

SCAMBLESBY Cof E PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Computing Autumn Year A

Focus: Creating media - Stop-frame animation (Y3)

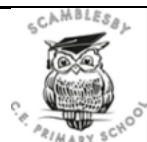
Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
	-To explain that animation is a sequence of drawings or photographs	SC: To create an effective flip book— style animation SC: To draw a sequence of pictures SC: To explain how an animation/flip book works	
	-To relate animated movement with a sequence of images	SC: To create an effective stop-frame animation SC: To explain why little changes are needed for each frame SC: To predict what an animation will look like	
	-To plan an animation	SC: To break down a story into settings, characters and events SC: To create a storyboard SC: To describe an animation that is achievable on screen	
	-To identify the need to work consistently and carefully	SC: To evaluate the quality of my animation	

		SC: To review a sequence of frames to check my work SC: To use onion skinning to help me make small changes between frames	
	-To review and improve an animation	SC: To evaluate another learner's animation SC: To explain ways to make my animation better SC: To improve my animation based on feedback	
	-To evaluate the impact of adding other media to an animation	SC: To add other media to my animation SC: To evaluate my final film SC: To explain why I added other media to my animation	

Focus: Computing systems and networks – Connecting computers (Y3)

session	Learning objective	Learning question and success criteria	Lesson outline
	-To explain how digital devices function	SC: To explain that digital devices accept inputs SC: To explain that digital devices produce outputs SC: To follow a process	
	-To identify input and output devices	SC: To classify input and output devices SC: To describe a simple process SC: To design a digital device	
	-To recognise how digital devices can change the way we work	SC: To explain how I use digital devices for different activities SC: To recognise similarities between using digital devices and non-digital tools SC: To suggest differences between using digital devices and non-digital tools	

	-To explain how a computer network can be used to share information	SC: To discuss why we need a network switch SC: To explain how messages are passed through multiple connections SC: To recognise different connections	
	-To explore how digital devices can be connected	SC: To demonstrate how information can be passed between devices SC: To explain the role of a switch, server, and wireless access point in a network SC: To recognise that a computer network is made up of a number of devices	
	-To recognise the physical components of a network	SC: To identify how devices in a network are connected together SC: To identify networked devices around me SC: To identify the benefits of computer networks	



SCAMBLESBY C of E PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Computing Spring Year A

Focus: Creating media – Desktop publishing (Y3)

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline

	To recognise how text and images convey information	SC: To explain the difference between text and images SC: To identify the advantages and disadvantages of using text and images SC: To recognise that text and images can communicate messages clearly	
	To recognise that text and layout can be edited	SC: To change font style, size, and colours for a given purpose SC: To edit text SC: To explain that text can be changed to communicate more clearly	
	To choose appropriate page settings	I can create a template for a particular purpose SC: To define the term 'page orientation' SC: To recognise placeholders and say why they are important	
	To add content to a desktop publishing publication	SC: To choose the best locations for my content SC: To make changes to content after I've added it SC: To paste text and images to create a magazine cover	
	To consider how different layouts can suit different purposes	I can choose a suitable layout for a given purpose SC: To identify different layouts SC: To match a layout to a purpose	
	-To consider the benefits of desktop publishing	SC: To compare work made on desktop publishing to work created by hand SC: To identify the uses of desktop publishing in the real world SC: To say why desktop publishing might be helpful	

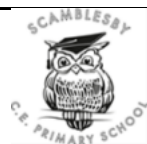


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Focus: Programming B – Repetition in games (Y4)

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
	-To develop the use of count-controlled loops in a different programming environment	SC: To list an everyday task as a set of instructions including repetition SC: To modify a snippet of code to create a given outcome SC: To predict the outcome of a snippet of code	
	-To explain that in programming there are infinite loops and count controlled loops	SC: To choose when to use a count-controlled and an infinite loop SC: To modify loops to produce a given outcome SC: To recognise that some programming languages enable more than one process to be run at once	
	-To develop a design that includes two or more loops which run at the same time	SC: To choose which action will be repeated for each object SC: To evaluate the effectiveness of the repeated sequences used in my program SC: To explain what the outcome of the repeated action should be	

	-To modify an infinite loop in a given program	SC: To explain the effect of my changes SC: To identify which parts of a loop can be changed SC: To re-use existing code snippets on new sprites	
	To design a project that includes repetition	SC: To develop my own design explaining what my project will do SC: To evaluate the use of repetition in a project SC: To select key parts of a given project to use in my own design	
	-To create a project that includes repetition	SC: To build a program that follows my design SC: To evaluate the steps I followed when building my project SC: To refine the algorithm in my design	



