

# Computing



## BUILD AND PROGRAM MOVING MODELS

### National Curriculum

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

modelling	Lego	Bluetooth	technology
build	program	debug	construct
connect	Dongle		



Intents	Student
I know the vocabulary associated with the building the model and can communicate how it works	
I can build a Lego model and program it to move using Bluetooth	
I can build a Lego model and program it to move using Bluetooth	
I can debug to fix difficulties and get the model to move.	
I can contemplate and reflect on my learning showing understanding of successes and how to improve including making connections to converting learning to my long term memory	

# COMPUTING

## e-Safety

### National Curriculum

- o use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The first lesson of each term throughout the year provides an important focus on e-safety. Children explore the ever-changing issues through discussion, presentation or group work.

e-Safety	online	digital footprint	post
image	staying safe	identity	email
Facebook	Instagram	Snapchat	gaming
#	social media	privacy settings	peer pressure
block	report	behaviours	cyber bullying
stranger danger	grooming	CEOP	manipulate
trusted adults	unknown	age restrictions	role model



Intents	Student
I know that the internet can be dangerous and I must not share personal information (including pictures in school uniform)	
I know the potential impact of posting pictures on the internet and that once posted, they never fully disappear.	
I know the potential impact of cyberbullying on self esteem	
To know that the need to be 'liked' can lead to bad decision making on Social Media	
I know that people are not always who they say they are and understand the term 'grooming'	
I know that age restrictions apply to certain 'Apps' and Websites	
I know that the internet can have a positive impact on the world and that there are positive role models.	