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| **Learning Objective** | **Success Criteria** | **Main Input** | **Independent Work** | | | **Plenary** |
| Understand historical sequences. | Research the history of computers.  Place on a timeline.  Describe how computers have changed over time. | Model showing to the children how to research the history of computers.  Remind children that Wikipedia may not be completely true so we need to look at websites which will give us good, accurate information.  Remind children that we can be looking for names of inventors as well as just technology.  As a class, think of some questions that you could ask and write these on the board. | Supported:  Give the children copies of some questions to support their research in the form of a mind map. | Core:  Children to use the ipads to research different facts using the shared questions to support them. | Extended:  Children can start thinking about how technology has changed over time and the differences. | Predict what is going to happen in the future in the form of technology. |
| Learn about the hardware of technology. | Identify features of a computer.  Describe how the hardware affects the way it works. | TTYP: What is hardware?  Mindmap ideas that children come up with.  Find a video of some hardware of an old computer and compare it to what a laptop looks like now.  What are the different parts that are used? Why do you think we need them?  E.g. driver, keyboard, screen, glass.  Model writing these into full sentences describing why each part is used. | Supported:  Children have a sheet for them to match up parts of the computer to why they are used. | Core:  Children to write an extended piece of writing about the hardware of a technology. | Extension:  Children think about how it has changed. Write a paragraph comparing how you think the hardware is different in a laptop? | Look at a laptop. How is it different? How is it the same? |
| Learn about the software of technology. | Identify features of a software.  List types of software. | TTYP: What is software?  This is what is downloaded onto the computer to make it work.  TTYP: What types of software have you used?  Talk to the children how I use a piece of software every day to show you a powerpoint or to show you a PDF. This is what runs the computer.  What happens when it says it on your Ipad, you need to update?  This means that the software is not up to date and needs updating so that it can work most effectively. It also protects from viruses. | Use 2 Publish to create a poster. Mixed ability pairs. | Use 2 Publish to create a poster. Mixed ability pairs. | Use 2 Publish to create a poster. Mixed ability pairs. | How do we protect ourselves from viruses through software? |
| Investigate computer-controlled devices for specific purposes. | Identify computer- controlled devices.  Identify why each of these are used.  Explain how to use them. | Digital watch  TV  Camera  Ipod  These are some examples of technology.  These are all devices which have their own computers. We cannot add software to these. They have their own computer in to work on their own.  Model to children how you would think a camera works. I need to make sure it has a battery otherwise it will not work etc. | Children to write a guide about to use one of the technology devices. | |  | Think about what programmable technology you would like to invent. |
| Learn about programmable technology. | Identify types of programmable technology.  Explain how these are used.  Identify examples of programs. | Laptops  Tablets  Phones  Alexa  Google Home  Here are some types of programmable technology. These are devices where you can add programs onto them such as apps.  Hands up if you have a device where you download apps etc?  TTYP: Apps that you have downloaded on your phone. | Supported:  Give children ideas for them to match up for cause and effect within a program. Use this to create own program. | Core:  Create a program that does your homework for you.  How does it work? | Extension:  Create an advert to persuade someone to buy it. | Present your program to the rest of the class. |