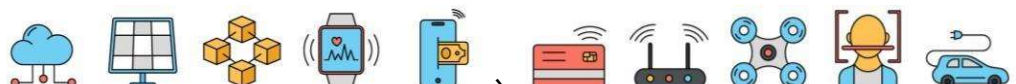


Unit 2.8 – Presenting Ideas

Lesson	Title	Aims (Objectives)	Success Criteria
1	Presenting a Story Three Ways	<ul style="list-style-type: none"> To explore how a story can be presented in different ways. 	<ul style="list-style-type: none"> Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Children know that digital content can be represented in many forms.
2	Presenting Ideas as a Quiz	<ul style="list-style-type: none"> To make a quiz about a story or class topic. 	<ul style="list-style-type: none"> Children have made a quiz about a story using 2Quiz. Children can talk about their work and make improvements to solutions based on feedback received.
3	Making a Non-Fiction Fact File	<ul style="list-style-type: none"> To make a fact file on a non-fiction topic. 	<ul style="list-style-type: none"> Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. Children have added appropriate clipart. Children have added an appropriate photo. Children know that data can be structured in tables to make it useful.
4	Making a Presentation	<ul style="list-style-type: none"> To make a presentation to the class. 	<ul style="list-style-type: none"> Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages.



Year THREE

Computing systems and networks – Connecting computers

Lesson	Title	Learning Intention	Success Criteria
1	Computing systems and networks – Connecting computers	-To explain how digital devices function	-I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process
2		-To identify input and output devices	-I can classify input and output devices - I can describe a simple process - I can design a digital device
3		-To recognise how digital devices can change the way we work	-I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools
4		-To explain how a computer network can be used to share information	-I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections
5		-To explore how digital devices can be connected	-I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices
6		-To recognise the physical components of a network	-I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks

Creating media – Stop-frame animation

Lesson	Title	Learning Intention	Success Criteria
1	Creating media – Stop-frame animation	-To explain that animation is a sequence of drawings or photographs	-I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works
2		-To relate animated movement with a sequence of images	-I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like
3		-To plan an animation	-I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen
4		-To identify the need to work consistently and carefully	-I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames
5		-To review and improve an animation	-I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback
6		-To evaluate the impact of adding other media to an animation	-I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation



Programming A - Sequencing sounds

Lesson		Title	Learning Intention	Success Criteria
1		Programming A - Sequencing sounds	-To explore a new programming environment	<ul style="list-style-type: none"> -I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks
2			-To identify that commands have an outcome	<ul style="list-style-type: none"> -I can choose a word which describes an onscreen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose
3			-To explain that a program has a start	<ul style="list-style-type: none"> -I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways
4			-To recognise that a sequence of commands can have an order	<ul style="list-style-type: none"> -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence
5			-To change the appearance of my project	<ul style="list-style-type: none"> -I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork
6			-To create a project from a task description	<ul style="list-style-type: none"> -I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design

Data and information – Branching databases

Lesson	Title	Learning Intention	Success Criteria
1	Data and information – Branching databases	-To create questions with yes/no answers	<ul style="list-style-type: none"> -I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects
2		-To identify the attributes needed to collect data about an object	<ul style="list-style-type: none"> -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups
3		-To create a branching database	<ul style="list-style-type: none"> -I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works
4		-To explain why it is helpful for a database to be well structured	<ul style="list-style-type: none"> -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups



5		-To plan the structure of a branching database	-I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database
6		-To independently create an identification tool	-I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool

Creating media – Desktop publishing

Lesson	Title	Learning Intention	Success Criteria
1	Creating media – Desktop publishing	-To recognise how text and images convey information	-I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly
2		-To recognise that text and layout can be edited	-I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly
3		-To choose appropriate page settings	-I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important
4		-To add content to a desktop publishing publication	-I can choose the best locations for my content - I can make changes to content after I've added it - I can paste text and images to create a magazine cover
5		-To consider how different layouts can suit different purposes	-I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose
6		-To consider the benefits of desktop publishing	-I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful

Programming B – Events and actions in programs

Lesson	Title	Learning Intention	Success Criteria
1	Programming B – Events and actions in programs	-To explain how a sprite moves in an existing project	-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program
2		-To create a program to move a sprite in four directions	-I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement
3		-To adapt a program to a new context	-I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension



4	-To develop my program by adding features	<ul style="list-style-type: none"> -I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)
5	-To identify and fix bugs in a program	<ul style="list-style-type: none"> -I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given design
6	-To design and create a maze-based challenge	<ul style="list-style-type: none"> -I can evaluate my project - I can implement my design - I can make design choices and justify them

Year FOUR

Computing systems and networks – The Internet

Lesson	Title	Learning Intention	Success Criteria
1	Computing systems and networks – The Internet	-To describe how networks physically connect to other networks	<ul style="list-style-type: none"> -I can demonstrate how information is shared across the internet - I can describe the internet as a network of networks - I can discuss why a network needs protecting
2		-To recognise how networked devices make up the internet	<ul style="list-style-type: none"> -I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages
3		-To outline how websites can be shared via the World Wide Web (WWW)	<ul style="list-style-type: none"> -I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW
4		-To describe how content can be added and accessed on the World Wide Web (WWW)	<ul style="list-style-type: none"> -I can explain that internet services can be used to create content online - I can explain what media can be found on websites - I can recognise that I can add content to the WWW
5		-To recognise how the content of the WWW is created by people	<ul style="list-style-type: none"> -I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites
6		-To evaluate the consequences of unreliable content	<ul style="list-style-type: none"> -I can explain that not everything on the World Wide Web is true - I can explain why I need to think carefully before I share or reshare content - I can explain why some information I find online may not be honest, accurate, or legal

Creating media – Audio production

Lesson	Title	Learning Intention	Success Criteria
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