

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
COMPUTING MEDIUM TERM PLAN TERM 5
2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog (Y1)	<p>Exploring the keyboard Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p>	<p>Adding and removing text Learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.</p>	<p>Exploring the toolbar Learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.</p>	<p>Making changes to text Learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.</p>	<p>Explaining my choices Learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.</p>	<p>Pencil or keyboard? Learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.</p>	POP task
Fox (Y2)	<p>How music makes us feel Learners will listen to and compare two pieces of music from <i>The Planets</i></p>	<p>Rhythms and patterns Learners will explore rhythm. They will create patterns and use those patterns as</p>	<p>How music can be used Learners will explore how music can be used in different</p>	<p>Notes and tempo Learners will develop their understanding of music. They will use a computer to</p>	<p>Creating digital music Learners will choose an animal and create a piece of</p>	<p>Reviewing and editing music Learners will retrieve and review their work. They</p>	POP task

	<p>by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>	<p>rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>	<p>ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</p>	<p>create and refine musical patterns.</p>	<p>music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>	<p>will spend time making improvements and then share their work with the class.</p>	
<p>Badger (Y3)</p>	<p>Words and pictures Learners will become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, or both text and images to communicate messages effectively.</p>	<p>Can you edit it? Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks.</p>	<p>Great template! Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' within desktop publishing software. The learners will create their own magazine template, which they will add content to during the next lesson.</p>	<p>Can you add content? Learners will add their own content (text and images) to the magazine templates they created in lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Canva.</p>	<p>Lay it out Learners will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and newspapers, and begin to think about the purpose of each of these.</p>	<p>Why desktop publishing? Learners will explain what desktop publishing means in their own words. They will think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.</p>	<p>POP task</p>
<p>Otter (Y4)</p>	<p>Changing digital images Learners will be introduced to the concept of editing images. They will go on to explore when we need to rotate and crop an image as well as how to use an image editor to make these changes. Learners will</p>	<p>Recolouring Learners will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the images</p>	<p>Cloning Learners will be introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They will see how parts of a photo can be</p>	<p>Combining Learners learn how to use different tools to select areas of an image. Learners then use copy and paste within one image and between two images to produce a combined image. Finally, learners will</p>	<p>Creating Learners will apply all the skills they have learnt in the unit so far. They will start by reviewing some images and considering what makes an image look real or made up. Learners will</p>	<p>Evaluating Learners will review the image that they created in Lesson 5. After they have reviewed their image, they will have the opportunity to make changes to</p>	<p>POP task</p>

	then discuss image composition.	using different effects to suit two different scenarios.	removed or duplicated using cloning. Learners will consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible. Finally, they will consider when it is necessary to edit photographs in this way.	consider when it's appropriate to edit an image and discuss some of the ethics around retouching photos.	then plan their own image. They will choose from a selection of images, open them and edit them to create their own project.	their image based on their review. Learners will then add text to their image to complete it as a publication.	
Robin (Y5)	<p>The drawing tools Learners are introduced to vector drawings and begin to understand that they are made up of simple shapes and lines. They use the main drawing tools within the Google Drawings application to create their own vector drawings. Learners discuss how vector drawings differ from paper-based drawings.</p>	<p>Creating images Learners begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Learners create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.</p>	<p>Making effective drawings Learners increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Learners also use tools to modify objects to create a new image.</p>	<p>Layers and objects Learners gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings.</p>	<p>Manipulating objects Learners find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Learners then use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings.</p>	<p>Create a vector drawing Learners use the skills they have gained in this unit to create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learners then begin to compare vector drawings to freehand paint program drawings.</p>	POP task
Deer (Y6)	<p>Introduction to 3D modelling Learners will be introduced to the concept of 3D modelling by creating a range of 3D shapes that they select and move. Learners also examine shapes from a</p>	<p>Modifying 3D objects Learners will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions. They will also lift and lower 3D objects relative to the workplane, and</p>	<p>Make your own name badge Learners will develop their understanding of manipulating digital 3D objects. They will rotate objects in three dimensions, duplicate objects,</p>	<p>Making a desk tidy Learners will be introduced to the dimensions of shapes in Tinkercad which will enable them to accurately resize and move shapes. Learners will then be introduced to</p>	<p>Planning a 3D model Learners will see how computer-based 3D design is used in architecture to plan buildings. They will explode 3D models of buildings to see</p>	<p>Make your own 3D model Learners will create a computer 3D model based on their design. They will then evaluate their model and that of another learner, before</p>	POP task

	variety of views within the 3D space.	combine two 3D objects to make a new shape. Finally learners will recolour 3D objects.	and then use grouping and ungrouping to manipulate many objects at once. They will combine these skills to create their own 3D name badge. Finally, learners will consider the practicality of 3D printing the objects they have made.	placeholders which can be used to create holes in objects. Finally learners will duplicate, then resize multiple objects to create a meaningful 3D object.	what shapes they comprise of. Learners will then look at real world structures and identify the shapes that they include. They will then plan their own 3D building design.	modifying their own model to improve it.	
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