MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Y6	SUBJECT: COMPUTING
			COMPUTING SYSTEMS AND NETWORKS: BLETCHLEY PARK AND THE HISTORY OF COMPUTERS

WEEK 1 DATE: WB 02.09.24	WEEK 2 DATE: WB 09.09.24	WEEK 3 DATE: WB 16.09.24	WEEK 4 DATE: WB 23.09.24	WEEK 5 DATE: WB 30.09.24	WEEK 6 DATE: WB 07.10.24
LO: **Success Criteria:** I **Main Event:** **Support:** **Challenge:**	**LO:** To understand there are many different types of secret codes. **Success Criteria:** I can explain why codes might be valuable. I can identify some common secret codes. I can decipher some secret codes. I can write a message using a secret code. **Main Event:** Display slide 1 of the *Presentation: Secret codes.* Arrange the children in pairs and hand out the *Activity: Codebreaker worksheet* (one between two). Alternatively, create a carousel activity so the children can support each other (see Teacher knowledge). Explain that the children will attempt to break different cipher codes; some involve moving letters around the alphabet while others have hidden items within the text **Support:** *Codebreaker worksheet* highlighted to help them break the codes **Challenge:** make connections between the different codes they have looked at.	**LO:** To understand the importance of having a secure password. **Success Criteria:** I can describe what is meant by brute force hacking I can understand why it is important to have a secure password. I can explain why a longer password is more secure than a short one. **Main Event:** Use the link: Scratch - Brute force emulator to show the children the Scratch game (a similar activity that they have just done). Ask the children to try password 253 and see how long the emulator takes to figure it out. Allow the children time to experiment with the existing code to create their emulator and explore both making a password easier to guess and a more secure password. **Support:** Use the *Resource: Four-digit brute force emulator* to see the finished code. **Challenge:** Challenge to the change the code.	**LO:** To recognise the importance of the history of computers and create a well-researched presentation. **Success Criteria:** I can explain the role of Bletchley Park during WWII. I can identify and describe the achievements of key figures in computing history. I can recognise and explain the evolution of computers and their impact on modern life. I can effectively share my research findings with a partner and the class. **Main Event:** Show the children the video on the link: BBC Bitesize - How computers have changed. Display slide 1 of the *Presentation: Computers of the past* and arrange the children into pairs. Inform them that they will create presentations about historical developments in computer science **Support:** Present information on word. **Challenge:** Encourage to add hyperlinks.	**LO:** To design a computer of the future. **Success Criteria:** I can recognise the components of a computer and why they are important. I can identify how computers have evolved over time. I can use my understanding of historic computers to design a computer of the future. **Main Event:** Display slide 1 of the *Presentation: Future computer.* ask them to recap what a micro:bit is and how it works. to reveal that a micro:bit is unique because of its inputs and outputs, such as an accelerometer, compass, thermometer and light sensor. **Support:** use the *Resource: Computer parts* to support ideas of what to include within their computer design. **Challenge:** Should justify why their computer will have certain features and reference their research on modern computers	**LO:** To create an audio advert for a future computer **Success Criteria:** I can write a script for an audio advert I can use audio recording software to create a recording. I can provide constructive feedback on other people's recordings. **Main Event:** Display the *Presentation: Twisted Wave* to introduce the audio software on the link: Twisted Wave. Discuss the basic steps for using the audio software, from accessing the tool to saving the finished audio file. Alternatively, show the link: Twisted Wave basics **Support:** Focus on simple editing techniques. **Challenge:** focus on enhancing their adverts with sound effects, which could be recorded live using percussion or voices; should vary their tone for emphasis.

MEDIUM TERM PLAN

Week 1	Week 2	Week 3	Week 4	Week 5	Week 5
Amelia	Amelia	Amelia	Amelia	Amelia	Amelia
Anas	Anas	Anas	Anas	Anas	Anas
Arooj	Arooj	Arooj	Arooj	Arooj	Arooj
Ayaan	Ayaan	Ayaan	Ayaan	Ayaan	Ayaan
Ethan	Ethan	Ethan	Ethan	Ethan	Ethan
Faatiha	Faatiha	Faatiha	Faatiha	Faatiha	Faatiha
Hadi	Hadi	Hadi	Hadi	Hadi	Hadi
Haroon	Haroon	Haroon	Haroon	Haroon	Haroon
Ibraheem	Ibraheem	Ibraheem	Ibraheem	Ibraheem	Ibraheem
Laiba	Laiba	Laiba	Laiba	Laiba	Laiba
Manoor	Manoor	Manoor	Manoor	Manoor	Manoor
Mohammed	Mohammed	Mohammed	Mohammed	Mohammed	Mohammed
Musa	Musa	Musa	Musa	Musa	Musa
Noureddine	Noureddine	Noureddine	Noureddine	Noureddine	Noureddine
Petra	Petra	Petra	Petra	Petra	Petra
Ruhi	Ruhi	Ruhi	Ruhi	Ruhi	Ruhi
Taybah	Taybah	Taybah	Taybah	Taybah	Taybah
Treasure	Treasure	Treasure	Treasure	Treasure	Treasure
Zahra Ka	Zahra Ka	Zahra Ka	Zahra Ka	Zahra Ka	Zahra Ka
Zahra Kh	Zahra Kh	Zahra Kh	Zahra Kh	Zahra Kh	Zahra Kh