

# St Mary's Horsforth Catholic Voluntary Academy Long Term Plan for Computing 2023-2024



Long Term Plan with Progression of Skills						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Reception	Safety & Privacy Digital Literacy	Drawing Skills Information Technology	Robots Computer Science	Photography Information Technology	Technology Around Us Digital Literacy	Mouse and Trackpad Skills Information Technology
<ul style="list-style-type: none"> <li>Children can talk about how their body feels when they are not comfortable with something. They know who can help them when they are feeling worried.</li> <li>Children can use a touchscreen device purposefully.</li> <li>Children can draw pictures on an iPad to go with their work.</li> <li>Children can make a floor robot move and can take photos using a digital device.</li> <li>Children can talk about technology that is used in the world around them.</li> </ul>						
Year 1	Online Safety Unit 1.1 Digital Literacy	Lego Builders Unit 1.4 Computer Science	Animated Story Books Unit 1.6 Information Technology	Spreadsheets Unit 1.8 Information Technology	Grouping and sorting Unit 1.2 Computer Science	Coding Unit 1.7 Computer Science
					Pictograms Unit 1.3 Information Technology	
<ul style="list-style-type: none"> <li>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.</li> <li>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity.</li> <li>Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code. When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.</li> <li>Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</li> <li>Children can sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</li> <li>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</li> </ul>						

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Year 2	Online Safety Unit 2.2 Digital Literacy	Effective Searching Unit 2.5 Digital Literacy	Creating Pictures Unit 2.6 Information Technology	Making Music Unit 2.7 Information Technology	Coding Unit 2.1 Computer Science	Spreadsheets Unit 2.3 Information Technology
<ul style="list-style-type: none"> <li>• Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</li> <li>• Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp.</li> <li>• Children's program designs display a growing awareness of the need for logical, programmable steps.</li> <li>• Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</li> <li>• Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches.</li> <li>• Children can edit more complex digital data such as music compositions within 2Sequence.</li> <li>• Children are confident when creating, naming, saving, and retrieving content.</li> <li>• Children use a range of media in their digital content including photos, text, and sound.</li> <li>• Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template.</li> <li>• Children know the implications of inappropriate online searches.</li> <li>• Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</li> </ul>						

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Year 3	Online Safety Unit 3.2 Digital Literacy	Email Unit 3.5 Digital Literacy	Spreadsheets Unit 3.3 Information Technology	Coding Unit 3.1 Computer Science	Branching Databases Unit 3.6 Information Technology	Presenting Unit 3.9 Information Technology
<ul style="list-style-type: none"> <li>• Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code.</li> <li>• Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</li> <li>• Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs.</li> <li>• Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</li> <li>• Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</li> <li>• Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</li> <li>• Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph.</li> <li>• Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</li> <li>• Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</li> </ul>						

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Year 4	Online Safety Unit 4.2 Digital Literacy	Effective Searching Unit 4.7 Information Technology	Hardware Investigators Unit 4.8 Computer Science	Coding Unit 4.1 Computer Science	Animation Unit 4.6 Information Technology	Spreadsheets Unit 4.3 Information Technology
			Making Music Unit 4.9 Information Technology			

- When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition.
- Children make more intuitive attempts to debug their own programs.
- Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs.
- As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables.
- Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.
- Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition, and variables.
- They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this.
- Children recognise the main component parts of hardware which allow computers to join and form a network.
- Their ability to understand the online safety implications associated with the ways the Internet can be used to provide different methods of communication is improving.
- Children understand the function, features, and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.
- Children can make improvements to digital solutions based on feedback.
- Children make informed software choices when presenting information and data.
- They create linked content using a range of software such as 2Connect and 2Publish+.
- Children share digital content within their community, i.e. using Virtual Display Boards.
- Children can explore key concepts relating to online safety using concept mapping such as 2Connect.
- They can help others to understand the importance of online safety.
- Children know a range of ways of reporting inappropriate content and contact.

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Year 5	Online Safety Unit 5.2 Digital Literacy	3D Modelling Unit 5.6 Information Technology	Coding Unit 5.1 Computer Science	Spreadsheets Unit 5.3 Information Technology	Game Creator Unit 5.5 Computer Science	Concept Maps Unit 5.7 Information Technology
<ul style="list-style-type: none"> <li>• Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts.</li> <li>• Children can test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</li> <li>• Children can translate algorithms that include sequence, selection, and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection, and repetition with other coding structures to achieve their algorithm design.</li> <li>• When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</li> <li>• Children search with greater complexity for digital content when using a search engine. They can explain in some detail how credible a webpage is and the information it contains.</li> <li>• Children can make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others.</li> <li>• Children can collaboratively create content and solutions using digital features within software such as collaborative mode. They can use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</li> <li>• Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</li> <li>• Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</li> </ul>						

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Year 6	Online Safety Unit 6.2 Digital Literacy	Spreadsheets Unit 6.3 Information Technology	Blogging Unit 6.4 Information Technology	Quizzing Unit 6.7 Information Technology	Text Adventures Unit 6.5 Computer Science	Coding Unit 6.1 Computer Science
<ul style="list-style-type: none"> <li>• Children can turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.</li> <li>• Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</li> <li>• Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</li> <li>• Children can interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</li> <li>• Children use critical thinking skills in everyday use of online communication.</li> <li>• Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog.</li> <li>• They can use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</li> <li>• Children demonstrate the safe and respectful use of a range of different technologies and online services.</li> <li>• They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities.</li> <li>• They recognise the value in preserving their privacy when online for their own and other people's safety.</li> </ul>						