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Computing Long term planning

Need to look at the 'To collect' Learning objective from Depth of Learning. KS1 – use of Textease Branching Tree diagrams/ Y3/4 – Textease charts Y5/6 - Spreadsheets

Year A Year 2)	Toy Story	The Great Fire of London	Pets at Home	People who help us	Treasure	Amazing Australia!
Computing	On-line safety **Recognise common uses of information technology beyond school.** **Use technology safely and respectfully, keeping 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.** To understand that the information I put online leaves a digital footprint. To use keywords in an online search to find out about a topic. *Link in with Hist/Geog/Science… when searching.*	Computer art **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** I can create computer art. I can use a range of tools in a computer program to reproduce a style of art. I can make and edit shapes to create a piece of art. I can change the shade of a colour for effect. I can retrieve a file to edit in a computer program. I can use a range of skills to create a piece of art.	Preparing for turtle logo **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** **Use logical reasoning to predict the behaviour of simple programs.** **Create and debug simple programs.** I can give and follow algorithms to turn right or left. I can give and follow an algorithm to make half and quarter turns. I can give and follow an algorithm using the	Presentation skills **Use technology safely and respectfully** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** *Link in with Hist/Geog/Science…* I can use basic computer skills I can use folder I can organise ideas for a presentation. I can add and format an image I can reorder slides and present a presentation. I can search and print.	Programming turtle and Scratch/Espresso coding **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** **Use logical reasoning to predict the behaviour of simple programs.** **Create and debug simple programs.** I can create an algorithm to move or rotate the turtle. I can create an algorithm and use the repeat command. I can create an algorithm and add sound.	Using the internet **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** **Use technology safely and respectfully, keeping 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.** *Link in with Hist/Geog/Science… when searching.* I can search the internet using one word. I can stay safe when using the internet.

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	To recognise whether a website is appropriate for children. To rate and review informative websites. To be able to identify kind and unkind behaviour. To apply our knowledge of safe and sensible online activities to different situations.		commands right 90 and left 90. I can give, follow and complete an algorithm. I can use recognised language in an algorithm. I can create, test and debug an algorithm.		I can create an algorithm and use the green flag to start. I can create an algorithm and use the commands to change the backdrop and add sprites.	I can search the internet to find results suitable for children. I can search for information safely online. I can follow links to another web page. I can follow links safely online. I can create content for an online blog. I can use a camera to take safe photos to use online. I can use an online blog safely and respectfully. I can post positive comments and response on a blog.
	Understand the online risks and the age rules for sites. Use a range of applications and devices in order to communicate ideas, work and messages.	Use a range of applications and devices in order to communicate ideas, work and messages.	Motion by specifying the number of steps to travel, direction and turn.	Use a range of applications and devices in order to communicate ideas, work and messages.	Control motion by specifying the number of steps to travel, direction and turn. Select sounds and control when they are heard, their duration and volume. Add text strings Specify the nature of events (Control – green flag to start).	Understand the online risks and the age rules for sites. Use a range of applications and devices in order to communicate ideas, work and messages.

The following key indicators have only either been mentioned briefly or not at all as the plans have come from twinkl. Other skills are being used.
Once you are confident with Scratch, you can adapt the plans so that the following key indicators are being worked on.

Looks – Add text strings, show and hide objects and change the features of an object.

Draw – Control when drawings appear and set the pen colour, size and shape.

Events – Specify user inputs (such as clicks) to control events.

Sensing – create conditions of actions by waiting for a user input (such as responses to questions like: What is your name?)

