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| updated logoHedgehogs & Butterflies Class Medium Term Planning for ComputingAutumn Term 2022 |
| Topic: People who help us**HelpKidzLearn – Attention and Timing:*** **Wait for change**
* **Locate change**
* **Experimental play**
 | Computing will be developed throughout the curriculum, giving children the opportunity to take photos, use an ipad, explore torches etc. 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 in areas of Cause and effect, Understanding of sequence, attention and timing, targeting and timing, introducing choice and choice making using simple computer programs. Learning these computing skills are the foundations to being able to operate technology which will later lead to programming. |

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| **Lesson 1 - Link it** **Wait then press**Familiar cause and effect toys out to explore.1:1 Familiar Cause and Effect Games on HelpKidzLearnPlenary – Model ‘Ten Pin Bowling’ to whole group – volunteers to have a go. | **Lesson 2-3 – Learn it****Wait for change**Ten Pin Bowling and Coconut ShyExplore the game, practice waiting for the sound before touching the screen.Plenary – Model ‘Crazy Cats’ to whole group – volunteers to have a go. | **Lesson 4 – Check it****Wait for change**Crazy CatsPlay the game, wait for the sound before touching the screen.Do children wait to touch the screen? Do children react to the noise?Plenary – Play ‘Coconut Shy’ – take turns when touching the screen. | **Lesson 5 – Show it****Wait for change**Gophers down a drainpipeApply knowledge to a new game.Play the game, wait for the sound before touching the screen.Do children react to the noise? Do children wait to touch the screen? Do children demonstrate a reaction after the effect and know that they have caused the effect?Plenary – Explore different cause and effect games on HelpKidzLearn. | **Lesson 6 - Know it****Wait for change**Choice from ‘wait for change’ gamesChildren can choose from the selection of 4 games. Do they remember to wait? Do they have a favourite? Do they show a reaction in facial expressions/ body language when their actions have an effect?Plenary – Model some of the ‘locate change’ games as a group. |
| **Lesson 1 - Link it** **Locate Change**Model ‘make a monster’ on locate change.Explore some of the locate change games independently.Plenary – Model ‘Make a fairy’ to whole group – volunteers to have a go. | **Lesson 2-4 – Learn it****Locate Change**Play the ‘locate change’ gamesExplore the game, practice waiting for the sound before touching the screen. Children must click on the new item on the screen for the effect to happen.Plenary – Model ‘More Crazy Cats’ to whole group – volunteers to have a go. | **Lesson 5 – Check it****Locate Change**More Crazy CatsPlay the game. Wait for the cat to appear and touch the cat for the effect. Challenge – ‘Experimental play’ gamesDo children touch the correct trashcan with the cat inside once the cat appears? Do children wait for the noise to stop before touching the screen again?Plenary – Play ‘Haunted House’ – take turns when touching the screen. | **Lesson 6 – Show it and know it****Locate Change**Choice from ‘Locate Change’ gamesChildren can choose from the selection of 4 games. Do they remember to wait? Do they have a favourite? Do they show a reaction in facial expressions/ body language when their actions have an effect?Plenary – Explore different ‘Experimental play’ games. |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| Attention and Timing means helping a learner to develop skills such as focused timing, impulsiveness moderation, and improving attention and concentration. * **wait for an object to appear before activating their access device to cause an event**
* **wait for an object to change before activating their access device to cause an event**
* **wait for an object to appear in a random location before targeting and activating their access device to cause an event**
* **activate their access device at any time to cause events. Waiting and activating their access device at different times results in different events**
* **Choice making; free choice, find the object, complete the set, create a scene, exploration.**
* **cause and effect;**
* **by press and hold, press and let go, press it again**
* **sequential awareness; making more happen**
* **attention and timing; wait then press, wait for change, locate change, experimental play, ready steady go.**
* **Targeting and timing; static targets, variable targets, variable timing, moving targets**
* **Introducing choice; two objects, related objects, interacting objects, one object two actions, build up, move and get.**

**Cross-curriculum:*** **recognise ways that technology is used in the home and community, e.g. taking photos**
* **use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;**
 | 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 a simple application on a computer or mobile device.
* I can use computing devices to interact with age-appropriate applications.
* 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.

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* 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.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Link to operating toys using cause and effectLink to familiar games on the HelpKidsLearn website (new to some children) | Activities provided during lesson **Helpkidzlearn website**Learn how to wait for change and locate change to have an effect on what happens on the screen | Independent activities linked to lesson Apply familiar and new actions to cause and effect toys Wait for change and locate change with a familiar game | How will the pupils share knowledge during or end of lessonApply knowledge of waiting for change and locating change to a new game | Retrieve or generalization of learning after lesson Confidently apply knowledge of waiting for change and locating change to range of familiar games |