Class 2 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 | Barefoot Unplugged / SpheroBolts | Teach Computing | Teach Computing | Teach Computing |
| Unit Content | Typing Skills  Accessibility: voice typing, text to speech, visual adaptions | **Computer Systems and Networks –** IT all around us **(Y2)** | Barefoot  Unplugged – Accessibility and Computational Thinking Skills  SpheroBolts | **Programming A** – Moving a Robot (**Y1**) | **Creating Media** – Digital Music (**Y2**) | **Programming A** – Robot Algorithms (**Y2**) |
| Project Evolve Unit | Online Relationships (**Y1**)  Health, Well-Being and Lifestyle (**Y1**)  Online Bullying (**Y2**) | Online Reputation (**Y2**) |  | Privacy and Security (**Y1**) | Managing Online Info (**Y1**) | Self-Image and Identity (**Y2**) |

Lesson Overview

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|  | A1 - Typing Club / Accessibility | A2 - **Computer Systems and Networks –** IT all around us **(Y2)** | Sp1 - Barefoot  Unplugged – Computational Thinking Skills  All Barefoot Lesson Resources in Computing File  SpheroBolts | Sp2 - **Programming A** – Moving a Robot (**Y1**) | Su1 - **Creating Media** – Digital Music (**Y2**) | Su2 - **Programming A** – Robot Algorithms (**Y2**) |
| Lesson 1 | Typing Club  Project Evolve  Online Relationships (**Y1**)  I can give examples of why I should ask permission to do something online and why this is important | TC 1  Project Evolve  Online Reputation (**Y2**)  I can explain how information put online about someone can last for a long time. | BareFoot Lesson – Accessible Adventures in Coding See Lesson 1 | TC1  Project Evolve  Privacy and Security (**Y1**)  I can recognise more detailed examples of information that is personal to someone | TC1 - Project Evolve  Managing Online Info (**Y1**)  I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching | TC1  Project Evolve  Self-Image and Identity (**Y2**)  I can explain how other people may look and act differently online and offline |
| Lesson 2 | Typing Club  Project Evolve  Health, Well-Being and Lifestyle (**Y1**)  I can explain rules to keep myself safe when using technology both in and beyond the home. | TC 2 | BareFoot Lesson – Accessible Adventures in Coding See Lesson 1 | TC2 | TC2 | TC2 |
| Lesson 3 | Typing Club  Project Evolve  Online Bullying (**Y2**)  I can explain what bullying is, how people may bully others and how bullying can make someone feel | TC 3  Accessibility – ch encouraged to use text to speech when using search engines | Barefoot Colourful Kit (data) Lesson 1 | TC3 | TC3 | TC3 |
| Lesson 4 | Typing Club  Project Evolve  Copyright and Ownership (**Y2**)  I can recognise that content on the internet may belong to other people | TC 4 | Barefoot Colourful Kits Data – Lesson 2 | 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 | TC 5 | Spherobolt Lesson  Draw 1  <https://edu.sphero.com/cwists/preview/6872> | 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 | TC 6 | SpheroBolt Lesson  Beginning block 1 <https://edu.sphero.com/cwists/preview/1671x> | TC6 | TC6 | TC6 |