

Fowey Primary School: Computing

Term: Autumn 1

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| **EYFS**  | **Year 1/2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| No specific computing content in Autumn 1  | **Online safety** **Intent: To login to a computer independently and create an avatar.** **Sequence of lessons:** 1. **Can I login to a computer?**
2. **Can I create an avatar on Purple Mash?**
3. **Can I understand about safe logins?**
4. **Can I search online effectively and safely?**

  | **Online Safety and Coding:** **Intent: To understand how alternative planning allows us to build ideas and how coding can effect changes that happen.** **Sequence of lessons:** 1. **Can I understand what makes a safe password and how the internet can be used to help us communicate effectively?**
2. **Can I consider the reliability of the internet and consider spoof websites?**
3. **Can I understand what a flowchart is and how flowcharts are used in computer programming.**
4. **Can I understand that there are different types of timers and select the right type for purpose.**
5. **Can I understand how to use the repeat command?**
6. **Can I design and create an interactive scene?**
 | **Coding** **Intent: 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.** **Sequence of lessons:** 1. **Can I create a simple computer program?**
2. **Can I understand selection in computer programming?**
3. **Can I use co-ordinates in computer programming?**
4. **Can I use the ‘Repeat until’ command?**
5. **Can I use a number variable?**
6. **Can I create a playable game?**
 | **Coding** **Intent: To understand how alternative planning allows us to build ideas and how coding can effect changes that happen.** **Sequence of lessons:** 1. **Can I review and simplify code to make a playable game?**
2. **Can I understand what a simulation is and program one?**
3. **Can I explain what decomposition and abstraction are in Computer Science?**
4. **Can I understand what a function is?**
5. **Can I understand what the different variable types are and how they are used differently?**
6. **Can I begin to explore text variables when coding?**

  | **Online Safety**  **Intent: To understand how alternative planning allows us to build ideas and how coding can effect changes that happen.** **Sequence of lessons:** 1. **To identify benefits and risks of mobile devices.**
2. **To identify secure sites and risks of giving personal information.**
3. **To review the meaning of a digital footprint and have a clear idea of appropriate online behaviour.**
4. **To understand the importance of balancing game and screen time.**
5. **To identify the positive and negative influences of technology on health and the environment.**

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|   | **Key Vocabulary:** **Objects, sort, database, avatar, login**  | **Key Vocabulary:**   **Safe, timer, repeat flowchart, programming**   | **Key Vocabulary:**   **Action, alert, algorithm, background, button, code blocks, command, debugging, design, execute**  | **Key Vocabulary:** **algorithms, debug, decomposing, execute, program, sequence, simulating, variables,**  | **Key Vocabulary:**   **online safety, risks, footprint, screen time, technology, secure sights.**  |
|   | **Impact** **Children can log in and understand how to stay safe when using Purple Mash and performing an** **online search.**  | **Impact:**  **Children understand why a flowchart is useful when designing and how to repeat when programming, along with knowing the difference between ‘timer after’ and ‘timer every’.**  | **Impact:**  **Children can create a playable game using Purple Mash software.**   | **Impact:**  **Children can programme their own simulations and use text variables when coding.**  | **Impact** **Children have a secure understanding of how to keep themselves safe online. They can identify the positives and negatives of online activity.**  |
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