



Lansdowne School

Schemes of Work – Computing

By the end of the Access pathway pupils will:

- Be familiar with a range of devices.
- They will recognise their log-in names and be able to log-on to a computer/device using that name.
- Pupils will know how to access the keys on the key board to write simple messages and to access a range of simple apps.
- They will be familiar with the 'mouse' and how to navigate the mouse.
- Pupils will begin to understand how to double click to open a file and save a file with adult support.
- With support pupils will be able apply their computing skills to range of applications, such as power point.
- They will understand how to be safe on-line.
- Pupils will use these skills with adult support to access day to day life skills and Further Education College.

By the end of the M.1 pathway pupils will:

- Be able to recognise and range of devices and know how they are activated.
- They will be able to log-on to a computer/device using their log-in name.
- They will understand the double-click function to open and close files and navigate systems.
- Pupils will save work to a given folder and will be able to access, prepare and present programmes, such as power point.
- They will They will find a file and know how to retrieve information.
- They will know how to touch type using two hands with adult prompts and cues.
- Pupils will understand how to be safe on line.
- Pupils will be working towards Functional Skills Entry Level 1.
- They will use these skills and qualification to access a vocational course at and Further Education College/apprenticeship and for day to day life-skills

By the end of the M.2 pathway pupils will:

- Be able to confidently recognise and use a range of devices.
- They will use a range of applications, such as to logging-on independently, opening and closing files and using the relevant search bars.
- Pupils will be able to touch type and edit text independently and use the 'mouse' correctly.
- They will be able to locate and use safe and simple apps, make simple word documents and power-point.

- They will know how to be safe on-line and who to tell if they do not feel safe on line.
- Pupils will be working towards Functional Skills Level 2.
- They will use these skills and qualification to access a vocational course at and Further Education College/apprenticeship and for day to day life-skills

By the end of the M.3 pathway pupils will:

- Be able to confidently recognise and use a range of devices independently and in a timely manner.
- They will use a range of editing skills to file, save and edit text and arrange different formats, including text images.
- Pupils will be able to touch type with two hands independently, changing and aligning text and independently using cut, copy and paste to complete a range of documents, reports and power-point.
- They will know how to stay on-line and who to tell if they do not feel safe on-line.
- Pupils will be working towards Functional Skills Entry Level 3.
- They will use these skills to access a vocational college course, apprenticeship or employment and for day to day life skills.

Learning Intention	Skills	Learning Strategies
<p>Algorithms</p> <ul style="list-style-type: none"> • Pupils will understand how to use algorithms • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Develop an understanding of what algorithms are through practising sequencing with visuals and objects. • See how algorithms are implemented as programs on a digital device following precise unambiguous instructions 	<p>Access:</p> <ul style="list-style-type: none"> • Encourage pupils to make a simple sequence using a range of toys bus, car, bus. • Develop simple sequencing patterns, i.e. circle, square, triangle, circle, square, triangle using practical objects. • Using a clear sequence to log on to a device using visuals <p>M.1:</p> <ul style="list-style-type: none"> • Create a simple repeating pattern using visuals/pictures • Practice making simple repeating patterns using different criteria. • Log on to a device follow a visual schedule <p>M.2:</p> <ul style="list-style-type: none"> • Introduce the concept of flowcharts as a visual representation of algorithms. • Start with simple flowcharts with basic shapes (start, stop, decision diamonds) to depict a sequence of steps. <p>M.3:</p> <ul style="list-style-type: none"> • Create a project related to the topic independently.

		<ul style="list-style-type: none"> • Present students with algorithmic puzzles that involve breaking down a task into smaller steps. • These puzzles can involve rearranging objects, completing a maze, or following a specific sequence of instructions.
<p>How to use Technology</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Be able to safely navigate the laptops and create something of their own design, such as a PowerPoint/Word document, that allows them to be creative and practice their typing, spelling, and communication skills. • Switch on a PC device, sometimes with adult support and use a keyboard to log on to a PC device. • Identify a range of technology in the classroom, confidently name and explain the main parts of a PC device and independently switch on a PC device. 	<p>Access:</p> <ul style="list-style-type: none"> • Look at different types of computing technology and devices. • List the types of technology pupils have in their homes and school using real objects and visuals. • Engage with interactive toys and devices that allow pupils to practice turning devices on and off. With adult support find the switch on the computer devices that allows them to be switched on and off. • Engage with using a mouse – use a large mouse and practice navigating the mouse in different directions. • Practice recognising and writing names and log-in names, with support practice log-in on using name card with adult support. <p>M.1:</p> <ul style="list-style-type: none"> • Name and discuss the different types of technology pupils have at home and school with minimal prompts and cues. • Engage with a range of devices – laptops, i-pads, etc. and practice finding the power switch and using the power switch with minimal prompts and cues • With support navigate instructions to log onto 'power-point' • Understand how to use the 'mouse' – navigate using the mouse with minimal prompts and cues • Write names independently, read name log-in card, with minimal prompts and cues log-in. <p>M.2:</p> <ul style="list-style-type: none"> • Name and discuss the different types of technology pupils have at home and school. • Locate the power switch on a range of computing devices