Curriculum drivers

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Year B (Year 1)	Ghastly events	Extreme Weather	Royal Party Time!	How does your garden grow?	Amazing *Africa! Kenya*	Sailing across the sea
Computing	On-line safety **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** **Use technology safely and respectfully** **Recognise common uses of information technology beyond school** To create, name and date my digital creative work. To safely search for images online To und how to communicate safely online. To und what personal info I need to keep safe To explore how to use email to safely communicate To apply my online safety knowl to help others make good choices online.	Computer skills Use technology safely and respectfully **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** **Use technology safely and respectfully** I can use a computer mouse/trackpad. I can switch on and shutdown a computer. I can launch an application and manipulate windows.	Programming toys *Link with Geometry – position and direction* **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** **Create and debug simple programs.** I can create instructions using pictures. I can say why it is important to be precise when writing an algorithm. I can write instruction to program a person like a computer. I can program a Bee-bot to move. I can de-bug a Bee-bot. I can program a sequence to make a Bee-bot move.	Painting **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** I can paint with different colours. I can paint with different brushes. I can create shapes and fill areas. I can make changes to improve my work I can add text to a painting. I can use a computer to make a poster.	Programming with Scratch/Espresso coding **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** **Use logical reasoning to predict the behaviour of simple programs.** **Create and debug simple programs.** I can describe and use instructions to program a character. I can program a character to grow and shrink. I can use instructions to make characters move at different speeds and distance. I can use a repeat instruction to make a sequence of	Databases **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Use simple databases to record information in areas across the curriculum.

		I can save and open files. I can drag objects (files from one location to another) I can identify and practise my computer skills.			instruction run more than once. I can create programs that play a recorded sound. I can create programs with a sequence of linked instructions.	
	Understand the online risks and the age rules for sites. Use a range of applications and devices in order to communicate ideas, work and messages.	Use simple databases to record information in areas across the curriculum? Use a range of applications and devices in order to communicate ideas, work and messages.	Control motion by specifying the number of steps to travel, direction and turn.	Control when drawings appear and set the pen colour, size and shape? Use arrange of applications and devices in order to communicate ideas, work and messages.	Control motion by specifying the number of steps to travel, direction and turn (speed). Select sounds and control when they are heard, their duration and volume.	Use simple databases to record information in areas across the curriculum.

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Year A	Bonjour! Europe - Focus on France	Remarkable Romans	La La La!	Food Glorious Food	Anglo-Saxons and Scots	What's beneath my feet? Rocks and Fossils
Art	On-line safety **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.** To know what cyberbullying is and how to address it. To und how websites use advertisements to promote products. To create strong passwords and und privacy settings.	Word processing skills **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can use basic computer skills. I can change the case of text. I can align text. I can use bullets and numbering.	Internet research and communication **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.** *Link research to other areas of the curriculum.*	Drawing and desktop publishing **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can draw with different shapes and lines. I can order and group objects. I can manipulate shapes and lines. I can recognise effective layout. I can combine text and images. I can lay out objects effectively.	Presentation skills **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can plan a branching story. I can create slide templates and organise slides with hyperlinks. I can add theme, transitions and animation to a presentation. I can use action settings. I can insert audio and video. I can evaluate slide layout and make improvements.	Programming Turtle Logo and Scratch **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** I can create and debug an algorithm using the move, rotate and repeat commands. I can create and debug algorithms using penup and pendown.

To safely send and receive emails. To explore different ways children can communicate online. To use knowl about online safety to plan a party online.	I can use <ctrl> key. I can insert and format text boxes.	I can identify how word order affects search results. I can explain how searches return results. I can save and share webpages. I can identify the ways, and investigate how, we communicate online. I can explain how to stay safe when communicating online. I can explain why I need to be responsible online.			I can create and debug algorithms that draw regular polygons. To create and debug algorithms that draw shapes. To create and debug algorithms that draw regular polygons. To create and debug algorithms that draw patterns.
Give examples of risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Give examples of risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use specified co-ordinates to control movement. Create and edit sounds. Control when they are heard, their volume, duration and rests. Specify conditions to trigger events. Control the shade of pens. **Use the Reporter operators () +() () - () () / () to perform calculations – need to fit this skill in.**

Using and applying

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

I can use and combine appropriate software to design, create and present an electronic presentation.

