A screen shot of a computer

Description automatically generated

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.** |
|  | **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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