

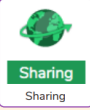
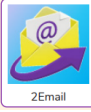
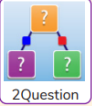
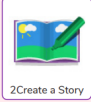
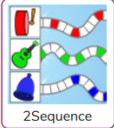
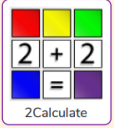


Computing Medium Term Plan - Year 1/2 - Cycle B

	Autumn 1 - Online Safety	Autumn 2 - Questioning	Spring 1 - Animated Story Books	Spring 2 - Making Music	Summer 1 - Spreadsheets	Summer 2 - Presenting Ideas
Big Concept						
Big questions	Why is a search bar Useful? What is an email? What is meant by my Digital Footprint?	How does a Pictogram show information? How is information organised in a binary tree? How can a database help organise information?	What is an animated story? How can I make my story better?	What is meant by digital music? How can I change how my music sounds? What is it meant by the tempo of the music?	Why would you copy and paste when using a spreadsheet? How could a spreadsheet help you when you are planning some shopping?	What do we need to think about when planning a presentation? Why should I plan out my presentation?
Vision and rationale	Children will know how to refine searches using the Search tool. They will use digital technology to share work on Purple Mash to communicate and connect with others locally. The pupils will have some knowledge and understanding about sharing more globally on the Internet, and will be introduced to Email as a communication tool using 2Respond simulations. Children will understand how we should talk to others in an online situation and open and send simple online communications in the form of email. Pupils will understand that information put online leaves a digital footprint or trail and they will identify the steps that can be taken to keep personal data and hardware secure.	Children will learn about data handling tools that can give more information than pictograms and use yes/no questions to separate information. Children will construct a binary tree to identify items, using 2Question (a binary tree database) to answer questions. They will use a database to answer more complex search questions and use the Search tool to find information.	Children will be introduced to e-books and the 2Create a Story tool. They will add animation and sound to a story, including voice recording and music the children have composed. They will work on a more complex story, including adding backgrounds and copying and pasting pages and will share e-books on a class display board.	Children will make music digitally using 2Sequence. They will explore, edit and combine sounds using 2Sequence. Children will edit and refine composed music, thinking about how music can be used to express feelings and create tunes which depict feelings. Children will upload a sound from a bank of sounds into the Sounds section and record and upload environmental sounds into Purple Mash. They will then use these sounds to create tunes in 2Sequence.	Children will use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. They will learn how to copy and paste in 2Calculate. Children will use the totalling tools and use a spreadsheet for money calculations. They will use the 2Calculate equals tool to check calculations, and use 2Calculate to collect data and produce a graph.	Children will explore how a story can be presented in different ways. They will make a quiz about a story or class topic. Children will make a fact file on a non-fiction topic and make a presentation to the class.
Prior Knowledge	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore how things work. • Know and talk about the different factors that support their overall	• Remember rules without needing an adult to remind them.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings.	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	• Match their developing physical skills to tasks and activities in the setting.



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	health and wellbeing: sensible amounts of 'screen time' • Explain the reasons for rules, know right from wrong and try to behave accordingly.					
Key Vocabulary	Log in, Username, Password, Log out, My Work, Avatar, Notification, Topics, Tools, Save.	Pictogram, Question, Data, Collate, Binary Tree, Avatar, Database.	Animation, E-Book, Font, File, Sound Effect, Display Board.	Bpm, Composition, Digitally, Instrument, Music, Sound Effects (Sfx), Soundtrack, Tempo, Volume.	Backspace key, Copy and Paste, Columns, Cells, Count Tool, Delete key, Equals tool, Image Toolbox, Lock tool, Move cell tool, Rows, Speak Tool, Spreadsheet.	Concept Map (Mind Map), Quiz, Presentation, Node, Animated, Non-Fiction, Narrative, Audience.
Key Resources	 Sharing  2Email	 2Count  2Investigate  2Question	 2Create a Story	 2Sequence	 2Calculate	 2Create a story  2Connect  2Quiz  2Publish
Computing skills	Computer science • I can explain that an algorithm is a set of instructions to complete a task. • I can show an awareness of the need to be precise with my algorithms so that they can be successfully converted into code. • I can create a simple program that achieves a specific purpose. • I can identify and correct some errors (debug). • I can identify the parts of a program that respond to specific events and initiate specific actions. Information technology • I can demonstrate an ability to organise data. • I can edit more complex digital data such as music compositions. • I am confident when creating, naming, saving and retrieving content. • I can use a range of media in my digital content including photos, text and sound. Digital literacy • I can effectively retrieve relevant, purposeful digital content using a search engine. • I can apply my learning of effective searching beyond the classroom. • I can make links between technology I see around me (coding) and multimedia work I do in school (animations).					