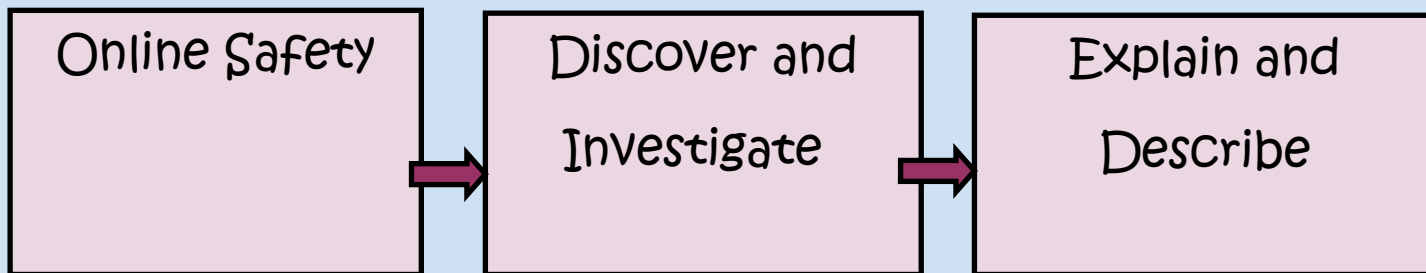


# Computing Flow Chart



Every session should begin with a recap of the key online safety messages that pupils have covered over the year. Including one statement from Project Evolve.

This can be a statement which is repeated or a new one.

Introduce key vocabulary and icons relevant to the lesson.

Children to explore the program they are using.

Identify and debug any issues they encounter.

Share what has been discovered.

Save their work in relevant areas.

Review and assess their finished piece.

Publish work in online galleries (where relevant)

Reflect on their understanding (using reflectEd).

## Planning

Project Evolve

Teach Computing

## Assessment

Children's and teacher's I can statements for each unit.

End of unit whole class assessment tool ( includes objectives)

## Stem Sentences

I observed \_\_\_\_.

I noticed \_\_\_\_.

The cause of \_\_\_\_ was \_\_\_\_.

The effect of \_\_\_\_ was \_\_\_\_.

The model shows \_\_\_\_

Our data shows \_\_\_\_.

The problem can be solved by \_\_\_\_.

This reminds me of \_\_\_\_.

I was surprised that \_\_\_\_.

I implemented \_\_\_\_ to \_\_\_\_.

I tested \_\_\_\_ and found that \_\_\_\_.

The errors I found are \_\_\_\_.

This part of the script controls \_\_\_\_.

The input that controls \_\_\_\_ makes the program \_\_\_\_.

I can stay safe online by \_\_\_\_.

The script I created effects the \_\_\_\_.

## Learning Environment

Computer language displays.

Examples of scripts and models

Examples of design flow charts and planning proformas.

Online safety /symbols/instruction/ dilemmas.