

Elms Bank Long Term Plan



Key to Pathways:

Inspire	
Explore	
Thrive	

COMPUTING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inspire Pathway	'Computing Unplugged' and Real World Programming: e.g. programming Bee-bots to follow commands, everyday algorithms like 'instructions for making a bru', remote-control tractor challenge and Computational Thinking puzzles such as cracking the PIN code to a safe containing cookies.					
Year 7	<p>Y7 e-me: Look What I Can Do...</p> <p>Pupils interact with software, apps., hands-on games, hardware and peripherals to demonstrate 1) their mastered skills and understanding and 2) gain news insights and abilities in Computing. Activities cover Digital Literacy (DL), Computer Science (CS) and Information Technology (IT).</p>	<p>Y7 e-me: Presentational Software</p> <p>Pupils create PowerPoint or SwitchIt Maker Presentations about their interests using text, images and audio media and get creative with slide transitions, animations and layouts.</p>	<p>Safer Internet Season 1</p> <ol style="list-style-type: none"> 1. Computer Health and Safety 2. Personal Information 3. On-line vs 'real' friends 4. Introduction to Netiquette and getting help <p>Pupils access and explore the Think-You-Know government-backed advice website – a portal for advice and SELF-HELP.</p>	<p>Real World Programming</p> <p>Bee-Bots - pupils write simple program sequences to instruct a robot to move forward, right, left and backwards. Constructor-Bots – pupils write program sequences with repeat commands to instruct a robot to draw a shape or pattern.</p>	<p>Elms Bank flyer / audio brochure</p> <p>Year 6 Transition Support.</p> <p>Year 7 pupils create information resources in various media formats for Year 6 transition pupils to learn about Elms Bank Specialist Arts College.</p>	<p>School Show – box office, communications and promotion.</p> <p>Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design, creation and distribution in paper and digital formats.</p>
Year 8	<p>Coding Level 1</p> <p>Pupils program cartoon avatars using basic programming commands and algorithmic concepts such as sequence, repeat, run-program, test and 'de-bug'. (2Code PurpleMash and Hour of Code)</p>	<p>(For 2016/17 ONLY - cohort did not do Unit in Y7)</p> <p>e-me: Presentation</p> <p>Pupils create PowerPoint or SwitchIt Maker Presentations about their interests using text, images and audio media and get creative with slide transitions, animations and layouts. Presentation context and audience are also</p>	<p>Safer Internet Season 2</p> <ol style="list-style-type: none"> 1. Cyber Bullying and T.H.I.N.K rules 2. Web search filters 3. Web content evaluation: the C.R.A.A.P test <p>Pupils access and explore the Think-You-Know government-backed advice website – a portal for advice</p>	<p>e-Book</p> <p>Create a multi-media book</p> <p>Pupils use digital features such as animation and sound effects to create a non-fiction book about 'computing beyond school'.</p>	<p>3D modelling</p> <p>render a digital design of an object, print it and make it. Pupils use a design app. to re-create in digital form a familiar object – such as a house, car or bus – and then print it ready to be made into a 3D</p>	<p>School Show – box office, communications and promotion.</p> <p>Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design,</p>

		considered.	and SELF-HELP .		paper model. Alternative app. project: 2Animate – tell a simple story using visual literacy and digital animation tools.	creation and distribution in paper and digital formats.
Year 9	Coding Level 2 2Code Purple Mash and Hour of Code Pupils develop their Level 1 programming skills to write more complex codes that include sound, timers and conditionality – such as ‘If X happens, do Y’.	Creative Apps Intermediate Level Pupils access numerous apps with specific tools and capacities to create seasonal digital content while utilizing computing functions and concept. 1. Star Stamper App – Exploding Firework image. 2. Pattern Scaling App – Christmas or winter themed wrapping paper 3. Mash Cam App – face photo inserted, positioned and scaled into character template 4. Paint Project App – seasonal templates ‘filled’ with texture and colour. 5. 2 Sequence Music App – pupils create a seasonal track or play a famous tune with bells. 6. Running Paint App - Dripping Blood Halloween picture	Safer Internet Season 3 1. Digital Citizenship: bias, extremism and copyright laws 2. Search engine technology – Boolean operators and web crawlers 3. Reporting concerns (contact and content) CEOP, Childline and trusted adults.	Data_information_representation 2Investigate app Pupils learn how to use an online database to input data, generate information and present findings in visual ways that help understanding and pattern identification.	Digital Art Sp.FX: Serif Photo Plus ‘cut-out studio’ Pupils use the latest version of Serif PhotoPlus6 to digitally ‘cut-out’ an image part from a photo and insert it into another image to create a new, personalized graphic creation.	School Show – box office, communications and promotion. Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design, creation and distribution in paper and digital formats.

