plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) | [Mini Lesson Plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%204%2FAutumn%202) |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | Word processing: creating a document | Word processing | PowerPoint:  Creating a presentation | PowerPoint: Design and transition | Paint.net or Autodesk Sketchbook | Paint.net or Autodesk Sketchbook |
| Lesson | Creating a word document. Saving | Opening and editing a word document and Save As | Creating a presentation Saving | Opening and editing a PowerPoint and Save As | Photo editing – Changes and effects, | Photo editing – selecting and cropping. |
| LO | To create a word document and edit font | To open and edit word document | To create a PowerPoint and edit font | To re-open and edit PowerPoint | To layer images on top of each other.  To create image effects  To understand images can be changed or enhanced. | To understand the smart select function (Magic wand)  To use the crop function |
| Presentation |  |  |  |  | [Create a custom name plate. PowerPoint.](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EchYOqsdJKNMvueJld5FONwBHPE2jxbEoZKPiuxXDOYMcQ?e=zrAJNb) | |
| Planning | Topic related  [Basic tasks in word:](https://support.office.com/en-gb/article/basic-tasks-in-word-87b3243c-b0bf-4a29-82aa-09a681999fdc)  [Basic tasks in Word Online:](https://support.office.com/en-gb/article/basic-tasks-in-word-online-6e8c3e54-8bad-491a-a42f-184bbe04ae1b) | Topic related  [Design and edit in Word:](https://support.office.com/en-us/article/design-and-edit-in-word-bc819ecd-9887-4a15-8eda-d90cbc58f8fb) | Topic related  [Basic tasks in PowerPoint:](https://support.office.com/en-gb/article/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36) | [Changing fonts in a presentation:](https://support.office.com/en-us/article/change-the-fonts-in-a-presentation-0109d7b7-4f3e-4d0a-b8a8-2604f21e977f)  [Changing colour of text on a slide:](https://support.office.com/en-us/article/change-the-color-of-text-on-a-slide-26773c77-daad-4ef2-bed9-bf7ab3eed348)  [Adding bullets or numbers to text:](https://support.office.com/en-us/article/add-bullets-or-numbers-to-text-a6f1b87e-fca8-47da-ade9-5d99b7f41f04) | Using Paint.net | |

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| **Spring 2** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | Getting Started | Think in Steps | Think in Fixes | Think in Circles | Think in Bits | Think in Sets |
| **Lesson** | Future Developer | Solving problems with Algorithms | Debugging | Looking for Loops | Composition and Decomposition | Abstraction |
| **LO** | Thinking like a developer | Understand and identify algorithms | Identify bugs and how to approach fixing them | Thinking efficiently and identifying loops | Understanding decomposition to solve problems | Understand abstraction to solve problems |
| **Planning** | Getting Started with Code 2 – Lesson 0 | Getting Started with Code 2 – Lesson 1 | Getting Started with Code 2 – Lesson 2 | Getting Started with Code 2 – Lesson 3 | Getting Started with Code 2 – Lesson 4 | Getting Started with Code 2 – Lesson 5 |
| **Video** |  |  |  |  | [Cup Song](https://education-static.apple.com/ecc-get-started-with-code-2-20170421/video/2_Lesson_04_Student_Template.m4v) |  |
| **Example Screenshot** | (For the full planning, download the iBook) | [Week 2.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%202.1.png)  [Week 2.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%202.2.png) [Week 2.3](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%202.3.png) | [Week 3.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%203.1.png)  [Week 3.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%203.2.png) [Week 3.3](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%203.3.png) | [Week 4.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%204.1.png)  [Week 4.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%204.2.png) | [Week 5.1](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%205.1.png)  [Week 5.2](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%205.2.png) [Week 5.3](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/Week%205.3.png) | Week 6.1 Week 6.2 Week 6.3 |
| **App Level/World**  **Or real-world resource** | **Tynker** – Community tab  Home Learning Link –  [Hour of Code](https://hourofcode.com/) | **Tynker** – Dragon Spells Lesson 1 – Dragon Eggs  [Keynote (Sandwich)](https://education-static.apple.com/ecc-get-started-with-code-2-20170421/keynote/2_Lesson_01_Student_Template.key)  [Powerpoint (Sandwich)](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_01_Student_Template.pptx)  [Home Learning Link](https://www.tynker.com/hour-of-code/dragon-blast) 1-5 | **Tynker** – Dragon Spells Lesson 2 – Blast through  [Keynote (Tunnel Bug)](https://education-static.apple.com/ecc-get-started-with-code-2-20170421/keynote/2_Lesson_02_Student_Template.key)  [Powerpoint (Tunnel Bug)](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_02_Student_Template.pptx)  [Home Learning Link](https://www.tynker.com/hour-of-code/dragon-blast) 6-7 | **Tynker** – Dragon Spells Lesson 3 –Deja Vu  [Keynote (Snake Pattern)](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_03_Student_Template.key)  [Powerpoint (Snake Pattern)](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_03_Student_Template%20(1).pptx)  [Home Learning Link](https://www.tynker.com/hour-of-code/dragon-blast) 8-11 | **Tynker** – Dragon Spells Lesson 4 – Twisted Trees  Linked [video](https://education-static.apple.com/ecc-get-started-with-code-2-20170421/video/2_Lesson_04_Student_Template.m4v) file in Lesson – Cup song – requires plastic cups.  [Home Learning Link](https://www.tynker.com/hour-of-code/dragon-blast) 12 - 15 | **Tynker** – Dragon Spells Lesson 5 – Dragon Scrolls  [Keynote – Silly Sets](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_05_Student_Template%20(1).key)  [PowerPoint – Silly Sets](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Spring%202%20-%20Coding/2_Lesson_05_Student_Template.pptx)  [Home Learning Link](https://www.tynker.com/hour-of-code/dragon-blast) 16 - 18 |