		<ul style="list-style-type: none"> • Become familiar with log-in name and log into lap top. • Use a mouse to navigate the laptop independently. <p>M.3:</p> <ul style="list-style-type: none"> • Name and discuss the different types of technology pupils have at home and school and explain how they are used. • Switch on the computer • Use key board to Log in to lap top independently. • Use a mouse to navigate the laptop and other computing devices independently and in a timely manner independently • Switch on a PC device, sometimes with adult support and use a keyboard to log on to a PC device.
<p>Using and Applying</p> <ul style="list-style-type: none"> • Pupils will learn to effectively use and apply programs 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Develop typing Skills • Identify and use some of the main keys on a keyboard to complete a task. • Use the click and double-click function on a mouse or trackpad to open and close applications from the Desktop or Start menu. • Use the buttons on a window to change its shape and position. • Save, find and open a file in the correct folder. • Type and save work 	<p>Access:</p> <ul style="list-style-type: none"> • Become familiar with the keys on the keyboard to word process – they will be given the opportunity to explore the keys on the key board and work towards typing their name and a simple phrase with adult support. • Pupils will become familiar with the different applications to open and close applications with adult support, using double-click function to open and close applications with adult support. • Find and open a file a folder with adult support. • Can save a file using a suitable name with adult support. <p>M.1:</p> <ul style="list-style-type: none"> • Become familiar with the keys on the keyboard to word process • They will be given the opportunity to explore the keys on the key board and work towards typing their name and a simple sentence, using different symbols to save documents. • They will start to type with two hands and use shift, space and enter with minimal prompts and cues. • Pupils will be supported to click and double click function on a mouse or keyboard to open and close applications from the desk top or start menus with minimal cues and prompts.

		<ul style="list-style-type: none"> • Save, find and open a file with minimal cues and prompts <p>M.2:</p> <ul style="list-style-type: none"> • Become familiar with the keys on the keyboard to word process • They will be given the opportunity to explore the keys on the key board and work towards typing their name and a simple sentence, using different symbols to save documents. • They will begin to edit text using back space and delete and the arrow keys. • Save, find and open a file in the correct order independently. • Open and close applications independently • Confidently identify and use buttons on a window from the desktop start menu or search bar. <p>M.3:</p> <ul style="list-style-type: none"> • Use a keyboard and word processing application to correct mistakes using the undo and re-do button • Change text, align text • Cut, copy and paste • Begin to find and format images. • Highlight words or sections of type using bold, italics and underline independently • Select and format text. • Save work in a folder independently • Search for files
<p>On-line Safety</p> <ul style="list-style-type: none"> • Pupils will understand and apply on-line safety • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Respect and keep personal information private. • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Use technology safely, respectfully and responsibly; recognise 	<p>Access:</p> <ul style="list-style-type: none"> • To say and understand what is personal information. Make a list of personal information with adult support. • Discuss with an adult how we keep things safe generally, i.e. we keep money safe in a bank. • Look at what we mean by on-line – work with adults to go on-line and look at a safe web-site. • Begin to understand what an email is and with an adult construct a simple email.

<p>they have concerns about content or contact on the internet or other online technologies.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • Begin to see that there are many people who we can access on line – make a list of those people/sites that are safe and those that are not. • Consider what is meant by stranger/danger – would you give any information or go with a stranger in the street – look at the similarities of speaking to/giving information to a stranger on-line. • Become familiar with the SMART rules for on-line safety with adult support. • With adult support understand who to tell if someone asks for information on line. <p>M.1:</p> <ul style="list-style-type: none"> • Become familiar with and recall with adult support the SMART rules for on-line safety using visuals with adult prompts and cues. • Begin to understand who to tell if someone asks for on-line information – with adult support identify which people can help and how to say no. • Begin to identify personal information and how to keep this information safe on-line. With adult support discuss where to keep and how to keep personal information safe, i.e. use of passwords and safe • Make good choices on line. – use a simple choice board to say what is safe and what is unsafe on line. • Categorise pictures or words into "shareable" and "not shareable" information (name, address vs. favourite colour, food). • "Stranger Danger" Online Scenario: Role-play a situation where a student encounters an unknown person online. • Kind and unkind on line • With adult help begin to understand what an email and how emails work. <p>M.2:</p> <ul style="list-style-type: none"> • Know and understand the SMART rules for on-line safety.
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