Rowan Computing Autumn (Rolling programme Year 2)

Resources:	Objectives:
Scratch Comic templates can be created in Textease or PowerPoint. [Super Action Comic Maker](#) from Artisancam can also be used or [http://marvel.com/games/play/34/create_your_own_comic](#) or Comics and websites to support learning in a topic area	**Programming** ● Use a variety of tools to create a program ● Use an efficient procedure to simplify a program ● Recognise an error in a program and debug it ● Know that I need to keep testing my program while I am putting it together ● Recognise that using algorithms will also help solve problems in other learning such as Maths **Multimedia** ● Change the appearance of text to increase its effectiveness ● Create, modify and present documents for a particular purpose ● Use an appropriate tool to share my work ● Give constructive feedback to my friends to help them improve their work and consider my own work in the same way ● Be confident to explore new media to extend what I can achieve **Technology in our Lives** ● Think about the reliability of information I read on the World Wide Web ● Identify key words to use when searching safely on the World Wide Web ● Tell you how to check who owns photos, text and clipart **e-Safety** ● Talk about the ways I can protect myself and my friends from harm online ● Know that anything I post online can be seen by others

| 1 | **e-Safety**

I can talk about the ways I can protect myself and my friends from harm online.

I know that anything I post online can be seen by others | **What happens to images online?**
● Explain to the children that this e-Safety session links to the work they will complete this term on comics .
● Today we are going to focus on taking images and sharing images online.
● Ask children when people share images online? Discuss or use www.padlet.com to gather ideas.
● Discuss suggestions and ask which of them are age appropriate to them and which may have content that is for older children or adults.
● Touch on Facebook and the age at which they need to be to have an account; discuss implications for lying about their age e.g. seeing age-inappropriate content.
● Ask children what happens to images when they are shared online and who they belong to?
● Explain that when posted online they are available to anyone in the world; if posted on Facebook they become the property of Facebook for ever.
● Would you leave your front door open in the morning when you left for school? Would you let friends/strangers into your bedroom and let them rummage around in your personal belongings?
● Show CEOP video 'Jigsaw' https://www.teachertube.com/videos/jigsaw-8-10s-147297   **This video must be watched by the teacher before using it, some schools would choose to use it at year 5 or 6.** Ask children to discuss in small groups their thoughts and feelings about the clip and the fact that photos can be copied even if they are removed from your profile or website.
● Ask children what types of photo would be suitable to use for comics and which would not? How would they feel if a photo of them was shared that they didn't like. | Gold: Can I choose appropriate images to take and share online?

Silver: Can I say what a suitable image is to take and share online is?

Bronze: Can I choose between suitable and unsuitable images for my comic? |

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		● Children to come up with some ground rules for taking and potentially sharing images. ● Plus any of the activities from the e-safety scheme of work	
2	**Multimedia** I can change the appearance of text to increase its effectiveness	**Exploring Comics** ● Ask the children what they know about comic strips; can they name any, do they read any? Can they identify the key features? Share some comics with the children and allow them to explore. What are the differences between books and comics? Explain that the children are going to create their own comics using one of the alternatives under resources. ● Model how to insert and move text. Ensure children know how to undo an action. Allow children 30 minutes to explore, ensuring they can insert images and text about the images. Share children's creations on the IWB.	Gold: Can I manipulate images and text? Silver: Can I insert images and add text? Bronze: Can I insert images?
3	**Multimedia** I can create, modify and present documents for a particular purpose	**Manipulating text to improve my work** ● Recap with the children the key features of a comic strip. Revise how to insert images and text from last week. Explain that this week they are going to manipulate images and text. Ask what the word *manipulate* means. Introduce key vocabulary: *move, resize and rotate.* Show the children how to manipulate the work that they produced last week. ● Explain that today they are going to up-level and improve their comic from last week using the manipulation skills and also add more pages. Allow children more time to improve and add to their comics. Children self-assess their comic in pairs against the success criteria.	Gold: Can I manipulate images and text for effect? Silver: Can I manipulate images and text? Bronze: Can I manipulate images?
4	**Multimedia** I can create, modify and present documents for a particular purpose	**Creating a comic about our school** ● Recap previous sessions and elicit what the children can remember about the key features of a comic and also about the skills they have learnt in previous lessons. ● Explain to the children that today they are going to plan a comic about their school using Word or PowerPoint and photos taken with digital cameras. Class discussion about who is the target group? Is it future parents, current parents or pupils? What information would be needed? Discuss what parents would like to see compared with pupils. Record list of themes that might be explored in their comic. ● Give children some templates similar to the one used previously. Explain and model how you would like them to plan their comic about their school and that they will be taking photos using the digital cameras. Ensure they label which images will be included and why, along with what text they will include.	Gold: Can I change the style, colour and layout of my comic? Silver: Can I change the style and colour of my comic? Bronze: Can I change the style of my comic?
5	**Multimedia** I can use an appropriate tool to share my work. I can give constructive feedback to my friends to help them improve their work and consider	**Improving my work and giving feedback** ● Revise each of the skills that the children have learnt in previous weeks. Return their plan to them and ask them to revise what they have planned; would they make any changes? ● Have they had any good ideas that they would like to include? ● Discuss expectations of behaviour as they move around the school capturing images, ensuring they are not disturbing others' learning. Share success criteria with the children and suggest that they should be 'showing off' all of the skills that they have been taught in previous sessions. ● Explain that the children have two sessions to complete their comics and that they will be shared.	Gold: Can I change the style, colour and layout for effect? Silver: Can I manipulate images, text and add new templates? Bronze: Can I insert images and text?

