



## Christ Church C.E.(VC) Primary School

### Computing (Rolling) Long Term Plan

'Life in all its fullness'

John 10:10

Year A 2020/21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	<b>Introduction / Digital Literacy</b> <u>Logging on</u> <ul style="list-style-type: none"> <li>Logging on:               <ul style="list-style-type: none"> <li>- Computers</li> <li>- DB Primary</li> </ul> </li> <li>Password Safety Storybook (DB Primary)</li> <li>Internet safety Rules</li> </ul>	<b>Communication – Online World</b> <u>Emails</u> <ul style="list-style-type: none"> <li>Common Sense Media, C1</li> <li>-Sending email</li> <li>Digital Literacy Years R and 1 (lesson 5)</li> </ul> DB emails	<b>Algorithms and Programming</b> <u>Programme a robotic device</u> <ul style="list-style-type: none"> <li>Code-IT Bee-Bots plans (YR and Y1)</li> </ul>	<b>Digital Literacy</b> <u>Using a website safely</u> <ul style="list-style-type: none"> <li>Common Sense Media, C1</li> <li>-ABC Searching</li> <li>-Going places safely</li> <li>-Keep it private</li> <li>Use websites</li> </ul>	<b>Information Technology - Presentation</b> <u>Introducing Technology</u> <ul style="list-style-type: none"> <li>Common Sense Media, C2</li> <li>-My creative work</li> <li>Create and save documents (could link to topic / English)</li> <li>Cameras and I pads</li> </ul>	<b>Algorithms and Programming</b> <u>Introduction to algorithms</u> <ul style="list-style-type: none"> <li>DB Primary – Computing – programming – EYFS</li> <li>Planning for Algorithms</li> </ul>
Class 2	<b>Digital Literacy /Online Safety</b> <u>Safer Internet Rules</u> <ul style="list-style-type: none"> <li>Digiduck's Big Decision</li> <li>Common Sense Media, C2</li> <li>-Follow the digital trail</li> <li>-Staying safe online</li> <li>Digital Literacy Year 2 (lessons 1-3)</li> </ul>	<b>Communication – Online World</b> <u>Emails and forums</u> <ul style="list-style-type: none"> <li>Common Sense Media, C2</li> <li>-Screen out the mean</li> <li>DB emails and attachments (including digital art)</li> <li>-blow the whistle</li> <li>-moderation</li> <li>DB forums</li> </ul>	<b>Algorithms and Programming</b> <u>Introduction to coding</u> <ul style="list-style-type: none"> <li>2Code (Y1 and 2)</li> </ul>	<b>Information Technology</b> <u>Going Online</u> <ul style="list-style-type: none"> <li>Digital Literacy Year 2 (lessons 4 – 5)</li> </ul>	<b>Information Technology - Presentation</b> <u>Word processing</u> <ul style="list-style-type: none"> <li>TBC</li> </ul>	<b>Algorithms and Programming</b> <u>Programme a robotic device</u> <ul style="list-style-type: none"> <li>Bee-Bot Basics</li> </ul>
Class 3	<b>Digital Literacy /Online Safety</b> <u>Safer Internet Rules</u> <ul style="list-style-type: none"> <li>Common Sense Media, Y3</li> <li>-powerful passwords</li> </ul>	<b>Communication – Online World</b> <u>Emails, blogs and forums</u> <ul style="list-style-type: none"> <li>Digital Literacy Year 3 (lessons 2, 4 and 5)</li> <li>DB emails and attachments</li> </ul>	<b>Algorithms and Programming</b> Coding book 1 - TBC	<b>Information Technology</b> <u>Internet searches</u> <ul style="list-style-type: none"> <li>Common Sense Media, C3</li> <li>-Things for Sale</li> </ul>	<b>Information Technology - Presentation</b> <u>Create a slideshow</u> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to</li> </ul>	<b>Algorithms and Programming</b> <u>Programme a Sprite 1</u> <ul style="list-style-type: none"> <li>Coding Book 1 – Scratch</li> </ul>



