

Subject: ICT	Accreditation:	Class: 7
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ICT LONG TERM PLAN 2022-23

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>E-safety and core skills</p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p>Individual programming lessons (having a go at new resources for their year group/age appropriate).</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Digital Literacy and ICT</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computer science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Digital Literacy and ICT</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Digital Literacy and ICT</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Digital Literacy and ICT</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

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IDEAS

<p>1. Internet safety display, CEOP video resources, Create a 'how to be safe online' presentation using Videolicious App. Being safe using mobile phones and multimedia devices.</p> <p>2. Predicting what will happen – talking through an algorithm.</p> <p>Flashcards for algorithms 'getting up and going to school' algorithm.</p> <p>Algorithms created for favourite pop songs,</p> <p>'Jam sandwich' - clear, concise and precise instruction 'algorithms – children given language to choose from.</p> <p>CEOP website. *Smart rules.</p>	<p>Using ICT and exploring it'. *Provide opportunities to explore (the internet).</p> <p>Research information on a theme (Carl Linnaeus in Science/topic links) Search for appropriate pictures – save, edit, format them. Word process a script of what you will say in the video Create professional videos to explain and inform on a topic.</p>	<p>Algorithms, Predicting what will happen – talking through an algorithm. Flashcards for algorithms, Algorithms created for favourite pop songs, 'Jam sandwich' - clear, concise and precise, instruction 'algorithms – children given language to choose from Debugging (fixing) problems.</p> <hr/> <p>Create flowcharts for favourite pop songs (algorithms),</p> <p>Talk through each step, predicting the behaviour of code – what effect it will have.</p> <p>Algorithms for simple tasks,</p> <p>Programme another human to do 'the time</p>	<p>*Provide opportunities to explore (the internet).</p> <p>How to search for information, How the searched information is sorted, How to find a specific picture, What the numbers mean on a picture (picture resolution/size). Texts boxes, Clip art, Formatting, Changing text types; fonts and sizes.</p>	<p>Exploring the internet, refining searches.</p> <p>Coding programmes with increasing complexity (including 'if, when' statements).</p>	<p>Exploring the internet, refining searches.</p> <p>Coding programmes with increasing complexity (including 'if, when' statements).</p>
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<p>http://www.saferinternet.org.uk/</p> <p>http://www.chatdanger.com/</p> <p>*Beebots</p> <p>Fake accounts, false information.</p> <p>We want children to spot unacceptable behaviour; this cannot be done without exposing them to unacceptable behaviour. They need to develop a moral compass in real life as well as online life and identities.</p> <p>More advanced coding applications – link with flashcards, writing out the code explicitly.</p>		<p>warp, make a sandwich' write algorithms on flashcards, debug and manipulate where necessary.</p> <hr/>			
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