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| **Summer 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Digital Literacy | iMovie – Trailers 1 | iMovie – Trailers 2 | iMovie – Stop Motion | iMovie – Stop Motion | Green Screen replacement | Green Screen replacement |
| Lesson | Perspective Photography | Create trailer using pictures | Create more complex video using a mixture of video and photo | Animation techniques  Creating simple Stop motion | Animation techniques  Creating simple Stop motion | Create a new report using a green screen | present and show final piece |
| LO | Select, use and combine a variety of software on a range of digital devices to design and create a range of content | To develop camera skills and manipulation | To develop camera skills and manipulation | practise simple photography skills | practise simple photography skills | Use a variety of method to create a news report with a replacement background | Use a variety of method to create a news report with a replacement background |
| Planning | [Simon Haughton Planning PP:](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EV2HtAROhTJEtKeIsv1biTcBAx3q-POdKSaVtRxmjbeMOg?e=z8DZuN) | Topic based if possible | | | | [Thunderstorm News Report Template](https://www.commonsense.org/education/lesson-plans/thunderstorms-tornadoes-and-hurricanes-news-report#0)  [Using iMovie on iPads](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Y4-%20Digital%20Literacy/Using%20iMovie%20on%20the%20iPad.docx)  [Using Green Screen in iMovie](https://www.youtube.com/watch?v=8lR0GEV5T14) | |

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| **Summer 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Think in Patterns | Think in Specifics | Think in Cycles | Think in and Outside the box | Think in Practice | App Design | App Design |
| Lesson | Forming Functions | Conditional Statements | While Loops and Nested Loops | Variables, Input and Output | Design User Interface | Design your own app | Create your own app |
| LO | Understand how functions can make coding efficient | Understand conditional statements for different contexts | Understanding Loops in simple conditions | Understanding Variables to change values | Understanding User Interface and User Experiences | Understanding the app development process | Understand app development |
| Planning | Getting Started with Code 2 – Lesson 6 | Getting Started with Code 2 – Lesson 7 | Getting Started with Code 2 – Lesson 8 | Getting Started with Code 2 – Lesson 9 | Getting Started with Code 2 – Lesson 10 | Getting Started with Code 2 – Lessons 1 – 5 optional activity – app development | Getting Started with Code 2 – Lessons 6 – 10 optional activity – app development |
| **Video** |  |  |  |  |  |  |  |
| **Screenshot** |  |  |  |  |  |  |  |
| **App Level/World**  **Or real-world resource** | **Tynker** – Dragon Spells Lesson 6 – Ancient Spells  Refers back to Getting started with code 2 lesson 1 | **Tynker** – Dragon Spells Lesson 7 – Catch me if you can.  Pages and Safari required, | **Tynker** – Dragon Spells Lesson 8 – The Long Road  Refers back to lesson 1 – creating a sandwich, requires Keynote, | **Tynker** – Dragon Spells Lesson 9 – Gem Collector  Requires Pages, | **Tynker** – Dragon Spells Lesson 10 – Dragon Maker  Download linked Keynote template, | Mock-up app design in Keynote | Mock-up app design in Keynote |

**Computing**

**Year 5**

**Learning Intentions**

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| Year 5 | |
| E-safety | Understands how to keep sensitive data private |
| Is discerning in evaluating digital content |
| Understand, prevent and respond to Cyberbullying threats. |
| Computing /  Digital Literacy | Combines a variety of software to accomplish given goals |
| Selects, uses and combines software on a range of digital devices |
| Analyses and evaluates data |
| Designs and creates systems |
| Coding | Solves problems by decomposing them into smaller parts |
| Uses selection in programs |
| Works with variables |
| Uses logical reasoning to explain how some simple algorithms work |
| Uses logical reasoning to detect and correct errors in algorithms |
| App Specific | Create animations |

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| **Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done.  Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times.  [**Selection**](https://barefootcas.org.uk/programme-of-study/use-selection-programs/selection/)  Sometimes you only want some blocks of code to be run only if a condition is met, otherwise you want the computer to ignore these blocks and jump over them. This is achieved using IF statements. e.g. If a condition is met, then blocks contained within the IF block are executed otherwise the computer jumps to the next code blocks without even looking at them.  [**Variables**](https://barefootcas.org.uk/programme-of-study/work-variables/variables/) A variable is a simple way of storing one piece of information somewhere in the computer’s memory whilst a program is running and getting that information back later. Programs store, retrieve or change the value of a variable, such as a user’s name, the name of a product to be purchased in an online store and a score in a computer game. |

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| **Mastery example questions like maths** | **Exemplar lesson and planning material** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Exemplar complete unit, including planning, scaffolding, questioning and assessment](http://code-it.co.uk/mathsquiz3)  [Lesson plan for a similar maths game, including slides](https://barefootcas.org.uk/programme-of-study/work-variables/ks2-maths-quiz-variables-activity/) (requires registration)  Example slides using PRIMM in resource folder.  [Year 5 SharePoint Resources:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205) |
| **App or software used within the year** | |
| Swift Playground (iPad)  Scratch Desktop (Windows 10)  Microsoft PowerPoint (Windows 10)  Microsoft Excel (Windows 10) | |