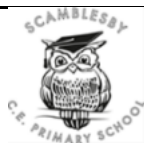
SCAMBLESBY CofE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y1/2 Computing Autumn Year B

Focus: Computing systems and networks – The Internet (Y4)

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline

	-To describe how networks physically connect to other networks	SC: To demonstrate how information is shared across the internet SC: To describe the internet as a network of networks SC: To discuss why a network needs protecting	
	-To recognise how networked devices make up the internet	SC: To describe networked devices and how they connect SC: To explain that the internet is used to provide many services SC: To recognise that the World Wide Web contains websites and web pages	
	-To outline how websites can be shared via the World Wide Web (WWW)	SC: To describe how to access websites on the WWW SC: To describe where websites are stored when uploaded to the WWW SC: To explain the types of media that can be shared on the WWW	
	To describe how content can be added and accessed on the World Wide Web (WWW)	SC: To explain that internet services can be used to create content online SC: To explain what media can be found on websites SC: To recognise that I can add content to the WWW	
	-To recognise how the content of the WWW is created by people	SC: To explain that there are rules to protect content SC: To explain that websites and their content are created by people SC: To suggest who owns the content on websites	
	-To evaluate the consequences of unreliable content	SC: To explain that not everything on the World Wide Web is true SC: To explain why I need to think carefully before I share or reshare content	

		SC: To explain why some information I find online may not be honest, accurate, or legal	



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Focus: Data and information – Data logging (Y4)

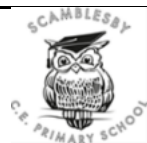
Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
	To explain that data gathered over time can be used to answer questions	SC: To choose a data set to answer a given question SC: To identify data that can be gathered over time SC: To suggest questions that can be answered using a given data set	
	-To use a digital device to collect data automatically	SC: To explain what data can be collected using sensors SC: To identify that data from sensors can be recorded SC: To use data from a sensor to answer a given question	
	-To explain that a data logger collects 'data points' from sensors over time	SC: To identify the intervals used to collect data	

		SC: To recognise that a data logger collects data at given points SC: To talk about the data that I have captured	
	-To recognise how a computer can help us analyse data	SC: To explain that there are different ways to view data SC: To sort data to find information SC: To view data at different levels of detail	
	-To identify the data needed to answer questions	SC: To plan how to collect data using a data logger SC: To propose a question that can be answered using logged data SC: To use a data logger to collect data	
	-To use data from sensors to answer questions	SC: To draw conclusions from the data that I have collected SC: To explain the benefits of using a data logger SC: To interpret data that has been collected using a data logger	

Focus: Creating media – Photo editing (Y4)

session	Learning objective	Learning question and success criteria	Lesson outline
	-To explain that the composition of digital images can be changed	I can explain why I might crop an image SC: To improve an image by rotating it SC: To use photo editing software to crop an image	
	-To explain that colours can be changed in digital images	SC: To experiment with different colour effects SC: To explain that different colour effects make you think and feel different things SC: To explain why I chose certain colour effects	

	-To explain how cloning can be used in photo editing	SC: To add to the composition of an image by cloning SC: To identify how a photo edit can be improved SC: To remove parts of an image using cloning	
	-To explain that images can be combined	SC: To experiment with tools to select and copy part of an image SC: To explain why photos might be edited SC: To use a range of tools to copy between images	
	-To combine images for a purpose	SC: To choose suitable images for my project SC: To create a project that is a combination of other images SC: To describe the image I want to create	
	To evaluate how changes can improve an image	SC: To combine text and my image to complete the project SC: To review images against a given criteria SC: To use feedback to guide making changes	



**SCAMBLESBY C of E PRIMARY SCHOOL:
MEDIUM TERM-PLANNING Y1/2 Computing
Summer Year B**

Focus: Programming B - Events and actions in programs (Y3)

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
	To explain how a sprite moves in an existing project	I can choose which keys to use for actions and explain my choices SC: To explain the relationship between an event and an action SC: To identify a way to improve a program	
	To create a program to move a sprite in four directions	SC: To choose a character for my project SC: To choose a suitable size for a character in a maze SC: To program movement	
	-To adapt a program to a new context	SC: To choose blocks to set up my program SC: To consider the real world when making design choices SC: To use a programming extension	
	To develop my program by adding features	SC: To build more sequences of commands to make my design work SC: To choose suitable keys to turn on additional features SC: To identify additional features (from a given set of blocks)	
	-To identify and fix bugs in a program	SC: To match a piece of code to an outcome SC: To modify a program using a design SC: To test a program against a given design	
	-To design and create a maze-based challenge	SC: To evaluate my project SC: To implement my design SC: To make design choices and justify them	