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	<ul style="list-style-type: none"> <li>Digital Literacy Year 3 (lesson 1)</li> <li>Barefoot Computing: Safety Snakes</li> </ul>	<ul style="list-style-type: none"> <li>DB forums</li> <li>Reading blogs</li> </ul>		<p>Conduct web-searches linked to topics</p>	<p>Microsoft, Unit 2, We are Cooking (PowerPoint)</p>	
<b>Class 4</b>	<p><b>Digital Literacy /Online Safety</b> <u>Setting Ground Rules</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y5 -My media choices -Private and Personal information -Keeping games fun and friendly -Super Digital Citizen</li> <li>Digital Literacy Year 5 (lesson 2 – Digital citizenship pledge)</li> </ul>	<p><b>Communication – Online World</b> <u>Emails, blogs and forums</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 5 (lesson 3 – You’ve won a prize!)</li> <li>DB emails, with attachments and sound</li> <li>DB blogs</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b> <u>Programme a Sprite</u></p> <ul style="list-style-type: none"> <li>Coding book 2, Scratch</li> </ul>	<p><b>Information Technology</b> <u>Digital Art</u></p> <ul style="list-style-type: none"> <li>TBC</li> </ul>	<p><b>Information Technology - Presentation</b> <u>Collect and present data</u></p> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to Microsoft, Unit 4, We are Botanists (PowerPoint)</li> </ul>	<p><b>Algorithms and Programming</b> <u>Create a webpage</u></p> <ul style="list-style-type: none"> <li>Barefoot Computing: -Search ranking</li> <li>Coding book 2, Thimble</li> </ul>
<b>Class 5</b>	<p><b>Digital Literacy /Online Safety</b> <u>Assessing Risk</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y6: -Finding my media balance -Challenging gender stereotypes -You wont believe this!</li> <li>Digital Literacy Year 5 (lesson 1 – Strong passwords)</li> <li>Digital Literacy Year 6 (lesson 3 – Privacy rules)</li> </ul>	<p><b>Communication – Online World</b> <u>DB emails, blogs and forums (beyond DB)</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y6 -Digital Friendships -What’s cyberbullying?</li> <li>DB emails, with attachments, sound and video</li> <li>DB blogs</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b> <u>Programme a Turtle</u></p> <ul style="list-style-type: none"> <li>Coding book 3, Logo</li> </ul>	<p><b>Information Technology</b> <u>Digital Art</u></p> <ul style="list-style-type: none"> <li>TBC</li> </ul>	<p><b>Information Technology - Presentation</b> <u>Conduct and present research</u></p> <ul style="list-style-type: none"> <li>Publisher</li> <li>Common Sense Media, Y6, Reading News Online (critical thinking)</li> <li>Digital Literacy Year 5 (lesson 4 – How to Cite a Site)</li> </ul>	<p><b>Algorithms and Programming</b> <u>Create a webpage</u></p> <ul style="list-style-type: none"> <li>Barefoot Computing: -Search ranking</li> <li>Coding book 2, Thimble</li> </ul>