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| **Autumn 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | E-safety: Secure your secrets | E-safety: Secure your secrets | E-safety: Secure your secrets | E-safety: | Digital Literacy: Plan an event | | Digital Literacy: Plan an event | Digital Literacy: Plan an event |
| Lesson | How to build a great password | Keep it to yourself | Interland: Tower of Treasure | I am internet awesome | Select and research an event | | Create a logo | Create a flyer to advertise |
| LO | To create a strong password | To customize privacy settings | To put my learning into practice | To explore the rest of the Google Interland islands. To agree to the Be Internet Awesome pledge & E-safety assembly | To create docs and collaborate using Microsoft Word (online) | | Use Microsoft Publisher (online) to create an image | To create an advert using Microsoft Publisher(online) |
| Video | [Introduction to Interland](https://beinternetawesome.withgoogle.com/en_us/educators) |  |  |  |  | | [BBC Video:](https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks1-ks2-designing-a-logo/zkqft39) | [BBC Video:](https://www.bbc.co.uk/bitesize/clips/zqxjmp3) |
| Presentation | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EZj4Kesz8YBMutG6_CZUG0gBsYEU6nloMYnxtQUPYFMFGQ?e=47L6Za) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EeFC3IIfsB9GhEwBCAwKBMMBnEZGMQK2AqYYVW_SVKjsJw?e=ddqr4y) | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EUWB4EM7mU1IgGnqEaQi7BYBevKNmMVChoGv2T2LBfVoCg?e=ewxyFv) |  |  | |  |  |
| Planning | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 62-64  [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland) | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 65  [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland) | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 66  [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland) | To read and sign the [Be Internet Awesome pledge](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/ETCe1LPQqldAlwTWbDdYoIkBRw6gO9ILx9Br0LS-veVV1g?e=6YB8uA) | [Basic tasks in Word:](https://support.office.com/en-gb/article/basic-tasks-in-word-87b3243c-b0bf-4a29-82aa-09a681999fdc) | | [Apple Slides:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?FolderCTID=0x0120000F8C22CB7FB2A642A273E54F7450DCD1&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FLogo%20Resources)  [Publisher](https://support.office.com/en-gb/article/basic-tasks-in-publisher-0e5ed249-1927-433f-a35c-63beb8216fcf) | [Apple Slides:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?FolderCTID=0x0120000F8C22CB7FB2A642A273E54F7450DCD1&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FCreate%20a%20Flyer) |

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| Autumn 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | Digital Literacy: Spreadsheets 1 | Digital Literacy: Spreadsheets 2 | Digital Literacy: Spreadsheets 3 | Digital Literacy: Spreadsheets 4 | Digital Literacy: Spreadsheets 5 | Digital Literacy: Spreadsheets 6 | Coding | Coding |
| Lesson | Introduction to Spreadsheets  [Detailed Unit Planning:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?FolderCTID=0x0120000F8C22CB7FB2A642A273E54F7450DCD1&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FSpreadsheet%20Resources%2FAn%20Introduction%20to%20Spreadsheets%20Detailed%20Planning%2Epdf&parent=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FSpreadsheet%20Resources) | Entering formulae into a spreadsheet  [Formula Prompt:](https://enquirelearningtrust-my.sharepoint.com/:p:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B845DF0CE-F2AC-4996-B777-18B1C91D92B1%7D&file=Formula%20Prompts.ppt&action=edit&mobileredirect=true) | The importance of using a cell reference for recalculation | Changing data in spreadsheets to answer, ‘what if?’ | SUM formula  [Sum formula prompt:](https://enquirelearningtrust-my.sharepoint.com/:w:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B488D2F52-D9FC-4EA6-A97F-EEAE6EC139A4%7D&file=SUM%20Prompt%20Sheet.doc&action=default&mobileredirect=true) | Choosing the correct function | Christmas card competition | |
| LO | To identify the key elements of a spreadsheet | How spreadsheets can be used to perform quick, accurate calculations | To enter labels and numbers into a spreadsheet | Exploring spreadsheet models that allow the exploration of possible outcomes | To use SUM to calculate a set of numbers in a range of cells | That mathematical problems can be explored using a spreadsheet | To create an animation in Scratch  Scratch  [Scratch teacher programs](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FScratch%20Christmas%20Activity%2FiCompute%2DSaving%2DSanta%2FTeacher) | |
| Video | Guide – Sending spreadsheets to pupils using Microsoft Teams  [Video – 1 The Wizards Challenge](https://web.microsoftstream.com/video/0e9caa3d-3d7d-482c-9d09-00bef3b2c1b2) | [Video 2 – Gold Mine](https://web.microsoftstream.com/video/32b4610d-2e24-470d-8b20-03c4e8fb6826) | [Video 3 – Recap Challenge](https://web.microsoftstream.com/video/1cff8bb2-21d7-418b-a1b9-35f471ee1127)  Video 4 – Blank Spreadsheet | [Video 5 – Sweet Problems](https://web.microsoftstream.com/video/50b7e180-79af-4d40-997a-c8d851d478a7) | Video 6 – Race points  Video 7 Shopping Bills | Video 8 - Pocket Money  Video – 9 Register |  | |
| Planning | [Download link to all spreadsheet examples](https://enquirelearningtrust-my.sharepoint.com/:f:/g/personal/brett_webster_enquirelearningtrust_org/EueRQU3Km0NKqax8a_CP6koBptgpoNY_hzJ1vCqGiHExOQ?e=RoNGR7)  [Spreadsheet 1 – Wizard’s Challenge](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B16418E03-A92A-482D-82F1-9EAD785D6F5D%7D&file=1.%20Wizard%27s%20Challenge.xls&action=default&mobileredirect=true) | [Spreadsheet 2 – Gold Mine](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7BE3A98E90-66D1-4DEA-A7ED-607168F3FF16%7D&file=2.%20The%20Gold%20Mine.xls&action=default&mobileredirect=true) | [Spreadsheet 3 – Recap Challenge](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%205/Spreadsheet%20Resources/For%20Download/3.%20Recap%20Challenge.xlsx)  Blank Excel Spreadsheet | [Spreadsheet 5 – Sweets Problem](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B72FFC9BC-7E2D-4CAF-8B9B-B13539CC6871%7D&file=5.%20Sweets%20Problem.xls&action=default&mobileredirect=true) | [Spreadsheet 6 – Race Points](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B5962A0C4-0EF3-4DA6-89D3-3DE9AE87C8F4%7D&file=6.%20Race%20Points.xls&action=default&mobileredirect=true)  [Spreadsheet 7 – Shopping Bills/Lunch Box:](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B809C25C0-0B05-4AED-8A45-C9C9ADE46A1B%7D&file=7.%20Shopping%20Bills.xls&action=default&mobileredirect=true) | [Spreadsheet 8 – Pocket Money](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%202)  [Spreadsheet 9 – Attendance Register:](https://enquirelearningtrust-my.sharepoint.com/:x:/r/personal/brett_webster_enquirelearningtrust_org/_layouts/15/Doc.aspx?sourcedoc=%7B0E9B097F-623C-48FA-821E-9250642EA2D7%7D&file=10.%20Attendance%20Register%20Investigation.xls&action=default&mobileredirect=true) | [Resource:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FScratch%20Christmas%20Activity)  [Lesson Plan](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/Ee1asVG9ETFFmFA3WsuEGAUBJKyn6lJLVWdd3XQRyuE6Nw?e=dtzsZf)  [Scratch starter programs](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FScratch%20Christmas%20Activity%2FiCompute%2DSaving%2DSanta%2FResources) | |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | E-safety:  Cyber bullying | E-safety:  Cyberbullying | Coding: Think Like a computer | Coding: Think like a Detective | Coding: Think Efficiently | Coding: Think Efficiently |
| Lesson | ‘Let’s fight it together’ | Behind the scenes | Commands and sequences | Debugging | Functions and a Bit of Loops | Functions and a Bit of Loops |
| LO | Understand, prevent and respond to Cyberbullying threats. | Becoming a responsible digital citizen | Describe, Demonstrate and code using commands and sequences | Describe, Demonstrate and Debug with code | Describe, Demonstrate and Code using functions and loops | Describe, Demonstrate and Code using functions and loops |
| Video | [Let’s fight it together](http://old.digizen.org/cyberbullying/fullFilm.aspx) |  |  |  |  |  |
| Planning | [Resources:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FCyberbullying%20Resources) | [Character interviews:](https://www.digizen.org/resources/cyberbullying/films/uk/character-interviews.aspx)  [Cyberbullying game:](https://www.digizen.org/resources/cyberbullying/interactive/) | Everyone Can Code 1 – lesson 1 | Everyone Can Code 1 – Lesson 2 | Everyone Can Code 1 – Lesson 3 Pattern Maker Activity | Everyone Can Code 1 – Lesson 3, practice in Swift Playgrounds |

