



Year 7 Autumn Term
'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Using Computer Safely, effectively & responsibly

Curriculum Intent	Pupils will be taught using the following National Curriculum guidelines:
Skills/National Curriculum Links	<p>Computing – KS3 Key stage 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] • understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognize inappropriate content, contact and conduct and know how to report concerns.
Numeracy	
Literacy	<p>Vocabulary Tier 2: policy, manage, secure, techniques, appreciate, guarantee, accurate. Vocabulary Tier 3: file extension, camel casing, folder, subfolder, root folder/directory, recycle bin, backup, shortcut key combination, backup, zip, social networking, cyberbullying, online profile, privacy settings, phishing, hacking, biometrics, encryption, virus, Reading: Presentations, worksheets, and homework Writing: complete worksheets and skill task such as creating folders Oracy: learn how to pronounce difficult or new keywords SMSC: Learning how to express yourself and respect on social media, the importance of adhering to school policy for safe computer use; thank God for global communication and being able to keep in touch with loved ones. PSHE: Use direct contact or media to find out about e safety and young people’s attitudes towards social media. Careers: Consider skills, qualities and interests to work in the sector of social media; discuss famous figures in this area Mark Zuckerberg for Facebook Literacy: literacy slide will provide a definition of the keyword, antonym and synonym</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Learning will produce work on a variety of different levels, a mix of individual, think pair share, designing original maters, Q&A with teacher, teacher marking and self-marking. By resource: presentations, worksheets with extension tasks By Intervention: by providing different levels of supervision/support, seating plan, use of TA By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>