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Year B 2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	<b>Introduction / Digital Literacy</b> <u>Logging on</u> <ul style="list-style-type: none"> <li>Logging on:               <ul style="list-style-type: none"> <li>- Computers</li> <li>- DB Primary</li> <li>- Sumdog</li> </ul> </li> <li>Password Safety Storybook (DB Primary)</li> <li>Internet safety Rules</li> </ul>	<b>Communication – Online World</b> <u>Emails</u> <ul style="list-style-type: none"> <li>Common Sense Media, C1</li> <li>-Sending email</li> <li>Digital Literacy Years R and 1 (lesson 5)</li> </ul> DB emails	<b>Algorithms and Programming</b> <u>Programme a robotic device</u> <ul style="list-style-type: none"> <li>Code-IT Bee-Bots plans (YR and Y1)</li> </ul>	<b>Digital Literacy</b> <u>Using a website safely</u> <ul style="list-style-type: none"> <li>Smartie the Penguin, Year 1</li> <li>Digital Literacy Years R and 1 (lessons 1 – 3)</li> <li>Use websites</li> </ul>	<b>Information Technology - Presentation</b> <u>Introducing Technology</u> <ul style="list-style-type: none"> <li>Digital Literacy Years R and 1 (lesson 4)</li> <li>Create and save documents (could link to topic / English)</li> <li>Cameras and I pads</li> </ul>	<b>Algorithms and Programming</b> <u>Introduction to algorithms</u> <ul style="list-style-type: none"> <li>Barefoot Computing: Lego Algorithms</li> </ul>
<b>Class 2</b>	<b>Digital Literacy /Online Safety</b> <u>Safer Internet Rules</u> <ul style="list-style-type: none"> <li>Digiduck's Big Decision</li> <li>Common Sense Media, C2</li> <li>-Follow the digital trail</li> <li>-Staying safe online</li> <li>Digital Literacy Year 2 (lessons 1-3)</li> </ul>	<b>Communication – Online World</b> <u>Emails and forums</u> <ul style="list-style-type: none"> <li>Common Sense Media, C2</li> <li>-Screen out the mean</li> <li>DB emails and attachments (including digital art)</li> <li>-blow the whistle</li> <li>-moderation</li> <li>DB forums</li> </ul>	<b>Algorithms and Programming</b> <u>Introduction to coding</u> <ul style="list-style-type: none"> <li>Scratch Junior (IPads)</li> </ul>	<b>Information Technology</b> <u>Going Online</u> <ul style="list-style-type: none"> <li>Common Sense Media, C2</li> <li>-Sites I like</li> <li>-Using keywords</li> </ul>	<b>Information Technology - Presentation</b> <u>Create a Poster - We are Sharing</u> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to Microsoft, Unit 1, (Word)</li> </ul>	<b>Algorithms and Programming</b> <u>Programme a robotic device</u> <ul style="list-style-type: none"> <li>Code-IT Bee-Bots plans (Y1 and Y2)</li> </ul>
<b>Class 3</b>	<b>Digital Literacy /Online Safety</b> <u>Safer Internet Rules</u> <ul style="list-style-type: none"> <li>Common Sense Media, Y3</li> <li>-powerful passwords</li> <li>Digital Literacy Year 3 (lesson 1)</li> </ul>	<b>Communication – Online World</b> <u>Emails, blogs and forums</u> <ul style="list-style-type: none"> <li>Common Sense Media, C3</li> <li>-My Online Community</li> <li>-Show Respect Online</li> <li>-Writing Good Emails</li> </ul>	<b>Algorithms and Programming</b> <u>Programme a robotic device</u> <ul style="list-style-type: none"> <li>Bee-Bot 123</li> </ul>	<b>Information Technology</b> <u>Internet searches</u> <ul style="list-style-type: none"> <li>Digiduck's Famous Friend</li> <li>Digital Literacy Year 3 (lesson 3)</li> </ul>	<b>Information Technology - Presentation</b> <u>Create a Poster - We are Sharing</u> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to</li> </ul>	<b>Algorithms and Programming</b> <u>Create an Animation</u> <ul style="list-style-type: none"> <li>Coding Book 1 - PowerPoint</li> </ul>



