Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 2		Computing- What is a computer?	
WEEK 1 **DATE: 02.09.24**	**WEEK 2** **DATE:09.09.24**	**WEEK 3** **DATE:16.09.24**	**WEEK 4** **DATE:23.06.24**	**WEEK 5** **DATE:30.09.24**	**WEEK 6** **DATE:7.09.24**
LO: To recognise the parts of a computer. **Success Criteria:** I can name the key parts of a computer. I can explain the purpose of different computer parts. I can explain that a keyboard contains lots of buttons. **Main Event**: Children to draw the different parts of a laptop using the link: Sketchpad (or choose another program the children are familiar with). Explain that they will use geometric shapes or pencil tools to create their diagrams. Children to share their diagram with another pair and point out where they drew the mouse, keyboard and screen. **Support:** Could repeat new vocabulary back to a peer or adult; could use the sticky notes to support spelling. **Challenge:** Could annotate their drawing, describing what the mouse, keyboard and screen do.	**LO:**. To recognise how technology is controlled. **Success Criteria:** I can understand that people control technology. I can understand that technology follows instructions. I can predict what technology will do. **Main Event**: Children to complete activity:: Robot design to each child and display slide 2. Children will design their own robot that can do anything they want (e.g. a goalkeeper robot, a dancing robot, a robot that makes cupcakes, etc.). Children to share their ideas with a partner before sharing some as a whole class. Children to label their own robot and explain how it works **Support:** Could be given limited options for what their robot could do if they struggle with generating ideas; could be provided with a word bank and sentence stems to assist with their robot explanation; could use slide 3 of the Presentation: Robot design as a guide for how to label their design. **Challenge:** Should explain how we know whether technology is doing what we asked it to do (i.e. the output); should label and explain their robot's output.	**LO:**. To recognise technology. **Success Criteria:** I can suggest what might have a computer inside. I can explain why I think this. I can suggest what the technology does. **Main Event**: In groups of four, Hand one pair in the group of four the clipboard, the Activity: Safari sheet and a pencil and the other pair a device with a camera to document their find. Explain that after each item they find, they will swap so that both pairs get a turn at each task. **Support:** Could be directed to specific pieces of technology that they are likely to be familiar with. **Challenge:** Could suggest different ways of using or interacting with technology; could predict outcomes even if they have not used it.	**LO:**. To create a design for an invention. **Success Criteria:** I can include an input and output as part of my invention. I can explain how it works, including how to control it. I can label my design clearly. **Main Event**: One each, children to complete activity: Invention design to each child and ask them to plan their inventions. Model how to write an explanation of their invention. Link this writing to explanation texts in English if appropriate. Allow the children to finish their inventions and write an explanation of how they work. **Support:** Could model their invention on the rocket-powered chair or the class example; could be given a list of keywords (possible inputs and outputs) to support their annotated design and explanation. **Challenge:** Should be encouraged to give a detailed explanation of how their invention works, including referencing inputs and outputs, with some understanding of sequencing.	**LO:**. To understand the role of computers. **Success Criteria:** I can explain where computers are used. I can suggest what their job is. I can understand that computers work together. **Main Event**: Children to will investigate a real-world example of how computers work. Each child one of the four roles: ten shoppers, ten cashiers, five digital recorders and five database operators. Make full use of the classroom and direct the children to their positions. Allow the children five minutes in each role before swapping. Observe and ensure they understand the role play correctly. **Support:** Should start as digital recorders to allow them to observe the role play before switching to one of the other roles. **Challenge:** Should be challenged to consider what the computers do before explaining their function in context; could suggest connections between the different computers; could identify the advantages of using this system in shops.	**(Kapow only has five lessons for this unit).**

Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN