Class 3 Computing LTP Cycle B

Cycle B Overview

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|  | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
| Unit Type | Typing Club  Accessibility Skills | Teach Computing  Accessibility  Skills | Teach Computing | Teach Computing | Teach Computing | Barefoot Accessibility and SpehroBolts |
| Unit Content | Typing Skills  Accessibility: voice typing, text to speech, visual adaptions | **Computer Systems** – Connecting Computers (**Y3**) | **Programming B** – Repetition in Games (**Y4**) | **Data and Information** - Data Logging (Y4) | **Creating Media** – Audio Production (**Y4**) | Barefoot Accessible Adventures in Coding  SpheroBolts |
| Project Evolve Unit | Self-Image and Identity (**Y4**)  Health, Wellbeing, Lifestyle (**Y3**)  Online Bullying (**Y4**) | Online Relationships (**Y3**) | Online Reputation (**Y4**) | Privacy and Security (**Y3**) | Copyright and Ownership (**Y4**) | Managing Online Info (**Y3**) |

Lesson Overview

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|  | A1 - Typing Club / Accessibility | A2 - **Computer Systems** – Connecting Computers (**Y3**) | Sp1 - **Programming B** – Repetition in Games (**Y4**) | Sp2 - **Data and Information** - Data Logging (Y4) | Su1 - **Creating Media** – Audio Production (**Y4**) | Su2 -  Accessibility  SpheroBolts, repetition |
| Lesson 1 | Typing Club  Project Evolve  Self-Image and Identity (**Y4**)  I can explain that others online can pretend to be someone else, an can suggest reasons for why someone might do this | TC 1  Project Evolve Online Relationships (**Y3**)  I can explain what is meant by ‘trusting someone online’ and why it is important to be careful about who to trust online including what info and content they are trusted with | TC 1  Project Evolve  Online Reputation (**Y4**)  I can explan ways that some of the information about anyone online could have been created, copied or shared by others | TC1  Project Evolve  Privacy and Security (**Y3**)  I can describe simple strategies for keeping passwords private | TC1 - Project Evolve  Copyright and Ownership (**Y4**)  I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images | Barefoot Accessible Adventures in Coding  Lesson 1 |
| Lesson 2 | Typing Club  Project Evolve  Health, Wellbeing, Lifestyle (**Y3**)  I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites)  Watch ‘ I saw your willy’ video https://www.youtube.com/watch?v=z1n9Jly3CQ8 | TC 2 | TC 2 | TC2 | TC2 | Barefoot Accessible Adventures in Coding  Lesson 2 |
| Lesson 3 | Typing Club  Project Evolve  Online Bullying (**Y4**)  I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation) | TC 3 | TC3 | TC3 | TC3 | SpheroBolt  Beginning Blocks 2  Steps 1-4 (wait event)  <https://edu.sphero.com/cwists/preview/2143> |
| Lesson 4 | Typing Club  Accessibility  -shortcuts | TC 4 | TC 4 | TC4 | TC4 | Sphero Bolt  Beginning Blocks 2  Steps 5-6 Light and Sound Stories (wait event)  <https://edu.sphero.com/cwists/preview/2143> |
| Lesson 5 | Accessibility  -voice typing  >ch shown how to do this, when could they use it? Which apps?  >ch write up narrative from Eng | TC 5 | TC 5 | TC5 | TC5 | SpheroBolt Beginning Blocks 3 Matrix Emotions (loop)  <https://edu.sphero.com/cwists/preview/2152>  Complete over one afternoon (2 lessons worth of work) |
| Lesson 6 | Accessibility  -accessibility features  >ch shown how to use accessibility features on Chromebook including: font size, bold text, background colour, screen reader  >ch to explore these features – do any of them help them?  >ch to use iPads to find accessibility features – what can they discover?  >discuss pros and cons of closed captions | TC 6 | TC6 | TC6 | TC6 | See above  Project Evolve  Managing Online Info (**Y3**)  I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’ and can give examples of how and where they might be shared online e.g. in videos, memes, posts, news stories etc. |