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	my own work in the same way.		
6	**Programming** I keep testing my program and recognise when I need to debug it **e-Safety** I can protect my personal information when I do different things online.	**Make and share an interactive scene using Scratch based on one of the comics created** ● Discuss with partner what each sprite is going to do and what background they need. Are sprites going to move? Speak? Change costume? What else could they do? ● Children to animate sprites. Remind them that if they have more than one sprite, they will need to click on each sprite to program it in turn but they can copy blocks from one sprite to another if they want them to do the same thing. ● Independently open project and program each sprite, considering the need to test as you program in order to make sure it's doing what you expect. ● Consider how we will share our interactive scenes – if created in Scratch 2.0 (online) they can be shared in the Scratch community. Who will see these? Is there any personal information they may have included. Talk through the e-Safety issues with children. One or two entries in clas blog with a screen shot to show parents and carers what we have been up to	Gold: Can I program more than one sprite to interact with another? Silver: Can I program more than one sprite? Bronze: Can I program my sprite?
7	**Technology in our Lives** I think about the reliability of information I read on the World Wide Web	**What is real on the Internet?** ● Ask the children what they know about the Internet; collect answers on IWB or on www.padlet.com ● Address any misconceptions that have arisen. ● Show the children the following website http://www.thedogisland.com/ ● Give the children 10 minutes to explore the website and then feedback about it. ● Use www.padlet.com to share what the children think about the website. ● Pose the question; do you think it's real? How do you know? ● Explain that in-fact it is a fake website made specifically for children to explore and question. ● Let's look again and question the **reliability** of what is actually written. ● Children to write down statements/questions that are on the website that they believe are unreliable, stating why. Explain that anyone can create a web-page so they have to look for clues of reliability. ● Use https://www.bbc.co.uk/bitesize/topics/zd92fg8/articles/zt9thyc to consolidate	Gold: Can I identify specific clues that tell me that a website isn't reliable? Silver: Can I give suggests as to why a website might not be reliable? Bronze: Can I say what reliable means and
8	**Technology in our Lives** I can identify key words to use when searching safely on the World Wide Web I can tell you how to check who owns photos, text and clipart	**Researching my topic and understanding plagiarism** ● Tell the children that we are going to research the class topic together online. ● Using www.padlet.com children add some key words that they think would be useful in a Google search. Share words and discuss each one. ● Model using these key words to search the Web – which words gave the best results? ● Using a webpage from the results generated, look at the terms and conditions which outline how content can be used. Why do websites have this information? Can they find terms and conditions on other websites? ● Emphasise to students that they are all creators. Ask them to think about times they recorded an idea they had – whether they wrote something down, uploaded it onto the Internet, took a picture or video, or made something for class. How did you show, or could show, that your idea belonged to you and not to someone else? How would you feel if someone pretended that your work was theirs?	Gold: Can I explain what plagiarism is and why it's important? Silver: Can I say what the difference is between plagiarism and magpie-ing? Bronze: Can I say what plagiarism is?

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		• Share the word **plagiarism** with the children – do they know what it is? Explain it is when you take someone else's work and say it was your own – this is illegal. Ask the children what 'Magpie-ing' is. Is it the same as Magpie-ing? Discuss similarities and differences.	