



Computing Long Term Plan- Pencoys Primary School



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y N	Recognise Technology; recognise technology uses; Buttons make things happen	Recognise Technology; recognise technology uses; Buttons make things happen	Recognise Technology; recognise technology uses; Buttons make things happen	Recognise Technology; recognise technology uses; Buttons make things happen	Recognise Technology; recognise technology uses; Buttons make things happen	Recognise Technology; recognise technology uses; Buttons make things happen
Y R	Computing system and networks– How to use technology safely; Creating Media: finding the camera and taking photos.	Moving a robot: Coding programming Beebots	Data and information – Grouping data Label and compare groups of objects	Data and information – Grouping data Label and compare groups of objects	Computing systems and networks – Technology around us Logging onto devices	Computing systems and networks – Technology around us
Y 1	Computing systems and networks – Technology around us Use of mouse, keyboard and typing skills	Creating media – Digital painting Use a variety of tools to create a painting: shape, line, brush size, shape and colour	Programming A – Moving a robot Combine direction commands to program a sequence; debug a program	Data and information – Grouping data Label and compare groups of objects	Creating media – Digital writing Add and remove text on a computer; make careful choices when changing text	Programming B - Programming animations Create and test a series of commands to program a sprite
	What are the rules to keep us safe online?	What do I need to learn to use technology independently?	How do I keep my personal information private?		What is online bullying and how do I protect myself from it?	
Online Safety GP	<ul style="list-style-type: none"> School rules for safe internet us Online safety - GP scenarios 1, 2 & 3: 'new people' information sharing passwords 		<u>Safer internet day</u> <ul style="list-style-type: none"> fake profiles selfies and personal info different types of shared online info where to go for help and support seeking permission devices containing cameras (GP scenarios 4, 5, 6 & 7) 		<ul style="list-style-type: none"> Using technology safely and respectfully. und' online bullying and where to go for support game ratings, tags and avatars search terms star ratings dealing with pop ups. (GP scenarios 8, 9 & 10)	
Y 2	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Scratch Junior	Data and information – Pictograms	Creating media - Digital music	Programming B – Robot Algorithms
	How do we protect ourselves online?	What is personal information and why are passwords so important?	Should I put my photo online?	How do I protect other people online?	What do I do if I am bullied online?	How do I play games safely online?
Online Safety	Online safety rules (GP1)	Personal information and passwords (GP2/3)	Safer internet day Fake profiles Friend requests Personal information (GP 4/5)	Sharing other's information Photographic devices and staying safe. (GP 6/7)	Online bullying (GP8)	Playing online games safely. (GP9/10) Downloading apps Using search functions Choosing appropriate games.
Y 3	Computing systems and networks – Connecting computers	Creating media – Desktop publishing	Programming A - Sequencing sounds	Programming B - Events and actions in programs	Data information and – Branching databases	Creating media - Stop-frame animation
Y 3	How do I use technology safely?			How do I recognise unacceptable behaviour online?	How do I communicate safely online?	How do I report concerns about content and contact?



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Online Safety GP	<p>Online safety GP scenario 1: Understand what to do if someone asks to be my friend online GP Scenario 2: Understand what makes a strong password and that it shouldn't be shared with friends</p>	<p>GB Scenario 3: Understand that I should be careful when receiving emails that ask me to enter my personal online information</p>	<p>Safer internet day Online safety GP Scenario 4: posting photos online</p>	<p>GP Scenario 5: Understand geotagging GP Scenario 6: Understand what photo tagging is and what to do when someone tags me in a photo I do not want others to see. GP Scenario 7: Understand how to identify and respond positively to online bullying</p>	<p>GP Scenario 8: Understand how to communicate safely and sensibly online using chat rooms</p>	<p>GP Scenario 9: Understand the risk of meeting people we chat with online, in real life. GP Scenario 10: Understand how to deal with phishing message</p>
Y 4	Computing systems and networks – The Internet	Creating media - Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games
	How can we protect our digital footprint?	How do I know what is trustworthy?	How can I be a responsible online user?	What is copyright?	How can we use apps safely?	What makes a password secure?
Online Safety GP	<ul style="list-style-type: none"> Online safety rules Digital footprint (GP 1) Cookies 	<ul style="list-style-type: none"> Clickjacking Clickbait (GP 2) Using a webcam safely (GP 3) 	<p>How to behave online (GP 4)</p> <ul style="list-style-type: none"> Copyright Using media online (GP 6) Safer internet day 	<ul style="list-style-type: none"> Copyright Gaming online (GP 5) Downloading music safely (GP 7) Reliable research 	<ul style="list-style-type: none"> Safe use of apps (GP 8) App permissions Data and information 	<ul style="list-style-type: none"> Strong passwords (GP 10) Selfies (GP 9)
Y 5	Computing systems and networks - Systems and searching Understand search engines and how results are ranked	Creating media – Introduction to vector graphics Create vector drawings; group and ungroup objects; duplicate objects	Creating media – 3D Modelling* Manipulate digital 3D objects to create a 3D model	Programming A – Selection in physical computing Create programs to control a physical project including loops and conditions	Data and information – Flat-file databases Group information in databases; use filters to select information; use real world databases	Programming B – Selection in quizzes Use 'if... then... else...' statements in programs; create a program using selection
Online Safety GP	<p>Being responsible online How to report concerns and respond safely to contact from new people online. (GP 1) How to recognise and respond safely to junk email. (GP 2)</p>	<p>Understand how connected devices share our information (GP 3)</p>	<p>How to respond to extreme, tempting or emotional promises. (GP4)</p>	<p>Sharing of appropriate content (GP5) Recognise and respond to online bullying (GP 6)</p>	<p>Understand the impact of our online choices. (GP7) Understand how to respond safely to tempting emails and online offers. (GP8)</p>	<p>Understand how to spot a fake online profile. (GP9) Understand what gambling is and what its risk / consequences can be. (GP10)</p>
Y 6	Computing systems and networks - Communication and collaboration	Programming A – Variables in games	Creating media – Web page creation	Programming B - Sensing movement (Microbits)	Data and information – Spreadsheets	Creating media - Video production*



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Online Safety GP	Understand the school online safety rules. GP 1: avoid and respond safely to problems online.	GP 2: Digital footprint GP 3: unacceptable digit content and how to respond.	Safer internet day GP 4: Share safely and responsibly GP5: Online grooming	GP 6: streaming, downloading and uploading. GP 7: secure passwords.	GP 8: Understand what is meant by making and sharing inappropriate images. GP 9: screen time and health.	GP 10: Understand how to recognise the signs of grooming and how to respond safely. GP 11: risks of sharing and posting online.
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*These units have changed year group to support wider curriculum.