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| Spring 2 | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | Coding: The Incredible Code Machine | Coding: Think Logically | Coding: Think Logically | Coding: Think Logically | Coding: Think Again and Again | Coding: 21 Questions |
| Lesson | Problem Solving | Conditional Code | Conditional Code Practice | Conditional Thinking | While Loops | Logic |
| LO | Design programmes to solve challenges with functions and loops | Demonstrate and code using algorithms | Describe, Demonstrate and Code using conditional code and logic | Demonstrating and coding with conditional code | Describe, Demonstrate and Code with ‘while’ loops | Demonstrate and code using Logic |
| Planning | Swift Playgrounds: Code Machine | Everyone Can Code 1 – lesson 4 – Scavenger Hunt | Everyone Can Code 1 – Lesson 4 – coding in Swift Playgrounds | Swift Playgrounds – Blink | Everyone Can Code – 1 – Lesson 5 | Everyone Can Code 1 – Lesson 5 Optional Activity – download 21 Questions from page 45. |

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| **Summer 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Animation:  GIF Creation | Animation | Animation | Digital Literacy: Internet research and website design | Digital Literacy: Internet research and website design | Digital Literacy: Internet research and website design | Digital Literacy: Internet research and website design |
| Lesson | Create animated GIF’s using PowerPoint | Pivot Stick Animator | Pivot Stick Animator | What makes a good webpage? | Page Layout | Type the text  Images | Hyperlinks  Publishing the page |
| LO | Use still images to produce an animation | Combining individual frames to perceive movement | Creating custom-made, creative animations | I can evaluate webpages | I can create a webpage layout | I can add text to a webpage  I can add images to a webpage | I can add hyperlinks into a webpage  I can publish and share my webpage |
| Video |  |  | | [BBC Bitesize video: What makes a good website?](https://www.bbc.co.uk/bitesize/clips/zc4qmp3) | | | |
| Planning | [Animated gif’s using PP:](https://blog-insider.office.com/2019/12/30/create-animated-gifs-using-powerpoint/)  [Adding an animated gif to a slide:](https://support.office.com/en-gb/article/add-an-animated-gif-to-a-slide-3a04f755-25a9-42c4-8cc1-1da4148aef01) | [Pivot Animator Download:](https://pivotanimator.net/Download.php)  [Lesson plans:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FPivot%20Stickman%20Animator) | | [Microsoft SharePoint:](https://enquirelearningtrust.sharepoint.com/)  [Lesson plans and resources:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%205%2FInternet%20Research%20and%20website%20design) | | | |

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| **Summer 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Coding: Think the Same Idea | Coding: Think the Same Idea | Coding: Shapes | Coding: Which Way to Turn | Coding: Rock Paper Scissors | Coding: Spirals | Coding: Mission to Mars |
| Lesson | Algorithms | Conquering the maze | Real Coding | Roll Right, Roll Left | Coding a game | Coding geometric patterns | Controlling a Mars Rover |
| LO | Describe, Demonstrate and code using algorithms | Demonstrate and code using algorithms | Demonstrate and code using algorithms | Demonstrate and code using algorithms | Demonstrate and understanding of code to create a game | Demonstrate an understanding of code and how parameters effect results | Using Code to control a VR robot. |
| Planning | Everyone Can Code 1 – Lesson 6 – who’s the tallest | Everyone Can Code 1 – Lesson 6 – Practice with Swift Playgrounds Learn to Code 1 – The Right-Hand Rule, Adjusting Your Algorithm and Conquering the Maze. | Everyone Can Code – Lesson 6 optional activity – Shapes – download from page 51 | Swift Playgrounds Learn to Code 1 – Which Way to Turn and Roll Right, Roll Left. | Swift Playgrounds – Rock, Paper, Scissors. | Swift Playgrounds – Spirals | Swift Playgrounds – Astrobot Mission to Mars |