I can draw or design images and import them into other software.

I can research and use appropriate information and images using the internet.

I can use effective design and layout in a presentation,

I can present information on a particular subject, including accompanying materials.

<u>Curriculum drivers</u>

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Year B	*Stone Age -Iron age*	*Extreme Survival!*	*Journey to Ancient Egypt*		Europe - Russia - focus on River Volga?	United Kingdom
Art	<mark>On-line safety</mark> **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. I can use a search engine accurately.	<mark>Word processing</mark> **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** *Link in with Hist/Geog/Science…* I can use format images for a purpose. I can use formatting tools to create an effective layout. I can use the spellcheck tool.	<mark>Animation</mark> **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can describe early forms of animation before computers and how computers have made a difference. I can create a shot computer animation using one or more moving stick figures.	<mark>Scratch:</mark> <mark>Questions and Quizzes</mark> *Design quiz for a particular audience* **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** I can compare quizzes and decompose a problem into smaller parts.	<mark>Programming Turtle logo</mark> **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** I can create and debug an algorithm to create a procedure.	<mark>Databases</mark> **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** Devise and construct databases using applications designed for this purpose in areas across the curriculum.

I can understand the term 'plagiarism' and how to avoid it. To create a safe online profile. To explain how to be a responsible digital citizen. To create an online safety superhero character.	I can insert and format a table in a word processing document. I can change a page layout for a purpose. I can create hyperlinks within a word document.	I can create a recorded animation involving a number of moving characters on a background. I can structure specific timing of animations using a time slider. I can use a camera to create a short stop-motion animation film. I can analyse and evaluate software.	I can write and bug a program. I can use sequence and selection. I can write and debug a program which use sequence and repetition. I can work with variables. I can design. Write and debug my own program by selecting appropriate visual block commands to create a sequence.	I can create and debug an algorithm that uses setpos to draw shapes. I can create and debug an algorithm with different colours. I can create and debug an algorithm to fill areas with colour. I can create and debug an algorithm to produce text. I can create and debug an algorithm to draw arcs.	
Give examples of risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. Understand the term 'copyright'.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	**To code –** Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Specify conditions to trigger events. Use IF-THEN conditions to control events or objects. Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). Use variables to store a value.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. To code - Control the shade of pens.	Devise and construct databases using applications designed for this purpose in areas across the curriculum.

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Year A Computing	Riotous Royalty Aspect or theme beyond 1066 - changing powers of monarchs (Henry VIII) Queen Victoria - Victorians?		Around the world in 80 days	Victorious Vikings Viking and Anglo Saxon	Shaking and exploding Earthquake, zones and volcanoes	Local study - Gillingham /SP How we are linked
	On-line safety **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** To identify spam emails and what to do with them. To write citations for the websites I use for research. To create strong passwords. To recognise when, why and how photographs we see online may have been edited. To apply online safety rules to real-life scenarios.	**Scratch Developing Games** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** I can design and program a character game. I can design an original character or backdrop for a game. I can add features or effects to enhance a game. I can create an original animated game with a specific goal. I can program costume changes for a sprite. I can add point-scoring and levels to game code.	**Flowol** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** I can draw and interpret a flowchart with correct symbols. I can create and edit a flowchart to control a simulated device. I can control multiple outputs at the same time. I can use a decision symbol based on the status of an input. I can create a flowchart program containing a subroutine. I can design, write and debug my own flowchart program for a given task.	**Internet research and webpage design** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** *Link in with Hist/Geog/Science... when searching.* I can evaluate webpages. I can create a webpage layout. I can add text to a webpage. I can add images to a webpage. I can add hyperlinks into a webpage. I can publish and share my webpage.	**Radio Station / using and applying** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can use software to create my own sounds by recording, editing and playing. I can combine audio effects to create an original radio jingle. I can research and plan digital content for a radio podcast. I can use software to create and present digital content for a radio podcast. I can design and record a persuasive radio advert for a product or service. I can present and evaluate audio content.	**3D Modelling Sketch Up** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can draw 3D shapes. I can add detail to 3D drawings. I can add and manipulate 3D models. I can create a complex 3D model. I can create a 3D model of my own design.

