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

Creating media (Y1) Digital painting			
Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To describe what different freehand tools do	SC: To draw lines on a screen and explain which tools I used SC: To make marks on a screen and explain which tools I used SC: To use the paint tools to draw a picture	
2	To use the shape tool and the line tools	SC: To make marks with the square and line tools SC: To use the shape and line tools effectively SC: To use the shape and line tools to recreate the work of an artist	
3	To make careful choices when painting a digital picture	SC: To choose appropriate shapes SC: To create a picture in the style of an artist SC: To make appropriate colour choices	
4	To explain why I chose the tools I used	SC: To choose appropriate paint tools and colours to recreate the work of an artist SC: To say which tools were helpful and why SC: To w that different paint tools do different jobs	
5	To use a computer on my own to paint a picture	SC: To change the colour and brush sizes SC: To make dots of colour on the page SC: To use dots of colour to create a picture in the style of an artist on my own	
6	o compare painting a picture on a computer and on paper	SC: To explain that pictures can be made in lots of different ways. SC: To say whether I prefer painting using a computer or using paper. SC: To spot the differences between painting on a computer and on paper.	

SCAMBLESBY CofE PRIMARY SCHOOL:
MEDIUM TERM-PLANNING Y1/2 Computing
Spring Year A

Creating media – Creating media (Y2) Digital Photography			
Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To use a digital device to take a photograph	SC: To explain the process of taking a good photograph SC: To explain why a photo looks better in portrait or landscape format SC: To take photos in both landscape and portrait format	
2	To make choices when taking a photograph	SC: To discuss how to take a good photograph SC: To identify what is wrong with a photograph SC: To improve a photograph by retaking it	
3	To describe what makes a good photograph	SC: To discuss how to take a good photograph. SCL: To identify what is wrong with a photograph. SC: To improve a photograph by retaking it.	
4	To describe how photographs can be improved.	SC: To experiment with different light sources. SC: To explain why a picture may be unclear. SC: To explore the effect that light has on a photo.	
5	To use tools to change an image.	SC: To explain my choices. SC: To recognise that images can be changed. SC: To use a tool to achieve a desired effect.	
6	To recognise that photos can be changed.	SC: To apply a range of photography skills to capture a photo. SC: To identify which photos are real and which have been changed. SC: To recognise which photos have been changed.	

SCAMBLESBY CofE PRIMARY SCHOOL:
MEDIUM TERM-PLANNING Y1/2 Computing
Summer Year A

Focus: Programming B (Y1) Introduction to animation.

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To choose a command for given purpose.	SC: To compare different programming g tools. SC: To find which commands to move a sprite. SC: To use commands to move a sprite.	
2	To show that a series of commands can be joined together.	SC: To run my program. SC: To use a start block in a program. SC: To use more than one by joining them together.	
3	To identify the effect of changing a value.	SC: To change the value. SC: To find blocks that have numbers. SC: To say what happens when I change a value.	
4	To explain that each sprite has its own instructions.	SC: To add blocks to each of my sprites. SC: To delete a sprite. SC: To show that a project can include more than one sprite.	
5	To design the parts of a project.	SC: To Choose appropriate artwork for my project. SC: To create an algorithm for each sprite.	

		SC: To decide how each sprite will move.	
6	To use my algorithm to create a program.	SC: To add programming blocks based on my algorithm. SC: To test the programs, I have created. SC: To use sprites that match my design.	

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

Focus: data and information (Y2) Pictograms

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To recognise that objects can be represented as pictures.	SC: To compare totals in a tally chart. SC: To record data in a tally chart SC: To represent a tally count as a total.	
2	To create a pictogram.	SC: To enter data on a computer. SC: To use a computer to view data in a different format. SC: To use pictograms to answer simple questions about objects.	
3	To select objects by attribute and make comparisons.	SC: To explain wjat the pictogram shows. SC: To organise data in a tally chart. SC: To use a tally chart to create a pictogram.	
4	To recognise that people can be described by attributes.	SC: To answer 'more than'/'less than' and 'most/least' questions about and attribute.	

		SC: To create a pictogram to arrange objects by an attribute. SC: To tally objects using a common attribute.	
5	To explain that we can present information using a computer.	SC: To choose a suitable attribute to compare people. SC: To collect the data needed. SC: To create a pictogram and draw conclusions from it.	
6		SC: To give simple examples of why information should not be shred. SC: To share what I have found out using a computer. SC: To use a computer program to present information in different ways.	

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

Focus: Creating media (Y1) Digital painting.

Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To describe what different freehand tools do	SC: To draw lines on a screen and explain which tools I used SC: To make marks on a screen and explain which tools I used	

		SC: To use the paint tools to draw a picture	
2	To use the shape tool and the line tools	SC: To make marks with the square and line tools SC: To use the shape and line tools effectively SC: To use the shape and line tools to recreate the work of an artist	
3	To make careful choices when painting a digital picture	SC: To choose appropriate shapes SC: To create a picture in the style of an artist SC: To make appropriate colour choices	
4	To explain why I chose the tools I used	SC: To choose appropriate paint tools and colours to recreate the work of an artist SC: To say which tools were helpful and why SC: To know that different paint tools do different jobs	
5	To use a computer on my own to paint a picture	SC: To change the colour and brush sizes SC: To make dots of colour on the page SC: To use dots of colour to create a picture in the style of an artist on my own	
6	To compare painting a picture on a computer and on paper	SC: To explain that pictures can be made in lots of different ways SC: To say whether I prefer painting using a computer or using paper SC: To spot the differences between painting on a computer and on paper	

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

Focus: Programming A (Y1) Moving a robot/ Programming A (Y2) Robot algorithms			
Vocabulary			
session	Learning objective	Learning question and success criteria	Lesson outline
1	To combine four direction commands to make sequences	SC: To compare left and right turns SC: To experiment with turn and move commands to move a robot SC: To predict the outcome of a sequence involving up to four commands	
2	To plan a simple program	SC: To choose the order of commands in a sequence SC: To debug my program SC: To explain what my program should do	
3	To find more than one solution to a problem	SC: To identify several possible solutions SC: To plan two programs SC: To use two different programs to get to the same place	
4	To explain that programming projects can have code and artwork	SC: To explain the choices I made for my mat design SC: To identify different routes around my mat SC: To test my mat to make sure that it is usable	
5	To design an algorithm	SC: To create an algorithm to meet my goal SC: To explain what my algorithm should achieve SC: To use my algorithm to create a program	
6	To create and debug a program that I have written	SC: To plan algorithms for different parts of a task SC: To put together the different parts of my program SC: To test and debug each part of the program	