**Computing**

**Year 6**

**Learning Intentions**

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| Year 6 | |
| E-safety | Understand, prevent and respond to Cyberbullying threats. |
| Is discerning in evaluating digital content |
| Computing /  Digital Literacy | Combines a variety of software to accomplish given goals |
| Selects, uses and combines software on a range of digital devices |
| Understands computer networks, including the internet |
| Understands the opportunities computer networks offer for collaboration |
| Use different programming languages to create a program\app |
| Coding | Solves problems by decomposing them into smaller parts |
| Uses selection in programs |
| Works with variables |
| Uses logical reasoning to explain how some simple algorithms work |
| Uses logical reasoning to detect and correct errors in algorithms |
| App Specific | Create and manipulate 3D Models. |

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| **Year 6 Computing Vocabulary** |
| [**Algorithm**](https://barefootcas.org.uk/sample-resources/algorithms/)  An algorithm is a sequence of instructions or a set of rules to get something done.  Please note: a piece of code is not an algorithm.  [**Decomposition**](https://barefootcas.org.uk/sample-resources/decomposition/)  The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.  [**Sequences**](https://barefootcas.org.uk/barefoot-primary-computing-resources/concepts/programming/sequence/)  This means that the computer will run your code in order, one line at a time from the top to the bottom of your program. It will start at the first block of code, then execute the next block of code then the next and so on until it reaches the last code block of your program.  [**Repetition**](https://barefootcas.org.uk/programme-of-study/use-repetition-programs/repetition/)  Sometimes you want the computer to execute the same lines of code several times. This is done using a loop. There are three types of loops: Forever loops, repeat n time loops and repeat until loops. That’s handy as it enables you not to have to copy the same blocks of code many times.  [**Selection**](https://barefootcas.org.uk/programme-of-study/use-selection-programs/selection/)  Sometimes you only want some blocks of code to be run only if a condition is met, otherwise you want the computer to ignore these blocks and jump over them. This is achieved using IF statements. e.g. If a condition is met, then blocks contained within the IF block are executed otherwise the computer jumps to the next code blocks without even looking at them.  **You may need to register and login to the Barefoot website for these resources. It’s quick and free to do.** |

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| **Mastery example questions** | **Exemplar lesson and planning material** |
| If you change the order of the blocks, does it have the same result?  What happens if you change..?  Can you get the same result with a different type of repeat block?  How do you make the conditional false? | [Exemplar complete unit, including planning, scaffolding, questioning and assessment](http://code-it.co.uk/mathsquiz3)  [Lesson plan for a similar maths game, including slides](https://barefootcas.org.uk/programme-of-study/work-variables/ks2-maths-quiz-variables-activity/) (requires registration)  Example slides using PRIMM in resource folder.  [Year 6 SharePoint Resources:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?ct=1586860654336&or=OWA%2DNT&cid=75832ff7%2D6d50%2D6321%2Da3cd%2D4ccb99e2e916&originalPath=aHR0cHM6Ly9lbnF1aXJlbGVhcm5pbmd0cnVzdC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9icmV0dF93ZWJzdGVyX2VucXVpcmVsZWFybmluZ3RydXN0X29yZy9Fbm1ycXJsYTB0eEhtbE8wRFVNVTBlQUJxNmh1a19menlDSmdHSFlCTmF3SnFnP3J0aW1lPWxBLWQyRl9nMTBn&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%206) |
| **App or software used within the year** | |
| Swift Playgrounds (iPad)  Microsoft PowerPoint (Windows 10)  X-Ray Goggles – (Browser Bookmark Program) [Guide](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/Ec0iGANUMWdCo1K06i200qgBGVfr3nfjv9KtJcbhunD33A?e=vqIYof) - [Website](https://x-ray-goggles.mouse.org/) | |

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| **Autumn 1** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | E-safety: It’s cool to be kind | E-safety: It’s cool to be kind | E-safety: It’s cool to be kind | E-safety: It’s cool to be kind | E-safety: It’s cool to be kind | E-safety: It’s cool to be kind | E-safety: | E-safety: |
| Lesson | How can I be an upstander? | Upstander options | …but say it nicely! | Mind your tone | Walking the walk | Interland: Kind Kingdom | I am internet awesome | I am internet awesome |
| LO | To respond to bullying online | To discuss different ways to respond to bullying | To turn negative interactions not positive ones | To interpret emotions behind texts and messages | To model behaviour to others |  | To put my learning into practice | To explore the rest of the Google Interland islands.  To agree to the Be Internet Awesome pledge & E-safety assembly. |
| Presentation | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EW1DdkNORdRAhSaz49norMgBbWBKd34rI0KZo7zacWOGXg?e=rhFJLC) 1 | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/Ed7H-0kP1_RPs91r-m9cj3cBrwycgSIKwd0oRD0cv25KRg?e=KkAJ09) 2 | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EVhQPeeGbOBCrInbgMrb8V0BRKTckGKOZvdjVTFA_X3OWA?e=Ap8ope) 3 | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/ETLdOBMR0b1MkxWuiDwn4CIBLfrd7pPF5KXtHIxqgp8OXg?e=bvJXOc) 4 | [Slideshow](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EZT0eR8qoVpAql6bKwI6xnYBaguoWWrygCp_rTHNehOrkg?e=bW996i) 5 | [Slideshow 6](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/ETLrNN1kRzhPpmnrf81i5lYBeWUphFDi2poeEuBgWbU0sg?e=3rnlge) | [Slideshow 7](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EaM1oC44B8pNpCKvVN3fquUB5-poq59ARrjCdxyAcwHnbA?e=1seLoD) |  |
| Planning | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 70-73  [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland) | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 74-76 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 77-78 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 79 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 80 | [Link](https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_2019Curriculum.pdf)  Page 81-85 | [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland)  Page 86 | To read and sign the [Be Internet Awesome pledge](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/ETCe1LPQqldAlwTWbDdYoIkBRw6gO9ILx9Br0LS-veVV1g?e=6YB8uA) |