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	<ul style="list-style-type: none"> <li>Barefoot Computing: Safety Snakes</li> </ul>	<ul style="list-style-type: none"> <li>DB emails and attachments</li> <li>DB forums</li> <li>Reading blogs</li> </ul>		<ul style="list-style-type: none"> <li>Conduct web-searches linked to topics</li> </ul>	Microsoft, Unit 1, (Word)	
<b>Class 4</b>	<p><b>Digital Literacy /Online Safety</b> <u>Setting Ground Rules</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y5 -My media choices -Private and Personal information -Keeping games fun and friendly -Super Digital Citizen</li> <li>Digital Literacy Year 5 (lesson 2 – Digital citizenship pledge)</li> </ul>	<p><b>Communication – Online World</b> <u>Emails, blogs and forums</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 5 (lesson 3 – You’ve won a prize!)</li> <li>DB emails, with attachments and sound</li> <li>DB blogs</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b> <u>Programme a Turtle</u></p> <ul style="list-style-type: none"> <li>Coding book 3, Logo</li> </ul>	<p><b>Information Technology</b> <u>Create a Podcast</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y5 -Our online tracks -A creator’s rights and responsibilities</li> </ul>	<p><b>Information Technology - Presentation</b> <u>Collect and present data</u></p> <ul style="list-style-type: none"> <li>Barefoot Computing: Pizza Party (Excel)</li> <li>DB Primary Surveys</li> </ul>	<p><b>Algorithms and Programming</b> <u>Programme a robotic device</u></p> <ul style="list-style-type: none"> <li>Sphero</li> </ul>
<b>Class 5</b>	<p><b>Digital Literacy /Online Safety</b> <u>Assessing Risk</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y6: -Finding my media balance -Challenging gender stereotypes -You wont believe this!</li> <li>Digital Literacy Year 5 (lesson 1 – Strong passwords)</li> <li>Digital Literacy Year 6 (lesson 3 – Privacy rules)</li> </ul>	<p><b>Communication – Online World</b> <u>DB emails, blogs and forums (beyond DB)</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 6 (lesson – Talking safely online)</li> <li>DB emails, with attachments, sound and video</li> <li>DB blogs</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b> <u>Programme a robotic device</u></p> <ul style="list-style-type: none"> <li>Sphero</li> </ul>	<p><b>Information Technology</b> <u>We are Film Makers</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 5 (lesson 5 – picture perfect)</li> <li>Switched On Computing, Introduction to Microsoft, Unit 5</li> </ul>	<p><b>Information Technology - Presentation</b> <u>Conduct and present research</u></p> <ul style="list-style-type: none"> <li>Publisher</li> <li>Common Sense Media, Y6, Reading News Online (critical thinking)</li> <li>Digital Literacy Year 5 (lesson 4 – How to Cite a Site)</li> </ul>	<p><b>Algorithms and Programming</b> <u>Create a virtual dice</u></p> <ul style="list-style-type: none"> <li>Coding book 4, Python</li> </ul>



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**Notes:**

Online Safety sessions will be taught in Autumn 1, however this will continue to be a focus throughout the year. Children will have opportunities to discuss, consolidate and apply all prior online safety knowledge and skills throughout the key stages.

Online Safety is included throughout the PSHE curriculum where children learn to keep themselves safe, assess their relationships and conduct themselves respectfully both on and offline.

Digital art will also be addressed in art / DT lessons.

Children are given opportunities to apply and consolidate their computing skills and knowledge in other curriculum subjects, including word processing and presentations.

Focus Key Assessment Criteria for each year group is colour-coded. Red assessment criteria indicates e-safety knowledge and skills.



