Class 2 Computing LTP Cycle A

Cycle A Overview

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|  | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
| Unit Type | Typing Club  Accessibility Skills | Teach Computing  SpheroBolts | Teach Computing | Teach Computing | Teach Computing | Teach Computing |
| Unit Content | Typing Skills  Accessibility: voice recording, | **Programming B** – Programming Animation (**Y1**)  SphereoBolts | **Creating Media** – Digital Writing (**Y1**) | **Programming B** – Programming Quizzes (**Y2**) | **Computer Systems and Networks – Technology Around Us (Y1)** | **Data and Information** – Pictograms (**Y2**) |
| Project Evolve Unit | Online Reputation (**Y1**)  Online Relationships (**Y2**)  Copyright and Ownership (**Y1**) | Health, Well-being and Lifestyle (**Y2**) | Self-Image and Identity (**Y**  **+1**) | Managing Online Info (**Y2**) | Privacy and Security (**Y2**) | Online Bullying (**Y1)** |

Lesson Overview

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|  | A1 - Typing Club / Accessibility | A2 - **Programming B** – Programming Animation (**Y1**)  SphereoBolts | Sp1 - **Creating Media** – Digital Writing (**Y1**) | Sp2 - **Programming B** – Programming Quizzes (**Y2**) | Su1 - **Computer Systems and Networks – Technology Around Us (Y1)** | Su2 - **Data and Information** – Pictograms (**Y2**) |
| Lesson 1 | Typing Club  Project Evolve  Online Reputation (**Y1**)  I can describe what information I should not put online without asking a trusted adult first. | TC 1 and TC2 | TC 1  Project Evolve  Self-Image and Identity (**Y1**)  If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult and how they can help | TC1  Project Evolve  Managing Online Info (**Y2**)  I can explain why some information I find online may not be real or true | TC1 - Project Evolve  Privacy and Security (**Y2**)  I can explain how passwords can be used to protect information, accounts and devices | TC1  Project Evolve  Online Bullying (**Y1)**  I can describe how to behave online in ways that do not upset others and can give examples |
| Lesson 2 | Typing Club  Project Evolve  Online Relationships (**Y2**)  I can explain why I have the right to say ‘no’ or ‘I will have to ask someone’. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don’t want to | TC 3 and TC4 | TC 2 | TC2 | TC2 | TC2 |
| Lesson 3 | Typing Club  Project Evolve  Copyright and Ownership (**Y1**)  I understand that work created by others does nt belong to me even if I save a copy | TC5  Project Evolve  Health, Well-being and Lifestyle (**Y2**)  I can explain simple guidance for using technology in different environments and settings | TC3 | TC3 | TC3 | TC3 |
| Lesson 4 | Typing Club | TC6 | TC4 | TC4 | TC4 | TC4 |
| Lesson 5 | Accessibility  -voice recording  >ch shown how to do this, when could they use it? Which apps?  >ch record a short narrative from Eng  >discuss how to get good sound quality e.g. no background noise, speak clearly  >Ask ch why the work belongs to them eg. I made it | Spherobolt Lesson  Draw 1  <https://edu.sphero.com/cwists/preview/6872> | TC5 | TC5 | TC5 | TC5 |
| Lesson 6 | Accessibility  -using videos  >ch record their learning from another lesson by recording it on the iPad  >discuss how to get a useful image eg still, person in centre of screen, no background movement  >discuss why this might be useful in lessons  >discuss pros and cons of closed captions (subtitles) e.g. pro is that it helps you learn to read  >Ask ch why the work belongs to them eg. I made it | SpheroBolt Lesson  Beginning block 1 <https://edu.sphero.com/cwists/preview/1671x> | TC6  >when saving their work, ch should save it renaming the document to their name, to show it belongs to them | TC6 | TC6 | TC6 |