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| **Autumn 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Topic | Digital Literacy:  [SketchUp](https://edu.sketchup.com/app) | Digital Literacy:  SketchUp | Digital Literacy:  SketchUp | Digital Literacy:  SketchUp | Digital Literacy: SketchUp | Digital Literacy:  SketchUp | Computer network lesson | Computer network real life |
| Lesson | Lesson 1: 2D to 3D  Drawing a 2D/3D shape.  [SketchUp](https://edu.sketchup.com/app):LINK | Lesson 2: Detail  Adding detail to 3D drawings | Lesson 3: Inside  Inside a 3D shape | Lesson 4: Furniture  Adding and manipulating 3D models | Lesson 5: A Table  Creating a complex 3D model | Lesson 6: Your Room  Creating a 3D model of my own design | Battleships – Linear and Binary. | Battleships – Hashing. |
| LO | I can draw a 2D shape or line.  I can manipulate 2D shapes into 3D shapes. | I can use the measure tool to draw shapes.  I can use inference points to draw lines and shapes. | I can double click to copy, push/pull and offset. | I can import models from the 3D warehouse.  I can copy and manipulate 3D models. | I can select the tools I need for different features.  I can use the main tools independently. | I can use all the main tools on the SketchUp toolbar. | To understand how computer networks, find data using different searches | To understand how hashtag searching works. |
| Video | [Video – Using Sketchup - Basics](https://web.microsoftstream.com/video/08b14ade-3242-4be7-be6e-d05f237b3e0e) | | |  |  |  |  | |
| Presentation | [PowerPoint 1](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EYAtFVXTrdtFpLh50EnuGPwBzgCwTTnemPLGjVg5u7FotA?e=YSwxll) | [PowerPoint 2](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EfJNBdVhnjVNl6SuERvBPwsBaNE-aNbYJlqUYjF7CByZHw?e=cAYjJv) | [PowerPoint 3](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EdCpg5xAiZFCn1Hasp0j6OoBXOe7teMdzsfwrgLKGIf4xQ?e=OvBqYc) | [PowerPoint 4](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EbghOMeO79ZDjbCDuicp5McBCl0ndc_q7BwUfnWCzWpwIw?e=aAMPdO) | [PowerPoint 5](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EZJuZTju2aFMvvz8pxby_NcBlyIaeK37djDmh9HTj5WrNw?e=fCwXhj) | [PowerPoint 6](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EdiyWquajEBMk3_VJONI3IsBghsxizr3-mSRse19vR0D-A?e=QxO4C0) | [Battleship game.](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EXvuLIQABu1GvlB1iZNmr18B1HHesp_8bMcRBtjS68KeMA?e=Zq8O1p) | |
| Planning | [How to set up SketchUp.](https://enquirelearningtrust-my.sharepoint.com/:w:/g/personal/brett_webster_enquirelearningtrust_org/Ea4rZDbJrRNDti_363RgMXwBsTi1-n6vbjC8u_9le1LGRQ?e=oLTbgl)  [Lesson 1:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%201) | [Lesson 2:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%202) | [Lesson 3:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%203) | [Lesson 4:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%204) | [Lesson 5:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%205) | [Lesson 6:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Sketchup%20Planning/Lesson%206) |  | |

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| **Spring 1** | 1 | 2 | 3 | 4 | 5 | 6 |
| Topic | E-safety | E-safety | Think like a NewsBot | Think Like a NewsBot | Spiral Challenge | Think Like an Architect |
| Lesson | Why is Social Media Free? | Fake News in real life. | Variables – NewsBot Activity | Variables Practice | Coding Geometric Patterns | Types and Initialisation |
| LO | To understand why social media, web search and YouTube are free to use. | To understand bias and fake news in real life  To understand that real damage and pain can be caused by fake news. | Demonstrate and use variables, coding with variables | Demonstrate and use variables, coding with variables | Develop knowledge of coding with Variables | Demonstrate the use of types and initialisation |
| Presentation | [PowerPoint SM.](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/EQW4cKrzG19CjnuVello1GEBzgydCY_eKz3hxG9ONmj1_w?e=yyIx1Q) | [PowerPoint](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Esafety/Fake%20News.pptx) FN |  |  |  |  |
| Planning | [Kahoot Quiz – Why Free?](https://create.kahoot.it/share/the-free-quiz/53fe0d08-9c7e-4db5-94b7-6b5bfb4ade9c) | [Kahoot Quiz 1 – 50 Million Users](https://create.kahoot.it/share/enter-kahoot-title/1aa8eb0a-cf61-4dc9-b047-db2a1952e3f7)  [Kahoot Quiz 2 – True or False](https://create.kahoot.it/share/true-or-false/093d40f3-5247-498c-bfe0-d2564b310fba) | Everyone Can Code 2, lesson 7 (p58 – 60)  Swift Playgrounds, Learn to Code 2 - Variables Playground, Pages | Everyone Can Code 2, Lesson 7 (p61 – 62)  Swift Playgrounds | Everyone Can Code 2, Lesson 7 (p63)  Spirals Playground | Everyone Can Code 2, Lesson 8 (p65 – 67)  Swift Playgrounds - Types, Sketches School, Pages |

