Medium Term Unit Planning

Topic Name: - Computing (coding) – Year 1

Learning outcome:
Children will learn about how to use a coding programme and create their own programmes

Hook Ipads and new games to play	Topic Showcase (e.g. display, museum, performance, presentation)
Oracy: Discussion is a key part to this scheme of work. The activities will encourage reasoning behind the children's answers. There is also teamwork involved in all activities to be successful.	**Key Vocabulary:** Code, programme, log in, sequence, repetition, instructions

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):
Under Review

Citizenship/Community Opportunities:
(Focus – change in attitude/increase knowledge and awareness/make a difference)
We will look at how computers can help us to gain knowledge about the wider world.

Main Subjects covered:
Computing

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Computing Threshold concepts			
Code			
This concept involves developing an understanding of instructions, logic and sequences.			

Notes:			
This will be taught as a stand-alone topic of Computing. We will be using the scratch to programme to create programmes.			

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. I can describe and use instructions to program a character.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Add text strings, show and hide objects and change the features of an object.**	Learn how to log onto ipads. Children see a demonstration of a ScratchJr program being created that follows precise instructions. During the sequence, they predict what will happen and afterwards begin adding or editing their own characters and backgrounds.
2. I can program a character to grow and shrink.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Add text strings, show and hide objects and change the features of an object.**	Children create new projects incorporating the programming blocks for grow and shrink, connecting them in sequence.
3. I can use instructions to make characters move at different speeds and distance.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Control motion by specifying the number of steps to travel, direction and turn.**	Children use the context of an animated car (or cars) travelling along a road on a city background. Movement blocks are combined with blocks to change speed, iterations or repetition to program the cars.

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4. I can use a repeat instruction to make a sequence of instructions run more than once.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Control motion by specifying the number of steps to travel, direction and turn.**	In the context of a spaceman's movement floating in space, children use the REPEAT FOREVER block and then the REPEAT block in order to create repetition of an instruction sequence.
5. I can create programs that play a recorded sound.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Control motion by specifying the number of steps to travel, direction and turn.**	Children record animal sounds and then create simple programs to play the recorded sound, when the animal is clicked.
6. I can create programs with a sequence of linked instructions.	Code This concept involves developing an understanding of instructions, logic and sequences.	**Specify user inputs (such as clicks) to control events.**	Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.