The Valley Primary School
Summer 2 Medium Term Planning Computing - Using and Applying

Year Group(s): Year 1 and Year 2.

Prior Learning & Knowledge *(what knowledge of this topic do the children already have/ include pupil interests)*
It will be helpful if the children have an understanding of how to operate a computer/tablet.

Learning outcomes and skills: *(make it clear which objectives relate to which year group if mixed age)*
KS1:
To use technology purposefully to create, organise, store, manipulate and retrieve digital content
To compare different styles of computer art.
To design and plan a PowerPoint Presentation.
To create a presentation using text and images.
To present my work to an audience.
To use logical reasoning to predict the behaviour of simple programs using Scratch.
To add code for characters to move in turn or sequence.

Key concepts: **NC Objectives –**	**Key vocabulary:**
Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems Are responsible, competent, confident and creative users of information and communication technology.	**KS1:** Pixel, pointillism, dots, Seurat, program, tool, size, colour, Internet, shape, rotate, Picasso, cubism, Presentation, text, image, slide, open, retrieve, edit, present, Scratch, program, code, algorithm, commands, instructions, repeat, sound, variable, blocks, sprites, backdrops

Continuous Provision:See weekly planning sheet for EYFS

Resources: tablets/computers, Paint app, PowerPoint app, Scratch app

Teaching sequence suggestion

	Learning Objectives *(for each year group) EYFS- include area of learning and TMPF score E.G. EAD(BI)7*	**Teaching Activities** (To include adaptations in task, questioning and skills for each year group and mixed age year group)
Week 1 *Questioning Support Adapatation/Assessment 3pportunities.* *Pointillism*	**KS1** – To use technology purposefully to create, organise, store, manipulate and retrieve digital content	Explain we are going to be learning new skills on the computer/tablet this term, and we are going to start with pointillism. What does that word mean? It's a type of picture made up of lots of colourful dots. Show children some examples of pointillism, and discuss how the dots make up the picture. Explain to the children that we are going to have a try at pointillism ourselves on the tablet. (You need paint installed) Discuss how best to make the dots, not pressing down on the button, pressing it once etc. Model how to change colour etc. Children to have a try at using pointillism on Paint.
Week 2 *Questioning Support Adapatation/Assessment 3pportunities.* Cubism	**KS1:** To compare different styles of computer art.	Recap learning about pointillism, and explain today we are going to look at cubism. What is cubism? It shows objects from multiple angles at the same time. Show children some examples of cubism. After, look at some examples of cubism and pointillism side by side. Which one do the children like and why? Model to the children how to use cubism to make a picture on Paint, show how to use the shapes to support their work. Children to make their own cubism picture.
Week 3 *Questioning Support Adapatation/Assessment 3pportunities.* *Planning a Presentation*	**KS1:** To design and plan a PowerPoint Presentation.	Explain to the children that we are going to be looking at presentations today. What is a presentation? A presentation can be used in many things, like teaching, we use presentations when we are learning. Using PowerPoint, look at the features of a presentation. Title, order, pictures etc. Explain to the children they are going to be making their own presentations, but first we need to plan it out. As a class, make a list of what they will need to include.

		Children to plan out their own presentations on paper to make next week,
Week 4 *Questioning* *Support* *Adapatation/Assessment* *4pportunities.* Making a Presentation	**KS1:** To create a presentation using text and images.	Recap learning about presentations, handing back the children's plans for their presentation from last week. Remodel on how to use PowerPoint to find what they need, images text boxes etc. Children to use their plan to create their own PowerPoint presentations.
Week 5 *Questioning* *Support* *Adapatation/Assessment* *Oportunities.* *Presenting Presentations.*	**KS1:** To present my work to an audience.	Recap lessons on presentations. Give children time to finish if they did not finish last week. Model how to retrieve saved files from the computer. Discuss on how to present a presentation, modelling on how to use presentation mode, changing the slides etc. Children to present their own presentations to their peers.
Week 6 *Questioning* *Support* *Adapatation/Assessment* *Oportunities.* *Scratch*	**KS1:** To use logical reasoning to predict the behaviour of simple programs using Scratch.	Explain to the children we are going to be using Scratch today. Have they used this app before? What kind of things could they do in Scratch? Explain to the children they are going to make a scene using a castle, and add some characters with speech models. Recap how to add backgrounds, chaarcters and how to move them etc. Children to make their own castle scenes using Scratch
Week 7 *Questioning* *Support* *Adapatation/Assessment* *Oportunities.* *Scratch*	**KS1:** To add code for characters to move in turn or sequence.	Recap the previous lesson on Scratch, and how we made our castle, explain we are going to continue with this, adding more detail to it. Model how to find their saved work from their last lesson and open it. Explain that they are going to add a second character into their scene, and have the two characters hold a conversation, talking in turn. Model how to add the speech bubbles again, and how to program them to talk in turn.

		Children to make a second character, and make a conversation between the two characters.

Assessment *(linked to learning outcomes for each year group)*		
Emerging	**Secure**	**Exceeding**
KS1: With support, to use technology purposefully to create, organise, store, manipulate and retrieve digital content With support, to compare different styles of computer art.	**KS1:** To use technology purposefully to create, organise, store, manipulate and retrieve digital content To compare different styles of computer art. To design and plan a PowerPoint Presentation.	**KS1:** To use technology purposefully to create, organise, store, manipulate and retrieve digital content To compare different styles of computer art. To design and plan a PowerPoint Presentation.

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