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## Class 1

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p> <p>KS1</p> <p>E-Safety</p>	<p><b>Introduction / Digital Literacy</b></p> <p>I can use technology safely.</p> <p>I can keep personal information private.</p> <p>I can use a password to access the secure network.</p> <p>I know that personal information should not appear online.</p> <p>I follow the school's safer internet rules.</p> <p><u>Logging on</u></p> <ul style="list-style-type: none"> <li>Logging on:           <ul style="list-style-type: none"> <li>- Computers</li> <li>- DB Primary</li> <li>- Sumdog</li> </ul> </li> <li>Password Safety Storybook (DB Primary)</li> <li>Internet safety Rules</li> </ul>	<p><b>Communication – Online World</b></p> <p>I can use technology safely.</p> <p>I can keep personal information private.</p> <p>I can create digital content.</p> <p>I understand different methods of communication: email</p> <p><u>Emails</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C1</li> <li>-Sending email</li> <li>Digital Literacy Years R and 1 (lesson 5)</li> <li>DB emails</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can create a series of instructions.</p> <p>I can plan a journey for a programable toy.</p> <ul style="list-style-type: none"> <li><u>Programme a robotic device</u></li> </ul> <p>Code-IT Bee-Bots plans (YR and Y1)</p>	<p><b>Information Technology</b></p> <p>I can use technology safely.</p> <p>I can keep personal information private.</p> <p>I can use a website.</p> <p>I know that websites sometimes include pop-ups that take me away from the main site.</p> <p>I can recognise advertising on websites and learn to ignore it.</p> <p>I know what to do if I find something inappropriate online or if I find something that I am not sure of.</p> <p><u>Using a website safely</u></p> <ul style="list-style-type: none"> <li>Smartie the Penguin, Year 1</li> <li>Digital Literacy Years R and 1 (lessons 1 – 3)</li> </ul> <p><u>Using a website safely</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C1</li> <li>-ABC Searching</li> <li>-Going places safely</li> <li>-Keep it private</li> </ul>	<p><b>Information Technology - Presentation</b></p> <p>I can create digital content.</p> <p>I can store digital content.</p> <p>I can retrieve digital content.</p> <p>I can use a camera.</p> <p>I can record sound and play back.</p> <p><u>Introducing Technology</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C2</li> <li>-My creative work</li> <li>Digital Literacy Years R and 1 (lesson 4)</li> <li>Create and save documents (could link to topic / English)</li> <li>Cameras and Ipads</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can create a series of instructions.</p> <p>I can use a camera.</p> <p>I can record sound and play back.</p> <p><u>Introduction to algorithms</u></p> <ul style="list-style-type: none"> <li>Barefoot Computing: Lego Algorithms</li> </ul> <p><u>Introduction to algorithms</u></p> <ul style="list-style-type: none"> <li>DB Primary – Computing – programming – EYFS Planning for Algorithms</li> </ul>



**Class 2**

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p> <p>Year 2</p> <p>KS1</p> <p>E-Safety</p>	<p><b>Introduction / Digital Literacy</b></p> <p>I can use technology safely. I can keep personal information private. I use technology respectfully. I know where to go for help if I am concerned. <b>I can use a password to access the secure network.</b> <b>I know that personal information should not appear online.</b> <b>I know that I should tell an adult immediately if anyone tries to meet me via the internet.</b> <b>I follow the school's safer internet rules.</b></p> <p><u>Safer Internet Rules</u></p> <ul style="list-style-type: none"> <li>Digiduck's Big Decision</li> <li>Common Sense Media, C2 -Follow the digital trail -Staying safe online</li> <li>Digital Literacy Year 2 (lessons 1-3)</li> </ul>	<p><b>Communication – Online World</b></p> <p>I can use technology safely. I can keep personal information private. I can create digital content. I know technology is used in school and outside of school. I use technology respectfully. I know where to go for help if I am concerned. <b>I understand different methods of communication: email, forums etc.</b> <b>I know you should only open an email from a known source.</b> <b>I know the difference between emails and communication systems such as blogs and wikis.</b></p> <p><u>Emails and forums</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C2 -Screen out the mean</li> <li>DB emails and attachments (including digital art) -blow the whistle -moderation</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can create a series of instructions. I can write a simple program and test it. I can find errors and amend (debug). I understand that programs require precise instructions. I understand that algorithms are used on digital devices.</p> <p><u>Introduction to coding</u></p> <ul style="list-style-type: none"> <li>2Code (Y1 and 2)</li> <li>Scratch Junior (IPads)</li> </ul>	<p><b>Information Technology</b></p> <p>I can use a website. I can navigate the web to complete simple searches. <b>I can use the search engines agreed by the school.</b> <b>I can recognise advertising on websites and learn to ignore it.</b> <b>I know that bookmarking is a way to find safe sites again quickly.</b> <b>I have begun to evaluate websites and know that everything on the internet is not true.</b> <b>I know what to do if I find something inappropriate online or if I find something that I am not sure of.</b></p> <p><u>Going Online</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C2 -Sites I like -Using keywords</li> <li>Digital Literacy Year 2 (lessons 4 – 5)</li> </ul>	<p><b>Information Technology - Presentation</b></p> <p>I can create digital content. I can store digital content. I can retrieve digital content. I can use a camera. I can record sound and play back. I can organise digital content. I can retrieve and manipulate digital content. <b>I know that it is not always possible to copy some text and pictures from the internet.</b></p> <p><u>Create a Poster - We are Sharing</u></p> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to Microsoft, Unit 1, (Word)</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can create a series of instructions. I can plan a journey for a programable toy. I can use a range of instructions (eg direction, angles, turns) I can test and amend a series of instructions. I can predict what the outcome of a simple program will be. I understand that programs require precise instructions.</p> <ul style="list-style-type: none"> <li><u>Programme a robotic device</u> Code-IT Bee-Bots plans (Y1 and Y2)</li> <li>Bee-Bot Basics</li> </ul>



