KS3 Learning Intentions

Year 7 – Half	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
term 5							
MicroBit							
Madness							
What?							
14/h a n 2							
When?							
Why?							
VVIIV.							
Weeks 1 - 7	Digital Literacy: The	To understand	To understand	To develop our	Understand how	To develop our	To develop our
	Essentials	what the	how to write a	understanding of	to program the	skills in	skills in
		Micro:Bit is.	simple program.	programming	'Compass' on the	programming	programming
	To understand:			using the 'blocks'	Micro:Bit	using the blocks	using the python
	 Logging on to 	To understand the	To understand	language.		language.	programming
	the school	various	what compiling		Further develop		language.
	network –	components of	is.	To practice the art	skills in problem	To understand the	
	changing	the device.		of decomposition	solving	purpose of	To understand
	password		To understand	and abstraction to	(decomposition	variables.	some simple
	 Setting up 	To understand the	how to flash the	help solve a	and abstraction)		python syntax.
	folders and	various	compiled	problem.		To develop	
	saving work	programming	program to the		To further develop	understanding of	To realise the
	 Formatting a 	environments.	device.	To understand	our skills in	coordinates and	similarities with
	document			how to make use	programming	see how they are	the way we
	(Microsoft			of the	using the 'blocks'	used in	program in
	Office and			accelerometer.	language.	developing	python
	Google Docs)					graphical	compared to
	ClassCharts (aggesting work)					programs.	blocks.
	(accessing work / upload						
	homework /						
	contact						
	teachers /						

access whole
class feedback,
announcements
and
notifications /
view your
rewards)
Completing
online forms
(Microsoft
Forms / Google
Forms)
Office 365 Login
and use of the
software
How to email
correctly –
email etiquette
(including
attachments)
Tassomai and
GCSE Pod

KS3 Learning Intentions

Year 8 – Half	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
term 5							
Scratch Shooter							
Game Maker							
Gaine Waker							
What?							
When?							
Why?							
Weeks 1 - 6	Digital Literacy: The	Remember how	To understand	Understand how	To understand	To understand	To understand
	Essentials	to program	how to use	to create baddies	how to use IF-	how to plan /	how to build /
	To understand:	different types of movement in	variables to record the	which move	Statements and	design your own	code your own
	Logging on to	Scratch.	direction of the	automatically.	Broadcast scripts to program levels	computer game.	computer game using "Scratch".
	the school	Scratch.	character.	Understand how	in a computer	To understand	using scratch.
	network –	Learn how to	character.	to program the	game.	what makes a	To understand
	changing	program gravity.	To understand	main character so	garrier.	successful game	what makes a
	password	,	how to program	that it interacts		within this	successful game
	 Setting up 	Learn how to	the firing of a	with the baddie.		project.	within this
	folders and	program	bullet from your				project.
	saving work	jumping.	main character.	Understand how			
	 Formatting a 			to use a variable			Be able to peer
	document			to record the			and self-assess
	(Microsoft			score in a game.			your work and
	Office and			Understand how			make
	Google Docs) • ClassCharts			to shoot baddies			improvements to ensure you meet
	(accessing work			and achieve a			your target grade.
	/ upload			score.			your target grade.
	homework /						
	contact						
	teachers /						

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KS3 Learning Intentions

Year 9 – Half term 5 Visual identity and digital graphics What? When?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weeks 1 - 6	Digital Literacy: The Essentials To understand: Logging on to the school network — changing password Setting up folders and saving work Formatting a document (Microsoft Office and Google Docs) ClassCharts (accessing work / upload homework / contact	Purpose, elements, and design of a visual identity. Students will be able to understand what is meant by visual identity. Students will be able to understand that visual identity is used to communicate the nature of brands and business' services or products.	Students will produce relevant planning documents for their digital graphic product. Students will understand the reason for layout conventions.	Students will be able to use a variety of sources to find assets. Students will be able to understand rights and permission of assets and record assets in an asset log.	From their learning students will be able to start using image editing software to create digital graphics. From their learning students will be able to create a visual identity from planning documents.	From their learning students will be able to assess the success of a visual identity. From their learning students will be able to save a visual identity in a suitable format.	Students will be able to explain how they could improve their digital graphic. Students will be able to explain how their digital graphic could be developed further.

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teachers /				
access who				
class feedb	ack,			
announcer	nents			
and				
notification	ns /			
view your				
rewards)				
Completing	3			
online form	ns			
(Microsoft				
Forms / Go	ogle			
Forms)				
Office 365				
and use of	the			
software				
How to em	ail			
correctly –				
email etiqu	iette			
(including				
attachmen	ts)			
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