Spring 1 2024-25 Cycle B Whole School Overview- Computing.

Week	1 6.1	2 13.1	3 20.1	4 27.1	5 3.2	6 10.2		
Key Question	Can you sing a rainbow?							
School Value	Try new things and do your best!							
Links to careers	artist, designer, scientist, religious leader, climatologist, teacher							
Enrichment opportunities				Parents/children to come and talk about Chinese New Year?		Arts showcase??		
SMSC Links				29th Chinese New Year – Year of the Snake		11th – Safer Internet Day		
British Values	Tolerance of those of different faiths and beliefs.							
Themed days				Lunar New Year		Water Safety – Visit from Canal and River Trust.		
Themed assemblies	Susan Who was Mark Rothko?	Matt Spotlight Author	Jane School values	Jane Year of the snake	Jane Aspirations	Jane Online Safety		

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	Significant Historical Figure	**Significant Individual**	Try new things and do your best!	Lunar New Year	What will you be when you grow up?	Safer Internet Day		
Golden Thread Forest School								
Forest School Activities								
Lesson	1	2	3	4	5	6		
National Curriculum KS1	Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.						END POINT	
Substantive Knowledge	**To know** Y1: How to open a word processor, recognise keys on a keyboard and identify and find keys.	**To know** Y1: How to enter text into a computer. I can use letter, number, and Space keys I can use Backspace to remove text.	**To know** Y1: How to type capital letters, explain what the keys that I have already learnt about do and identify the toolbar and use	**To know** Y1: How to select a word by double-clicking. I can select all of the text by clicking and dragging	**To know** Y1: Why I used the tools that I chose. I can say what tool I used to change the text I can decide if my changes have	**To know** Y1: How writing on a computer is different to writing on paper. Y2: How to improve my work.		

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	Y2: How music can make us feel. I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about a piece of music.	Y2: That there are patterns in music. I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans.	bold, italic, and underline. Y2: How to experiment with sound using a computer. I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music.	I can change the font. Y2: How to use a computer to create a musical pattern. I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer.	improved my writing. Y2: How to create music for a purpose. I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm.			
Key vocabulary	ALL **Y1 -** mouse, keyboard, screen, text, space bar, select. **Y2** – listen, compare, create, rhythm, instrument names, pattern, melody, emotions.							

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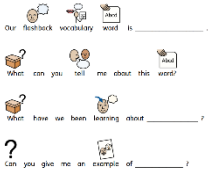
		SOME Y1 return, shift. Y2 melody, instrument names,						
Disciplinary Skills	**Y 1**	**Word processing skills: Create text on screen, use upper and lower case, use the space bar, use the return key, use Caps Lock or Shift to create a capital letter.**						
	Y 2	**Digital sound and multimedia skills: Use music software to experiment, create and play their own compositions. With support, evaluate and modify/ edit their own compositions.**						
Key Stage 1 Lesson Introduction 		**<u>Flashback vocabulary word:</u> Command** **As a computer user, what can you tell me about this word?** **As a computer user, what have we been learning about …?** **Can you give me an example of …?**		**<u>Flashback vocabulary word:</u> Predict** **As a computer user, what can you tell me about this word?** **As a computer user, what have we been learning about …?** **Can you give me an example of …?**		**<u>Flashback vocabulary word:</u> Debug** **As a computer user, what can you tell me about this word?** **As a computer user, what have we been learning about …?** **Can you give me an example of …?**		
Key Stage 1 **Main teaching points**		**Lesson:** **Review and brain dump for half of first lesson.** _____ Y1 Chd familiarise themselves with a	**Lesson:** Y1 Chd will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The chd	**Lesson:** Y1 Chd begin to explore the different tools that can be used in word processors to change the look of the text. Chd will use the Caps Lock key to add capital	**Lesson:** Y1 Chd begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The chd will begin to use	**Lesson:** Y1 Chd begin to justify their use of certain tools when changing text. The chd will decide whether the changes that they have made have improved their	**Lesson:** Y1 Ask the chd to think, pair, share: "What is the same about writing on a computer and writing on paper?" Share one example with the chd: "I use a space	

	word processor and think about how they might use this application in the future. The chd will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard. _____ **Review and brain dump for half of first lesson.** _____ Y2 Chd will listen to and compare two pieces of music from The Planets by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.	will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace button to remove text from the computer. Y2 Chd explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.	letters to their writing and will begin thinking about how to use this successfully. Chd will match simple descriptions with the key that they relate to. Y2 Chd develop their understanding of music. They will use a computer to create and refine musical patterns.	their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them. Y2 Chd develop their understanding of music. They will use a computer to create and refine musical patterns.	writing and will begin to use 'undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. Y2 Chd choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.	between my words on paper and on the computer." Make a list of the similarities that the learners suggest. Ask the chd to think, pair, share: "What is different about writing on a computer and writing on paper?" Share one example with the learners: "On paper, I write with a pencil. On a computer, I write by pressing keys." Make a list of the differences that the chd suggest. Y2 Chd listen to and review their work. Ask them to think about the animal that they chose and how their music reflects that animal, and to		

						consider how their musical creation could be improved. Chd to work with a partner to discuss their own work and their partner's work. Remind learners to consider the rhythm, main section (melody), and tempo.		