



Glossary

- **Modelling** – to realise and manipulate ideas in a tangible form.
- **Open switch** – when a switch is positioned such that electricity cannot flow through it.
- **Closed switch** – when a switch is positioned such that electricity can flow through it.
- **Normally open** – the term used to describe when a switch is in the off position, i.e. the switch is open and no electricity can flow when the button on not pressed.
- **Normally closed** – the term used to describe when a switch is in the on position i.e. the switch is closed and electricity can flow when the button is not pressed
- **Computer control input** – when a switch, such as a micro switch, sends a signal to a computer control box to activate a sequence of events such as a buzzer or light being used to attract attention or alert people.
- **Output devices** – components that produce an outcome e.g. bulbs and buzzers.
- **Input devices** – components that are used to control an electrical circuit e.g. switches or sensors.

Switches and sensors



Latching switch



Micro-switch



Light-dependent resistor (LDR)



Push-to-make switch

When you push, the electricity flows through the circuit, but when you release it the circuit is broken and the switch is off.



Push-to-break switch

The switch is off while the button is pushed, but returns to its 'on' position when button is released.



Reed switch

Activated by a magnet which closes the contacts.



Tilt switch

When tilted a ball bearing bridges the contacts inside, completing the circuit.

Standalone control box

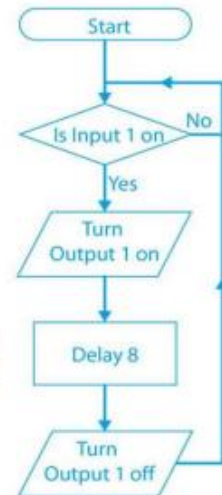


Interface control box



- Micro-switch – a switch that can operate as push-to-break switch or a push-to-make switch.
- Push-to-break switch – a switch turned off by pressing it.
- Push-to-make switch – a switch turned on by pressing it.
- Reed switch – a switch operated by a magnet.
- Tilt switch – a switch that works when tilted at an angle.
- Toggle switch – a switch operated when a lever is pressed.
- Light dependent resistor (LDR) – a sensor that operates when light is shined on it.

- Children need to learn how to write a sequence of instructions where a decision is made e.g. when a switch is pressed a buzzer is activated.
- They use a 'control language' or create a flowchart to produce a series of instructions.
- Children's computing knowledge and skills need to focus on using input and output devices connected to a standalone box or interface box.
- They use their learning in computing to control and monitor products they have designed and made e.g. alarm system.



Example control program