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| updated logo Badgers Class Medium Term Planning for Computing SpringTerm 2024 | |
| Topic: Seas and Oceans  Use cause and effect technology to explore pictures and sounds of the ocean.  Use technology to immerse into ocean life.  Online safety – discuss possession, and friendships. Where to go for help if they have any concerns. | 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 toys.  Learning these computing skills are the foundations to being able to operate technology which will later lead to programming.  Core vocabulary Help, press, choose, watch, change, mine, yours, friends |

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| **Lesson 1 - Link it and Learn it**  Cause effect toys out to explore. Previous knowledge of how to work these toys.  **Main activity**  **1:1**  **Guided play and intensive interaction with cause and effect toys**  Plenary – Model activity to whole group.  Emphasize use of AAC and speech to ask for help | **Lesson 2 – Learn it**  Use touch screens with/without support to explore ocean sounds and videos  Plenary – Look at the activity as a group.  Emphasize use of AAC and speech to ask for help | **Lesson 3 – Check it**  **Main activity**  **1:1**  **Operate with less adult input**  Plenary – Look at the activity as a group.  Emphasize use of AAC and speech to ask for help | **Lesson 4 –Show it**  **Main activity**  **1:1**  **Operate independently**  No modelling today, but continue to give support and create engagement, can the children demonstrate their understanding and take part independently, from previous knowledge of the activity.  Plenary - Look at the activity as a group.  Emphasize use of AAC and speech to ask for help | **Lesson 5 - Know it,**  **Link it**  **Main activity**  **1:1**  **Let the children choose from the toys/equipment and show skills**  Plenary - Look at the activity as a group.  Emphasize use of AAC and speech to ask for help |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| * Cause and effect * To know that pressing a button or specified place will cause something to happen. * To press and hold with create an effect. * To press and let go may create a response. * To press again will create a response. | Birth to 3 Understanding the world  Repeat actions that have an effect.  3-4 year olds  Explore how things work. |

**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 effect | Activities provided during lesson  Resources  Explore cause and effect equipment | Independent activities linked to lesson  Resources  Practice the skill of operating the technology | How will the pupils share knowledge during or end of lesson  Show that you can operate the technology with little support | Retrieve or generalization of learning after lesson  Operate the technology independently |