KEVICC KS3 Curriculum:	Subject: Computing	Key terms and vocabulary.
Year: 7 Term: 2	Topic: Graphical Programming	*Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?* **Sequence** **Selection** **Iteration** **Repetition** **Loops** **Variables** **Sprite** **Random number** **Co-ordinate** **Collision** **Processor** **Input** **Output** **Flowchart** **Algorithm** **Definite iteration** **Indefinite iteration** Used in context during lessons and understanding checked in end of unit assessment

What is the essential knowledge from this unit? ***What do students need to remember and understand?***

- Understand that computer programs use sequence, selection and iteration/repetition
- Be able to a create simple program using sequence, selection & repetition
- Be able to use variables to store values and control program operation
- Understand how movement of game sprites can be controlled by user
- Be able to create a simple game with user controlled movement
- Be able to use variables to record progress and end game
- Understand how programs can generate and use random numbers
- Be able to create simple game with challenge and threat
- Be able to use variables to record progress and end game
- Understand the basic components of the BBC MIcroBit
- Be able to write and download simple programs for the MicroBit
- Understand how programs can be described using flowcharts
- Be able to define the term 'algorithm'
- Understand that each program is based on an algorithms
- Understand the difference between definite and indefinite iteration

What prior learning supports understanding of this content?	How does this content link to future learning?
• Students will have used Scratch at primary school • Some students may have been taught programming concepts at primary school	• Students will use programming skills to later unit in year 7 on cryptography • Students will use programming concepts in year 8 when learning text-based programming (Python)

Reading: *Where in the unit are students supported to read complex academic text?*	**Writing:** *Independent writing tasks and how they are structured*
• Following flowcharts and interpreting meaning of specific symbols	• Students will write a proposal for a game they want to make using a template for scaffolding

Key assessments:
How will students review the information learned?
How will feedback be seen?

- Students will get short personalised feedback (mainly verbal) on individual tasks
- End of unit assessment in penultimate lesson, with final lesson used to give feedback and enable corrections/improvements