



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Computing Long Term Plan

	T1 Computing systems and networks	T2 Creating media	T3 Programming A	T4 Data and information	T5 Creating media	T6 Programming B
Year 1	Technology around us -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly]	Digital painting -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper]	Moving a robot -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem]	Grouping data -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects]	Digital writing -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper]	Programming animations -To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program]
Year 2	IT around us -To recognise the uses and features of	Digital photography -To use a digital device to take a photograph	Robot algorithms -To describe a series of instructions as a sequence	Pictograms -To recognise that we can count and	Digital music -To say how music can make us feel	Programming quizzes -To explain that a sequence of commands has a start

	<p>information technology</p> <ul style="list-style-type: none"> -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology 	<ul style="list-style-type: none"> -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed 	<ul style="list-style-type: none"> -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written 	<p>compare objects using tally charts</p> <ul style="list-style-type: none"> -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer 	<ul style="list-style-type: none"> -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work 	<ul style="list-style-type: none"> -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved
Year 3	<p>Connecting computers</p> <ul style="list-style-type: none"> -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network 	<p>Stop-frame animation</p> <ul style="list-style-type: none"> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully 	<p>Sequencing sounds</p> <ul style="list-style-type: none"> -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project 	<p>Branching databases</p> <ul style="list-style-type: none"> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured 	<p>Desktop publishing</p> <ul style="list-style-type: none"> -To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication 	<p>Events and actions in programs</p> <ul style="list-style-type: none"> -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features

	<p>can be used to share information</p> <ul style="list-style-type: none"> -To explore how digital devices can be connected -To recognise the physical components of a network 	<ul style="list-style-type: none"> -To review and improve an animation -To evaluate the impact of adding other media to an animation 	<ul style="list-style-type: none"> -To create a project from a task description 	<ul style="list-style-type: none"> -To plan the structure of a branching database -To independently create an identification tool 	<ul style="list-style-type: none"> -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing 	<ul style="list-style-type: none"> -To identify and fix bugs in a program -To design and create a maze-based challenge
Year 4	<p>The Internet</p> <ul style="list-style-type: none"> -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content 	<p>Audio production</p> <ul style="list-style-type: none"> -To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio 	<p>Repetition in shapes</p> <ul style="list-style-type: none"> -To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome 	<p>Data logging</p> <ul style="list-style-type: none"> -To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions 	<p>Photo editing</p> <ul style="list-style-type: none"> -To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image 	<p>Repetition in games</p> <ul style="list-style-type: none"> -To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition

<p>Year 5</p>	<p>Systems and searching</p> <ul style="list-style-type: none"> -To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom 	<p>Video production</p> <ul style="list-style-type: none"> -To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video 	<p>Selection in physical computing</p> <ul style="list-style-type: none"> -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project 	<p>Flat-file databases</p> <ul style="list-style-type: none"> -To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions 	<p>Introduction to vector graphics</p> <ul style="list-style-type: none"> -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings 	<p>Selection in quizzes</p> <ul style="list-style-type: none"> -To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program
<p>Year 6</p>	<p>Communication and collaboration</p> <ul style="list-style-type: none"> -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help 	<p>Web page creation</p> <ul style="list-style-type: none"> -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) 	<p>Variables in games</p> <ul style="list-style-type: none"> -To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables 	<p>Spreadsheets</p> <ul style="list-style-type: none"> -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data 	<p>3D Modelling</p> <ul style="list-style-type: none"> -To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model 	<p>Sensing movement</p> <ul style="list-style-type: none"> -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input

	<p>people to work together</p> <ul style="list-style-type: none"> -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication 	<ul style="list-style-type: none"> -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people 	<ul style="list-style-type: none"> -To design a project that builds on a given example -To use my design to create a project -To evaluate my project 	<ul style="list-style-type: none"> -To create a spreadsheet to plan an event -To choose suitable ways to present data 	<ul style="list-style-type: none"> -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model 	
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