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### Class 3

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 2</p> <p>Year 3</p> <p>E-Safety</p>	<p><b>Digital Literacy</b> I use technology respectfully.</p> <p>I know where to go for help if I am concerned.</p> <p>I use technology respectfully and responsibly.</p> <p>I know different ways I can get help if I am concerned.</p> <p>I understand the need for rules to keep me safe when exchanging ideas and learning online.</p> <p>I understand the need to keep personal information and passwords private.</p> <p>I follow the school's safer internet rules.</p> <p><u>Safer Internet Rules</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C3</li> <li>-powerful passwords</li> <li>Digital Literacy Year 3 (lesson 1)</li> <li>Barefoot Computing: Safety Snakes</li> </ul>	<p><b>Communication – Online World</b> I know technology is used in school and outside of school. I use technology respectfully.</p> <p>I know where to go for help if I am concerned.</p> <p>I use technology respectfully and responsibly.</p> <p>I know different ways I can get help if I am concerned.</p> <p>I can explain and demonstrate how to use email safely.</p> <p><u>Emails, blogs and forums</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, C3</li> <li>-My Online Community</li> <li>-Show Respect Online</li> <li>-Writing Good Emails</li> <li>Digital Literacy Year 3 (lessons 2, 4 and 5)</li> <li>DB emails and attachments</li> <li>DB forums</li> <li>Reading blogs</li> </ul>	<p><b>Algorithms and Programming</b> I can use a range of instructions (eg direction, angles, turns)</p> <p>I can test and amend a series of instructions.</p> <p>I can predict what the outcome of a simple program will be.</p> <p>I understand that programs require precise instructions.</p> <p>I can design a sequence of instructions.</p> <p>I can write programs that accomplish specific goals.</p> <p>I can work with various forms of input.</p> <p>I can work with various forms of output.</p> <p><u>Programme a robotic device</u></p> <ul style="list-style-type: none"> <li>Bee-Bot 123</li> </ul>	<p><b>Information Technology</b> I can navigate the web to complete simple searches.</p> <p>I can collect information.</p> <p>I can search for information on the web in different ways.</p> <p>I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</p> <p><u>Internet searches</u></p> <ul style="list-style-type: none"> <li>Digiduck's Famous Friend</li> <li>Common Sense Media, C3</li> <li>-Things for Sale</li> <li>Digital Literacy Year 3 (lesson 3)</li> <li>Conduct web-searches linked to topics</li> </ul>	<p><b>Information Technology - Presentation</b> I can organise digital content.</p> <p>I can retrieve and manipulate digital content.</p> <p>I can use a range of software for similar purposes.</p> <p>I can design and create content.</p> <p>I can manipulate and improve digital images. I can present information.</p> <p><u>Create a Poster - We are Sharing</u></p> <ul style="list-style-type: none"> <li>Switched On Computing, Introduction to Microsoft, Unit 1, (Word)</li> <li><u>Create a slideshow</u></li> <li>Switched On Computing, Introduction to Microsoft, Unit 2, We are Cooking (PowerPoint)</li> </ul>	<p><b>Algorithms and Programming</b> I can write a simple program and test it.</p> <p>I can find errors and amend (debug).</p> <p>I understand that programs require precise instructions.</p> <p>I understand that algorithms are used on digital devices.</p> <p>I can design a sequence of instructions.</p> <p>I can write programs that accomplish specific goals.</p> <p>I can work with various forms of input.</p> <p>I can work with various forms of output.</p> <p><u>Programme a Sprite 1</u></p> <ul style="list-style-type: none"> <li>Coding Book 1 – Scratch</li> </ul> <p><u>Create an Animation</u></p> <ul style="list-style-type: none"> <li>Coding Book 1 - PowerPoint</li> </ul>