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| Spring 2 | | 1 | | 2 | | | 3 | | 4 | | 5 | | 6 | | |
| Topic | | Think Like an Architect | | Rock Paper Scissors Challenge | | | Think Specifically | | Think Specifically | | Think Specifically | | Code practice | | |
| Lesson | | Types and initialisation practice | | Defining a game’s type and initialisation | | | Parameters | | Parameters Practice | | Parameters Practice Continued | | Explore the additional challenges in small groups – Cipher, Battleship, Running the Maze, or LEGO Animal Rescue (if available) | | |
| LO | | Demonstrate the use of types and initialisation in code | | Demonstrate the use of types and initialisation in code | | | Demonstrate the use of Parameters | | Demonstrate the use of Parameters | | Demonstrate the use of Parameters | | Demonstrate a range of coding and problem-solving skills | | |
| Planning | | Everyone Can Code 2, Lesson 8 (p68 – 69)  Swift Playgrounds | | Everyone Can Code 2, lesson 8 (p70)  Swift Playgrounds, Rock Paper Scissors Playground | | | Everyone Can Code 2, Lesson 9 (p71 – 73)  Swift Playgrounds - Parameters, Pages | | Everyone Can Code 2, Lesson 9 (p74 – 75)  Swift Playgrounds | | Everyone Can Code 2, Lesson 9 (p74 – 75)  Swift Playgrounds | | Swift Playground Challenges, Cipher, Battleship, Running Maze, and LEGO Animal Rescue (if LEGO EV3 available in school) | | |
| **Summer 1** | 1 | | 2 | | | 3 | | 4 | | 5 | | 6 | | 7 |
| Topic | E-safety | | Digital Literacy:  HTML Coding | | | Digital Literacy:  Python Coding | | Digital Literacy: ChildNet video competition | | Digital Literacy: ChildNet video competition | | Digital Literacy: ChildNet video competition | | Digital Literacy: ChildNet video competition |
| Lesson | Password security and scam emails. | | Introduction to HTML | | | Introduction to Python- The difference between visual and scripted programming languages. | | Initial lesson to explain the project  To create and plan the contents of the video | | Script writing (Literacy links)  Making props (DT/Art) | | Using iMovie or similar | | Using iMovie or similar |
| LO | To discuss identity theft and how to protect about it.  To understand 2 factor authentications. | | I can explain that web pages are written using HTML; use basic HTML tags; remix webpages using X-Ray Goggles | | | Understand that Python is the language that powers websites and apps. | | To discuss the video competition and the theme  To plan a storyboard | | To write a script  To create props | | To record a video | | To record a video |
| Presentation | [PowerPoint - Password](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Esafety/Fake%20Email%20and%20Scams.pptx) | |  | |  |  | |  | |
| Planning | [LINK](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Esafety/Fake%20Email%20and%20Scams.pptx)  [PowerPoint](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%206/Esafety/Fake%20Email%20and%20Scams.pptx)  [Google Interland](https://beinternetawesome.withgoogle.com/en_uk/interland) | | [Barefoot Computing:](https://www.barefootcomputing.org/resources/introduction-to-html)  Resources | | [X Ray Googles](https://x-ray-goggles.mouse.org/)  [Guide](https://enquirelearningtrust-my.sharepoint.com/:p:/g/personal/brett_webster_enquirelearningtrust_org/Ec0iGANUMWdCo1K06i200qgBGVfr3nfjv9KtJcbhunD33A?e=oPNQpy) | [A visual introduction to Python:](https://hourofpython.trinket.io/a-visual-introduction-to-python#/welcome/an-hour-of-code) | | [Link:](https://www.childnet.com/resources/film-competition/2020)  [6 Frame Storyboard:](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/_layouts/15/onedrive.aspx?viewid=afd5d04d%2D61b5%2D4a58%2Dac50%2D8b8d36f970c3&id=%2Fpersonal%2Fbrett%5Fwebster%5Fenquirelearningtrust%5Forg%2FDocuments%2FELT%2FELT%20Computing%20Curriculum%2FYear%206%2FChildnet%20Film%20Competition) | |

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| Summer 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Think Organised | Think Organised | Think Organised | Starting Points | Milestone Project | Milestone Project | Milestone Project share and review |
| Lesson | Arrays | Arrays Practice | Arrays Practice Continued | Graphing data with arrays | Build your own world - planning and story creation | Build your own world – world creation | Build your own world – share and review |
| LO | Demonstrate the use of Arrays in coding | Demonstrate the use of Arrays in coding | Demonstrate the use of Arrays in coding | Demonstrate the use of arrays to visualise data | Demonstrate a range of coding concepts | Demonstrate a range of coding concepts | Demonstrate a range of coding concepts |
| **Planning** | Everyone Can Code 2, Lesson 10 (p77 – 79)  Swift Playgrounds – World building and Arrays, Keynote, Pages | Everyone Can Code 2, Lesson 10 (p80 – 81)  Swift Playgrounds – World building and Arrays | Everyone Can Code 2, Lesson 10 (p80 – 81)  Swift Playgrounds – World building and Arrays | Everyone Can Code 2, Lesson 10 (p82)  Swift Playgrounds, Graphing Starting point file (download from p82) | Everyone Can Code 2, Milestone project, (p83 – 85)  Pages, Swift Playgrounds | Everyone Can Code 2, Milestone project, (p83 – 85)  Pages, Swift Playgrounds | Everyone Can Code 2, Milestone project, (p83 – 85)  Pages, Swift Playgrounds |

**Equivalent Programs**

It is good practice to mention the equivalent services from competing companies, as real world will use different software suites. Functions and skills learned in one are often transferable to others.

