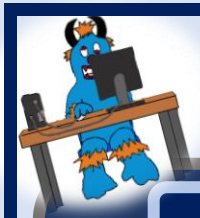
Computing Intention Map

Lower Key Stage Two

Intention Map 2024 - 2025

Placing learning at the heart of everything we do.



Term One
(Internet Research & Communication)

Learning Intentions

Week 1	• *Identify how word order affects search results.*
Week 2	• *Explain how searches return results.*
Week 3	• *Save webpages and share them safely.*
Week 4	• *Identify the ways, and investigate how, we communicate online.*
Week 5	• *Explain how to stay safe when communicating online.*
Week 6	• *Explain why there is a need to be responsible online.*

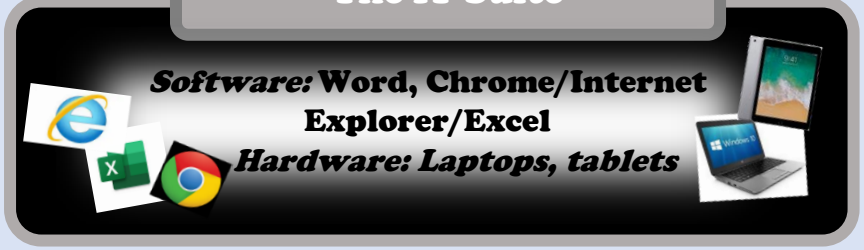
Knowledge Intentions

Week 1	• *Use different word orders when searching.* • *Identify which search provides the better results.*
Week 2	• *Explain some reasons why particular results are returned.* • *Support my explanation with examples.*
Week 3	• *Bookmark or favourite a webpage.* • *Share a webpage ensuring I use technology safely.*
Week 4	• *Can name means of online communication.* • *Research the types of online communication used.*
Week 5	• *Explain who will be able to read communication.* • *Know what to do when receiving a communication that makes me feel uncomfortable.*
Week 6	• *Explain why it is important to be kind and encouraging in online communication.* • *Recognise online activity leaves a digital footprint.*

Assessment

Evidence of the children recording their digital footprint (the resources they use online) and how this knowledge will affect their behaviour online.

The IT Suite



National Curriculum

- **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.**
- **Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.**
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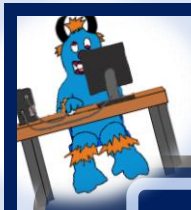


Term Two
(Turtle Lego)

Learning Intentions

Week 1	• *Create and debug an algorithm to create a procedure.*
Week 2	• *Create and debug an algorithm that uses setpos to draw shapes.*
Week 3	• *Create and debug an algorithm with different colours.*
Week 4	• *Create and debug an algorithm to fill areas with colour.*
Week 5	• *Create and debug an algorithm to produce text.*
Week 6	• *Create and debug an algorithm to draw an arc.*

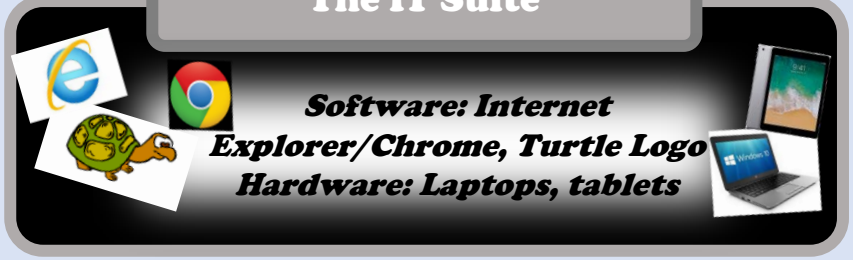
Knowledge Intentions

Week 1	• *Write commands in the correct order.* • *Correct any mistakes.* • *Write a procedure.* • *Use the commands fd, bk, rt, lt, cs, penup, pendown and repeat.*
Week 2	• *Write commands in the correct order.* • *Write a procedure.* • *Correct any mistakes.* • *Move the turtle using the setpos commands.*
Week 3	• *Write commands in the correct order.* • *Write a procedure.* • *Correct any mistakes.* • *Set the pen colour and pen size.*
Week 4	• *Write commands in the correct order.* • *Correct any mistakes.* • *Fill an area with colour.*
Week 5	• *write commands in the correct order.* • *Correct any mistakes.* • *Write text using the label command.*
Week 6	• *Write commands in the correct order.* • *Write a procedure.* • *Correct any mistakes.* • *Draw an arc.*

Assessment

Evidence that the children can write commands in the correct order to draw an arc and work out how to draw a circle using knowledge of arcs.

The IT Suite



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Term Three
(Online Safety)

Learning Intentions

Week 1	• *Identify how a message can hurt someone's feelings.* • *Say how to respond to a hurtful message online.*
Week 2	• *Use a search engine accurately.*
Week 3	• *Understand the term 'plagiarism' and how to avoid it.*
Week 4	• *Create a safe online profile.*
Week 5	• *explain how to be a responsible digital citizen.*
Week 6	• *Create an online safety superhero character.*

Knowledge Intentions

Week 1	• *Know how to respond to a hurtful message or comment online.* • *Edit messages and comments to make sure they are kind.* • *Explain why other people may be hurt by messages or comments.*
Week 2	• *Access a trusted search engine.* • *Use strategies which improve results when searching online.* • *Choose an appropriate number of words to include in my searches.*
Week 3	• *Explain how to use other people's work respectfully.* • *Explain what a citation is.* • *Write a citation.* • *Explain why plagiarism is harmful.*
Week 4	• *Identify the information that I shouldn't share online.* • *Know why it is dangerous to share certain information.* • *Understand why some websites ask for registration information.*
Week 5	• *Explain what digital citizenship is.* • *Explain how to be a good citizen in real life and online.*
Week 6	• *Design a character that represents at least one aspect of online safety.* • *use what knowledge of online safety to explain what behaviour an online superhero would look for.* • *Apply learning to write a 'top tip' for online safety.*

Assessment

Create an online superhero based on knowledge of online safety.