## Christ Church C.E.(VC) Primary School

### Computing (Rolling) Long Term Plan

'Life in all its fullness'

John 10:10

#### Class 4

<p>Class 4</p> <p>Year 4</p> <p>Year 5</p> <p>E-Safety</p>	<p><b>Online Safety</b></p> <p>I recognise acceptable and unacceptable behaviour using technology.</p> <p>I understand that if I make personal information available online it may be seen and used by others.</p> <p>I recognise that cyber-bullying is unacceptable.</p> <p>I know how to report an incident of cyber-bullying</p> <p><u>Setting Ground Rules</u></p> <ul style="list-style-type: none"> <li>• Common Sense Media, Y5</li> <li>-My media choices</li> <li>-Private and Personal information</li> <li>-Keeping games fun and friendly</li> <li>-Super Digital Citizen</li> <li>• Digital Literacy Year 5 (lesson 2 – Digital citizenship pledge)</li> </ul>	<p><b>Communication – Online World</b></p> <p>I understand that you have to make choices when using technology and not everything is true and/or safe..</p> <p>I understand that some messages may be malicious and I know how to deal with this.</p> <p>I can make safe choices about the use of technology.</p> <p>I can identify when emails should not be opened and when an attachment may not be safe.</p> <p><u>Emails, blogs and forums</u></p> <ul style="list-style-type: none"> <li>• Digital Literacy Year 5 (lesson 3 – You’ve won a prize!)</li> <li>• DB emails, with attachments and sound</li> <li>• DB blogs</li> <li>• DB forums</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can experiment with variables to control models.</p> <p>I can make an accurate prediction and explain why I believe something will happen (programming).</p> <p>I can de-bug a programme.</p> <p><u>Programme a Sprite</u></p> <ul style="list-style-type: none"> <li>• Coding book 2, Scratch</li> </ul> <p><u>Programme a Turtle</u></p> <ul style="list-style-type: none"> <li>• Coding book 3, Logo</li> </ul>	<p><b>Information Technology</b></p> <p>I can produce and upload a pod cast.</p> <p>I understand that if I make personal information available online it may be seen and used by others.</p> <p><u>Create a Podcast</u></p> <ul style="list-style-type: none"> <li>• Common Sense Media, Y5</li> <li>-Our online tracks</li> <li>-A creator’s rights and responsibilities</li> </ul> <p><u>Digital Art</u></p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>	<p><b>Information Technology - Presentation</b></p> <p>I can select and use software to accomplish given goals</p> <p>I can collect and present data</p> <p>I can analyse information</p> <p>I can evaluate information</p> <p><u>Collect and present data</u></p> <ul style="list-style-type: none"> <li>• Barefoot Computing: Pizza Party (Excel)</li> <li>• DB Primary Surveys</li> </ul> <p><u>Collect and present data</u></p> <p>Switched On Computing, Introduction to Microsoft, Unit 4, We are Botanists</p> <ul style="list-style-type: none"> <li>• (PowerPoint)</li> </ul>	<p><b>Algorithms and Programming</b></p> <p>I can give an on-screen robot specific instructions that takes them from A to B.</p> <p>I can experiment with variables to control models.</p> <p>I can combine sequences of instructions and procedures to turn devices on and off.</p> <p>I can use technology to control an external device.</p> <p>I can design algorithms that use repetition and 2-way selection.</p> <p><u>Create a webpage</u></p> <ul style="list-style-type: none"> <li>• Barefoot Computing: -Search ranking</li> <li>• Coding book 2, Thimble</li> </ul> <p><u>Programme a robotic device</u></p> <ul style="list-style-type: none"> <li>• Sphero</li> </ul>
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### Class 5