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| **Vendor** |  | C:\Users\adso2\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2B09980A.tmp | Google has a new logo - The Verge | other - Liberal Dictionary |
| **Word Processing** | Microsoft Word - Wikipedia  Microsoft Word | Apple Pages | Digital Signature for Google Docs | Secured Signing | WPS Office |
| **Spreadsheet** | Microsoft Excel - Wikipedia  Microsoft Excel | Numbers User Guide for iPhone - Apple Support  Apple Numbers | Google Sheets | WPS Office |
| **Presentation** | Microsoft PowerPoint - Wikipedia  Microsoft PowerPoint | Keynote User Guide for iPad - Apple Support  Apple Keynote | Add music to your Google Slides easily: The Ultimate Guide | WPS Office |
| **Online storage** | OneDrive (@onedrive) | TwitterMicrosoft OneDrive | iCloud - Wikipedia  Apple iCloud | It's not just you, Google Drive is down for some today - 9to5Google | Dropbox Sub-Folders - UpdraftPlus |
| **Website Creation** | SharePoint - Wikipedia  Microsoft SharePoint |  | Google Sites Review 2020 – Don't Try Before You Read This |  |
| **Page layout publishing** | Microsoft Publisher - Wikipedia  Microsoft Publisher | Apple Pages |  | WPS Office |
| **Photo Editing** | Get Microsoft Photos - Microsoft Store en-IL  Photos | C:\Users\adso2\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A796E1C4.tmp  Apple Photos | Google Drawings - Wikipedia | Paint.net | |
| **Other Coding Apps** | Kodable on the App Store  Kodable | Kodu Game Lab 1.5.53.0 by Microsoft | Softexia.com  Microsoft Kodu | Lightbot : Programming Puzzles on the App Store  Lightbot | A.L.E.X. on the App Store  A.L.E.X | |
| Twinkl Little Red Coding Club on the App Store  Little Red Coding club |  |  |  | |
| **Useful apps** | Google Earth on the App Store  Google Earth | AASL Recommended Apps: Google Expeditions - Central Minnesota ... | Get Epic! - Unlimited Books for Kids - Microsoft Store en-GB  Epic Reading app. | AR-kid: Space by Nedd  AR-Kid Space. | |



**Computing**

**Supplemental/After School Computer Club Lessons**

**KS1**

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| **iPad Apps** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms | Coding: Algorithms |
| Lesson | Kodable | Kodable | Kodable | Kodable | Introduction to Lightbot | Lightbot: Procedures | Lightbot: Procedures |
| LO | To use directional instructions to create algorithms to solve puzzles.    To learn the team DEBUGGING and how we fix code. | | To understand the **IF** condition.    To understand the **repeat** function.    To understand the **procedure** function | | Plan and develop algorithms  To solve problems by splitting them into smaller parts. | To understand one block (instruction) can run multiple other blocks (instructions) | To understand one block (instruction) can run multiple other blocks (instructions) |
| Planning | [Kodable Online](https://game.kodable.com/play?hc=1&type=home&user=3tmkj4e&showSpace=world)    [Create Free Kobable Classroom codes HERE.](https://www.kodable.com/)    [Lesson Plans](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EePVNhWV7ExJlkq6S2ZFj6EB7FUPrHpnvX-F0n15Q0TM0w?e=dasYnJ) | | | | [Planning Introduction](https://enquirelearningtrust-my.sharepoint.com/:b:/g/personal/brett_webster_enquirelearningtrust_org/EeXxGvLZn3hMvrnU5rXg-kIBnuqv4x0rZje47l_YwtSlIA?e=vqO5dQ)  Lightbot levels 1-1 to 1-8  [Lightbot Online](https://lightbot.com/flash.html) | Lightbot levels 2-1 to 2-6 | Lightbot levels 3-1 to |

**LKS2**

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| **Scratch** | 1 | | 2 | 3 | | 4 | 5 | 6 | 7 |
| Topic | Coding: | | Coding: | Coding: | | Coding: | Coding: | Coding: | Coding: |
| Lesson | Movement bounce and forever. | | X and Y | If, repeat and Random | | Variables 1 | Variables 2 | Music | Presentation |
| LO | To understand how to create simple movement with blocks.  Bounce on edge.  How to make sprites to follow the mouse pointer. | | To understand the 2 axis of the workspace.  To understand what minus numbers do to code.  To move the spite using direction code. | To create a sprite that is computer controlled.  To use the random value.  To use the wait function and the hide and show blocks.  To use the if button to code the sprites to complete code when a criteria has been fulfilled. (one sprite touching another) | | To understand the meaning of a variable.  To be able to use variables for a game score, and other values.    How to copy code from one sprite to another.  To play test the game and debug any problems | | To create a music file.  To export the music file.  To import the music file to our program. | To create a title screen and a game over screen.  Code the game so these appear when needed.  Code the sprites to hide and show when needed to not obscure the new screens. |
| Planning | [PowerPoint (Fish Level) Slides 1-4](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Coding/Fish%20Game.pptx)    [LINK YouTube](https://www.youtube.com/watch?v=yR-fGJnesZY) | | [PowerPoint (Fish Level) Slides 5-6](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Coding/Fish%20Game.pptx)    [LINK YouTube](https://www.youtube.com/watch?v=dIgYpwkvtno) | [PowerPoint (Fish Level) Slides 7-9](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Coding/Fish%20Game.pptx) | | [PowerPoint (Fish Level) Slides 10 -16](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Coding/Fish%20Game.pptx) | | [PowerPoint (Fish Level) Slides 17 – 18](https://enquirelearningtrust-my.sharepoint.com/personal/brett_webster_enquirelearningtrust_org/Documents/ELT/ELT%20Computing%20Curriculum/Year%204/Coding/Fish%20Game.pptx)    [LINK BeepBox](https://beepbox.co/) | [PowerPoint (Fish Level) Slides 18 – 20](https://beepbox.co/) |
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**UKS2**

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| **Kodu** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Topic |  |  |  |  |  |  |  |
| Lesson |  |  |  |  |  |  |  |
| LO |  |  |  |  |  |  |  |
| Planning |  |  |  |  |  |  |  |

**Home Learning – Coding**

[](https://web.microsoftstream.com/embed/video/7d7740e4-9141-46a4-959c-2407e349eab7?autoplay=false&showinfo=true&app=word&appPlatform=win32&hostCorrelationId=aaed8899-20f2-408d-a9dd-dea0c24a4633)

Or Click [HERE](https://enquirelearningtrust-my.sharepoint.com/:v:/g/personal/brett_webster_enquirelearningtrust_org/EbsyUtGmfGNMg3arPYkCz64Bsmcf-sxLpyTBPHbPN6YWrA?e=XG6YC5)