The IT Suite

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Term Four
(Word Processing)

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Week 1	• *Use basic computer skills.*
Week 2	• *Change the case of text.*
Week 3	• *Align text.*
Week 4	• *Use bullets and numbering.*
Week 5	• *Use the <ctrl> key.*
Week 6	• *Insert and format text boxes.*

Knowledge Intentions

Week 1	• *Manipulate windows including viewing 2 windows at once.* • *Create and organise files and folders.* • *Search for files.* • *Print using specific options.* • *Create secure passwords.* • *Take screenshots.*
Week 2	• *Use two hands for typing.* • *Keep typing at the end of a line.* • *Save work in my folder.* • *Use <shift>, <CAPS LOCK> and <space> correctly.* • *Edit using <backspace>, <delete>, the arrow keys, undo and redo.* • *Select and format text.* • *Use the change case button.*
Week 3	• *Use the menu buttons.* • *Align text left, centre, right or justified.* • *Use the Show all characters button to see where space and return are used.*
Week 4	• *Use the menu buttons for bullets and numbering.* • *Choose the format of bullet points.*
Week 5	• *use the <ctrl> key to select several sections of text.* • *use some of the main keyboard shortcuts.*
Week 6	• *insert a text box.* • *Format a text box.* • *Format how a text box is laid out on the page.*

Assessment

Create an 'information book' page (with pictures and text boxes) then annotate with how it was created.

The IT Suite

Software: Scratch
Hardware: Laptops

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Term Five
(Scratch Questions & Quizzes)

Learning Intentions

Week 1	• *Compare quizzes and decompose a problem into smaller parts.* • *Write and debug a program.*
Week 2	• *Write and debug a program.* • *Use sequence and selection.*
Week 3	• *Write and debug a program which uses sequence and repetition and work with variables.*
Week 4	• *Write and debug a program which uses a sequence and work with variables.*
Week 5	• *Write a program & work with variables.*
Week 6	• *Compare quizzes and decompose a problem into smaller parts.*

Knowledge Intentions

Week 1	• *Identify the pros and cons of different types of quizzes.* • *Decompose a problem into smaller parts.* • *Write a program using Scratch.* • *Identify errors and debug a program using Scratch.*
Week 2	• *Write a program using visual programming blocks.* • *Create a sequence of instructions using Scratch.* • *Use the duplicate function.*
Week 3	• *Write and debug programs using Scratch.* • *Use repetition to create an effect.* • *Program a variable for a sprite in Scratch.* • *Add features to a sprite in Scratch.*
Week 4	• *Write and debug programs using Scratch.* • *Add to an existing sequence of commands.* • *Use variables to change the backdrop in a quiz.* • *Select when to change the variable in the program sequence.*
Week 5	• *Write a program including a scoring system.* • *Demonstrate that I understand how a scoring system works.* • *Create a variable scoring system using Scratch.* • *Assign numerical values to the scoring system.*
Week 6	• *Design and write a program using Scratch.* • *Debug a program to ensure that it works.*

Assessment

The IT Suite

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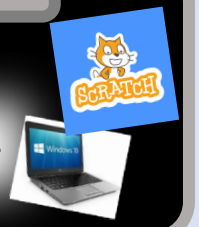

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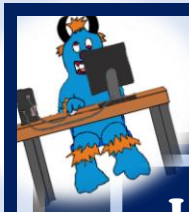

Term Six
(Coding with Scratch)

Learning Intentions

Week 1	• *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.*
Weeks 2 - 5	• *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.*
	• *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* • *Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.*

Knowledge Intentions

Week 1	• *Explain what an algorithm is.* • *Identify different types of coding blocks in Scratch and know where to find them.* • *Create a sequence of blocks to write an algorithm.* • *Know that it is important to test and debug an algorithm.*
Week 2	• *Explain what a loop is.* • *Know that there are different types of loops.* • *Know when to use a repeat loop.* • *Customise repeat blocks to repeat an action a specified number of times.*
Week 3	• *Identify where in an algorithm repetition will be useful.* • *Customise a repeat block for a specific purpose.* • *Write algorithms to draw regular polygons.* • *Use loops for repetition in order to improve code.*
Week 4	• *Know the difference between a repeat loop and a forever loop.* • *Know when to use a forever loop and use forever loops in algorithms for a particular purpose.* • *Explain why loops are useful.*
Week 5	• *Explain what happens in a repeat until loop, using the word until.* • *Know that a repeat until loop is a condition-controlled loop.* • *Add an Operators block into a repeat until loop.* • *Customise an Operators block to set a condition.*
Week 6	• *Solve a problem by decomposing it into smaller parts.* • *Design, write and debug algorithms to solve problems.* • *Identify three types of loops in Scratch and select the most appropriate loop for a particular task.* • *Add a variable.*

Assessment

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