<p>Class 5</p>	<p><b>Online Safety</b>          I understand that you have to make choices when using technology and not everything is true and/or safe.          I can discuss the risks of online use of technology.          I can identify how to minimise risks.          I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family. I understand the potential risk of providing personal information online.          I can create strong passwords and manage them so that they remain strong.          I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).  <u>Assessing Risk</u></p> <ul style="list-style-type: none"> <li>Common Sense Media, Y6:              -Finding my media balance              -Challenging gender stereotypes              -You won't believe this!</li> <li>Digital Literacy Y5 (lesson 1 – Strong passwords)</li> </ul>	<p><b>Communication – Online World</b>          I understand that you have to make choices when using technology and not everything is true and/or safe.          I can discuss the risks of online use of technology.          I can identify how to minimise risks.</p> <p><u>Emails, blogs and forums (beyond DB)</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 6 (lesson – Talking safely online)</li> <li>Common Sense Media, Y6              -Digital Friendships              -What's cyberbullying?</li> <li>Digital Literacy Year 6 (lesson 3 – Privacy rules)</li> <li>DB emails, with attachments, sound and video</li> <li>DB blogs</li> <li>DB forums</li> </ul>	<p><b>Algorithms and Programming</b>          I understand how search results are selected and ranked.          I can design a solution by breaking a problem up.          I recognise that different solutions can exist for the same problem.          I can use logical reasoning to detect errors in algorithms.          I can use selection in programmes.          I can work with variables.          I can explain how an algorithm works.          I recognise that some websites and/or pop-ups may have commercial interests that may affect the way that information is presented.          I can competently use the internet as a search tool.  <u>Programme a Turtle</u></p> <ul style="list-style-type: none"> <li>Coding book 3, Logo</li> </ul> <p><u>Programme a robotic device</u></p> <ul style="list-style-type: none"> <li>Sphero</li> </ul>	<p><b>Information Technology</b>          I can edit a film.          I can select, use and combine software on a range of digital devices.          I can use a range of technology for a specific project.          I know that content put online is extremely difficult to remove.          I understand that I should not publish other people's pictures without their permission.</p> <p><u>We are Film Makers</u></p> <ul style="list-style-type: none"> <li>Digital Literacy Year 5 (lesson 5 – picture perfect)</li> <li>Switched On Computing, Introduction to Microsoft, Unit 5</li> </ul> <p><u>Digital Art</u></p> <ul style="list-style-type: none"> <li>TBC</li> </ul>	<p><b>Information Technology - Presentation</b>          I can analyse information          I can evaluate information          I can use a range of technology for a specific project.          I can competently use the internet as a search tool.          I can reference information sources.          I can use appropriate strategies for finding, critically evaluating and verifying information.          I recognise that information on the internet may not be accurate or reliable and may use bias, manipulation or persuasion.          I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.  <u>Conduct and present research</u></p> <ul style="list-style-type: none"> <li>Publisher</li> <li>Common Sense Media, Y6, Reading News Online (critical thinking)</li> <li>Digital Literacy Year 5 (lesson 4 – How to Cite a Site)</li> </ul>	<p><b>Algorithms and Programming</b>          I can design a solution by breaking a problem up.          I recognise that different solutions can exist for the same problem.          I can use logical reasoning to detect errors in algorithms.          I can use selection in programmes.          I can work with variables.          I can explain how an algorithm works.</p> <p><u>Create a webpage</u></p> <ul style="list-style-type: none"> <li>Barefoot Computing:              -Search ranking</li> <li>Coding book 2, Thimble</li> </ul> <p><u>Create a virtual dice</u></p> <ul style="list-style-type: none"> <li>Coding book 4, Python</li> </ul>
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