

Computing



<p>Key Stage 1 Y2 Autumn</p>	<p>Vocabulary: pause, clear, menu, display, repeat, proceed, USB port, shift, backspace, bug, debug, debugging, drag, drop, copy, paste, double-click, cursor</p>	<p>National Curriculum reference</p>				
<p>Resources and links</p> <p>www.stem.org.uk</p> <p>https://www.barefootcomputing.org</p> <p>http://primarygamesarena.com/Subjects/ICT</p> <p>http://flash.topmarks.co.uk/5011</p>	<p>What we want children to know:</p>					
<table border="1"> <thead> <tr> <th data-bbox="380 399 840 478">Reflecting (Unplugged Teaching)</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 481 840 1398"> <ul style="list-style-type: none"> identify different forms of technology – What is technology? What is a computer? What is the internet? recognise what makes technology 'technology' recognise the uses and features of information technology <ul style="list-style-type: none"> at home at school in the wider world show how to use technology safely <ul style="list-style-type: none"> at home at school Know that some things are real and some things are made up on the Internet Recognise devices that will help us to go online Know that their own information is our name, our age and where we live Know when something is accessed that is not right and say who they should tell </td> </tr> </tbody> </table>	Reflecting (Unplugged Teaching)	<ul style="list-style-type: none"> identify different forms of technology – What is technology? What is a computer? What is the internet? recognise what makes technology 'technology' recognise the uses and features of information technology <ul style="list-style-type: none"> at home at school in the wider world show how to use technology safely <ul style="list-style-type: none"> at home at school Know that some things are real and some things are made up on the Internet Recognise devices that will help us to go online Know that their own information is our name, our age and where we live Know when something is accessed that is not right and say who they should tell 	<table border="1"> <thead> <tr> <th data-bbox="844 399 1164 478">Coding</th> </tr> </thead> <tbody> <tr> <td data-bbox="844 481 1164 1398"> <ul style="list-style-type: none"> Recap previous coding Use a sequence of instructions to achieve an outcome 'left', 'right', 'forwards' and 'back' <ul style="list-style-type: none"> to instruct a friend (physically) Pro-bot Abstract Produce an algorithm to create an outcome (geometric shapes, animation etc) </td> </tr> </tbody> </table>	Coding	<ul style="list-style-type: none"> Recap previous coding Use a sequence of instructions to achieve an outcome 'left', 'right', 'forwards' and 'back' <ul style="list-style-type: none"> to instruct a friend (physically) Pro-bot Abstract Produce an algorithm to create an outcome (geometric shapes, animation etc) 	<div data-bbox="1169 399 1825 1005"> </div> <div data-bbox="1169 1008 1825 1398"> <p>Cross-curricular links</p> <p>Science- gather data linked with plant and tree growth and produce simple graphs to display findings!</p> <p>History- use ICT to research historical information for use within the classroom.</p> </div>
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 						