	Give examples of risks of online communities and demonstrate knowledge of how to minimise risk and report problems. *Understand the effect of the online comments and show responsibility and sensitivity when online?* Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission from the copyright holder.	Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high-quality, professional or efficient communications. **Need to look at unit in more detail to see which code indicators may be covered.** Use lists to create a set of variables?	**To code** – see progression of computing for more in-depth skills to cover	Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high-quality, professional or efficient communications. Understand how simple networks are set up and used.	Choose the most suitable applications and devices for the purpose of communication. Use many of the advanced features in order to create high-quality, professional or efficient communications.	Choose the most suitable applications and devices for the purpose of communication. Use many of the advanced features in order to create high-quality, professional or efficient communications.

Using and applying

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

I can research and design a new bedroom using appropriate software to create and present the plans.

I can use search engines safely and effectively to research ideas.

I can use and combine appropriate software to draw and design room plans and other features.

I can use and combine software to present information in different ways.

Choose the most suitable applications and devices for the purposes of communication.

Use many of the advanced features in order to create high-quality, professional or efficient communications.

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Year B Computing	To infinity and beyond - Science heavy	Aspect or theme beyond 1066 - significant turning point in British History - WWI / WWII Battle of Britain	*Vanishing Rainforests -Link to Kenya*	Mayans	Ancient Greeks	A local history study - Shaftesbury - Gold Hill/St Peter's Church/The Abbey

On-line safety	Film making	Spreadsheets	Scratch animated stories	Kodu programming / use Scratch to achieve the other skills from Depth of Learning?	Using and applying
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. I can find similarities and differences between in-person and cyberbullying. I can identify good strategies to deal with cyberbullying. I can identify secure websites by identifying privacy seals of approval. I understand the benefits and pitfalls of online relationship. I can identify information that I should never share. I can identify how the media play a powerful role in shaping ideas about girls and boys. I can apply my online safety knowledge to my online activities. I can use my knowledge of online safety to create a multiple choice quiz.	**Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** **Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.** I can use appropriate software and other tools effectively to write a film script. I can locate and check appropriate digital content, and provide accurate crediting of sources. I can use digital recording devices to film and import into video editing software. I can plan, conduct and import video interviews as part of a short film. I can use video editing software to create a short film. I can use video editing software to turn a film project into a finished movie and present.	**Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** I can enter data and formulae into a spreadsheet. I can order and present data based on calculations. I can add, edit and calculate data. I can use a spreadsheet to solve problems. I can plan and calculate a spending budget. I can design a spreadsheet for specific purposes.	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** I can create appropriate animations for a story scene. I can structure and control the timing of events. I can control when objects need to be visible. I can sequence events to create a story narrative. I can add voice sounds to enhance an animated story. I can add interactive use features to a scene or story.	**Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.** I can investigate and evaluate the features of programming software. I can program Kodu using When and Do instructions. I can use tools and add features to create an original landscape in Kodu. I can analyse and deconstruct code to work out its purpose. I can program a character to be controlled around a custom track to reach a goal. I can program a character to follow an automatic path.	**Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** I can present research on game types to inform planning. I can use Scratch or Kodu to create a simple game. I can design appropriate advertising materials to launch or promote a product.

	Give examples of risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand the effect of the online comments and show responsibility and sensitivity when online.	Choose the most suitable applications and devices for the purpose of communication. Use many of the advanced features in order to create high-quality, professional or efficient communications.	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Use IF-THEN-ELSE conditions to control events. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. Use lists to create a set of variables. Change the position of objects between screen layers (send to back, bring to front)	**To code – see progression of computing for more in-depth skills to cover**	Applying previous skills mentioned.