<p>Year 10 - BTEC Entry Level 3 Award and Level 1 Award and Certificate</p>	<p>Presentational Software Pupils learn to : 1) Input and combine text and other information within presentation slides 2) Use presentation software tools to structure, edit and format slides and 3) evaluate their presentations in relation to audience feedback</p>	<p>Word Processing Software Pupils learn to: 1) Enter, edit and combine text and other information accurately within word processing documents 2) Structure information within word processing documents 3) Use word processing software tools to format and present documents</p>	<p>Using a Keyboard Pupils learn to: 1) Use a keyboard to enter and edit alphanumeric information accurately 2) Use a keyboard to access and navigate software applications</p>	<p>School Show: box office, communications and promotion. Pupils utilize their BTEC skills and understanding to complete real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, using IT tools to compete tasks more efficiently.</p>
<p>Year 11 - BTEC Entry Level 3 Award and Level 1 Award and Certificate</p>	<p>Design Software Pupils learn to : 1) Obtain, insert and combine information for designs 2) Use design software tools to create, manipulate and edit designs or images</p>	<p>Improving Productivity using IT Pupils learn to : 1) Plan the use of appropriate IT systems and software to meet requirements 2) Use IT systems and software efficiently to complete planned tasks 3) Review the selection and use of IT tools to make sure that tasks are successful</p>	<p><i>OPTIONAL UNIT</i> Using email Pupils learn to : 1) Use email software tools and techniques to compose and send messages 2) Manage sending and receiving emails Effectively</p>	<p>School Show: box office, communications and promotion. Pupils utilize their BTEC skills and understanding to complete real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, using IT tools to compete tasks more efficiently.</p>

Explore Pathway						
'Computing Unplugged' and Real World Programming: e.g. 'jam butty' algorithms, Lego therapy and picture programming, coding Bee-bots to follow commands, remote-control tractor challenge and Computational Thinking puzzles such as breaking the PIN code to a safe containing cookies.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Y7 e-me: Look What I Can Do...</p> <p>Pupils interact with software, apps., hands-on games, hardware and peripherals to demonstrate 1) their mastered skills and understanding and 2) gain news insights and abilities in Computing. Activities cover Digital Literacy (DL), Computer Science (CS) and Information Technology (IT).</p>	<p>e-me Presentation</p> <p>Pupils create SwitchIt Maker Presentations about their interests – 'e-me' – using text, images and audio media and get creative with slide transitions and layouts.</p>	<p>Safer Internet Season 1</p> <ol style="list-style-type: none"> 1. Computer Health and Safety 2. Personal Information is private 3. Ask for help <p>Pupils access and explore the Think-You-Know government-backed advice website – a portal for advice and SELF-HELP.</p>	<p>Real World Programming</p> <p>Bee-Bots - pupils write simple program sequences to instruct a robot to move forward, right, left and backwards. Constructor-Bots – pupils write program sequences with repeat commands to instruct a robot to draw a shape or pattern.</p>	<p>Elms Bank flyer / audio brochure</p> <p>Year 6 Transition Support. Year 7 pupils create information resources in various media formats for Year 6 transition pupils to learn about Elms Bank Specialist Arts College.</p>	<p>School Show: box office communications and promotion.</p> <p>Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design, creation and distribution of paper and digital formats.</p>
Year 8	<p>Coding Level 1</p> <p>Pupils program cartoon avatars using basic programming commands and algorithmic concepts such as code, sequence, repeat, and run-program (play). (2Code Purple Mash apps used)</p>	<p>For 2016/17 ONLY (cohort did not do Unit in Y7)</p> <p>e-me Presentation</p> <p>Pupils create SwitchIt Maker Presentations about their interests – 'e-me' – using text, images and audio media and get creative with slide transitions and layouts.</p>	<p>Safer Internet Season 2</p> <ol style="list-style-type: none"> 1. Introduction to Netiquette 2. On-line vs 'real' friends 3. Cyber Bullying and T.H.I.N.K rules <p>Pupils explore the Think-You-Know government-backed advice website – a portal for advice and SELF-HELP.</p>	<p>e-Book</p> <p>Create a multi-media book Pupils use digital features such as animation and sound effects to create a non-fiction book about 'computing beyond school'.</p>	<p>3D modelling</p> <p>Render a digital design of an object, print it and make it. Pupils use a design app. to re-create in digital form a familiar object – such as a house, car or bus – and then print it ready to be made into a paper model.</p>	<p>School Show: box office communications and promotion.</p> <p>Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design, creation and distribution of paper and digital formats.</p>
Year 9	<p>Coding Level 1.5:</p> <p>2Code Purple Mash and Hour of Code</p>	<p>Creative Apps Entry Level</p> <p>Pupils access numerous</p>	<p>Safer Internet Season 3</p> <ol style="list-style-type: none"> 1. Web search – technology, filters, and 	<p>Data_ information _representation</p> <p>Pupils use the</p>	<p>Animation</p> <p>Tell a simple story through the</p>	<p>School Show: box office communications</p>

