

KS3 Learning Intentions

Year 7 – Half term 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>MicroBit Madness</p> <p>What?</p> <p>When?</p> <p>Why?</p>	<p>Digital Literacy: The Essentials</p> <p>To understand:</p> <ul style="list-style-type: none"> <li>Logging on to the school network – changing password</li> <li>Setting up folders and saving work</li> <li>Formatting a document (Microsoft Office and Google Docs)</li> <li>ClassCharts (accessing work / upload homework / contact teachers /</li> </ul>	<p>To understand what the Micro:Bit is.</p> <p>To understand the various components of the device.</p> <p>To understand the various programming environments.</p>	<p>To understand how to write a simple program.</p> <p>To understand what compiling is.</p> <p>To understand how to flash the compiled program to the device.</p>	<p>To develop our understanding of programming using the ‘blocks’ language.</p> <p>To practice the art of decomposition and abstraction to help solve a problem.</p> <p>To understand how to make use of the accelerometer.</p>	<p>Understand how to program the ‘Compass’ on the Micro:Bit</p> <p>Further develop skills in problem solving (decomposition and abstraction)</p> <p>To further develop our skills in programming using the ‘blocks’ language.</p>	<p>To develop our skills in programming using the blocks language.</p> <p>To understand the purpose of variables.</p> <p>To develop understanding of coordinates and see how they are used in developing graphical programs.</p>	<p>To develop our skills in programming using the python programming language.</p> <p>To understand some simple python syntax.</p> <p>To realise the similarities with the way we program in python compared to blocks.</p>

	<p>access whole class feedback, announcements and notifications / view your rewards)</p> <ul style="list-style-type: none"><li>• Completing online forms (Microsoft Forms / Google Forms)</li><li>• Office 365 Login and use of the software</li><li>• How to email correctly – email etiquette (including attachments)</li><li>• Tassomai and GCSE Pod</li></ul>						
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KS3 Learning Intentions

Year 8 – Half term 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Scratch Shooter Game Maker</p> <p>What?</p> <p>When?</p> <p>Why?</p>	<p>Digital Literacy: The Essentials</p> <p>To understand:</p> <ul style="list-style-type: none"> <li>Logging on to the school network – changing password</li> <li>Setting up folders and saving work</li> <li>Formatting a document (Microsoft Office and Google Docs)</li> <li>ClassCharts (accessing work / upload homework / contact teachers /</li> </ul>	<p>Remember how to program different types of movement in Scratch.</p> <p>Learn how to program gravity.</p> <p>Learn how to program jumping.</p>	<p>To understand how to use variables to record the direction of the character.</p> <p>To understand how to program the firing of a bullet from your main character.</p>	<p>Understand how to create baddies which move automatically.</p> <p>Understand how to program the main character so that it interacts with the baddie.</p> <p>Understand how to use a variable to record the score in a game.</p> <p>Understand how to shoot baddies and achieve a score.</p>	<p>To understand how to use IF-Statements and Broadcast scripts to program levels in a computer game.</p>	<p>To understand how to plan / design your own computer game.</p> <p>To understand what makes a successful game within this project.</p>	<p>To understand how to build / code your own computer game using “Scratch”.</p> <p>To understand what makes a successful game within this project.</p> <p>Be able to peer and self-assess your work and make improvements to ensure you meet your target grade.</p>

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KS3 Learning Intentions

Year 9 – Half term 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Visual identity and digital graphics</p> <p>What?</p> <p>When?</p> <p>Why?</p>	<p>Digital Literacy: The Essentials</p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• Logging on to the school network – changing password</li> <li>• Setting up folders and saving work</li> <li>• Formatting a document (Microsoft Office and Google Docs)</li> <li>• ClassCharts (accessing work / upload homework / contact</li> </ul>	<p>Purpose, elements, and design of a visual identity. Students will be able to understand what is meant by visual identity.</p> <p>Students will be able to understand that visual identity is used to communicate the nature of brands and business' services or products.</p>	<p>Students will produce relevant planning documents for their digital graphic product.</p> <p>Students will understand the reason for layout conventions.</p>	<p>Students will be able to use a variety of sources to find assets.</p> <p>Students will be able to understand rights and permission of assets and record assets in an asset log.</p>	<p>From their learning students will be able to start using image editing software to create digital graphics.</p> <p>From their learning students will be able to create a visual identity from planning documents.</p>	<p>From their learning students will be able to assess the success of a visual identity.</p> <p>From their learning students will be able to save a visual identity in a suitable format.</p>	<p>Students will be able to explain how they could improve their digital graphic.</p> <p>Students will be able to explain how their digital graphic could be developed further.</p>

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