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| updated logoHedgehogs Class Medium Term Planning for Computing  Spring Term 2023 | |
| Topic: People who help us  Use paint programmes to create own fantasy characters and places.  Online safety – discuss possession, and friendships. | Computing will be developed throughout the curriculum, giving children the opportunity to take photos, use an ipad, explore torches etc. This term, we will be using paint programmes to create our own pictures using iPads and the interactive whiteboard. This plan is to provide specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term to support their learning.  Key vocabulary:   * Paint * Line * Colours * Shapes * Press * Hold |

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| **Lesson 1 - Link it**  Explore mark making using technology (paint programme on the iPad/ IWB). Set up a simple brush and colour and encourage children to draw dots, lines, circles, etc. | **Lesson 2-4 – Learn it and check it**  Model drawing big shapes (e.g. large circular motions) and small marks to add detail (e.g. dots and lines). Allow children to explore and support where necessary.  Model selecting colours and brushes using the paint programme. Allow children to explore and support where necessary.  Model selecting and drawing shapes using the paint programme. Allow children to explore and support where necessary.  Some children will explore with an adult on a 1:1 basis. | **Lesson 5 – Show it and know it**  Open the paint programme and allow children to model what they can do without adult interference.  Do children select their own colours?  Do children create a range of marks?  Do children add shapes?  Do children add details to their pictures? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Key Stage One –   * **add text strings, text boxes and show and hide objects and images, manipulating the features;** * **use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;** * **use applications and devices in order to communicate ideas, work, messages and demonstrate control;** * **use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.**   Cross-curriculum:   * **recognise ways that technology is used in the home and community, e.g. taking photos** | **EYFS -**   * I can recognise that a range of technology is used in homes and in schools. * I can use a simple application on a computer or mobile device. * I can use computing devices to interact with age-appropriate applications. * I can create simple representations of events, people and objects * I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. * I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  |  | | --- | |  |  * I can develop my small motor skills so that they can use a range of tools competently, safely and confidently. * I can explore, use and refine a variety of artistic effects to express my ideas and feelings * Explore how things work. * Remember the rules without needing an adult to remind them * Match their developing physical skills to tasks and activities in the setting * Repeat actions that have an effect   **Key Stage One –**   * I can use a computer to launch an application. * I can create shapes and fill areas with colour. * *I can use a range of skills to create images.* * I can begin to identify technology that is used in our classroom and at home. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils | Activities provided during lesson | Independent activities linked to lesson | How will the pupils share knowledge during or end of lesson | Retrieve or generalization of learning after lesson |