	<p>Pupils develop their Level 1 programming skills to write more complex codes that include sound, testing and 'de-bugging'.</p>	<p>apps with specific tools and capacities to create seasonal digital content while utilizing computing functions and concept.</p> <ol style="list-style-type: none"> 1. Star Stamper App – Exploding Firework image. 2. Pattern Scaling App – Christmas or winter themed wrapping paper 3. Mash Cam App – face photo inserted, positioned and scaled into character template 4. Paint Project App – seasonal templates 'filled' with texture and colour. 5. 2 Sequence Music App – pupils create a seasonal track or play a famous tune with bells. 6. Running Paint App - Dripping Blood Halloween picture 	<p>evaluating content</p> <ol style="list-style-type: none"> 2. Reporting concerns (contact and content) CEOP, Childline and trusted adults. <p>Pupils access and explore the Think-You-Know government-backed advice website – a portal for advice and SELF-HELP.</p>	<p>2 Investigate app. to learn how to use an online database to input data, generate information and present findings in visual ways that help understanding and pattern identification.</p>	<p>2 Animate app using visual literacy and digital animation tools such as 'onion skin' trace and change.</p>	<p>and promotion.</p> <p>Pupils are tasked with real-world, live briefs from the Art Department to help deliver the Elms Bank Summer Show. For example, Poster design, creation and distribution of paper and digital formats.</p>
Year 10	<p>AQA Unit Award Scheme Internet Safety 70593:</p> <ul style="list-style-type: none"> • E-safety • Cyber-bullying • E-mail literacy 		<p>AQA Unit Award Scheme Presentational Software 70353:</p> <ul style="list-style-type: none"> • Text • Images • Formatting • Drawing tools 		<p>AQA Unit Award Scheme Digital Imaging 71640:</p> <ul style="list-style-type: none"> • Software package • Viewing options (zoom) • Crop / Edit • Saving protocols 	
Year 11	<p>AQA Unit Award Scheme Employability Skills 30374:</p> <ul style="list-style-type: none"> • Computer hardware • Computer software • User security • Error-correct procedures 		<p>AQA Unit Award Scheme Word Processing skills</p> <ul style="list-style-type: none"> • Text input, output and editing • Image manipulation • Page orientation • Save / Save as / filetype 		<p>AQA Unit Award Scheme Optional Unit: Pupils access an AQA Unit that is of particular interest to the group or addresses current issues in IT.</p>	

Thrive Pathway – Communication and Literacy			
	Autumn	Spring	Summer
KS3 and KS4	<p>Computing in the Nurture and Thrive Pathways is not generally taught as a separate, timetabled subject, but integrated and embedded in the 'Communication and Literacy' Curriculums. In many ways digital technology has a bigger presence in these two Pathways because pupils not only learn ABOUT and how to use Computing technology, but also utilise its incredible capacity to provide ACCESS to learning and communication. For example, pupils may use touch-screen picture sequencing programs to learn ABOUT cause-and-effect and that computers need human input to do things (they are not intelligent yet!). However, to ACCESS this learning activity, gaze-tracking software could be used to allow the pupil to control the program depending on where he/she is looking.</p> <p>If you require more specific information about how the Computing Program of Study is incorporated into the Nurture and Thrive Pathways, please contact Mr Adam Foster (foster.a@elmsbank.bury.sch.uk).</p>		