



COMPUTING LONG TERM PLAN



| Threshold Concepts: | | Code | Connect | Communicate | Computing Systems and Networks | Collect | |
|-----------------------|-----------------------------|---|---|--|---|--|---|
| | | This concept involves developing an understanding of instructions, logic and sequences. | This concept involves developing an understanding of how to safely connect with others. | This concept involves using apps to communicate one's ideas. | | This concept involves developing an understanding of databases and their uses. | |
| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| EYFS Computing | | <ul style="list-style-type: none"> Use of iPad safely – model applications Online safety | <ul style="list-style-type: none"> 2Simple – fireworks pictures/Rangoli pictures Use of iPad safely – model applications Online safety | <ul style="list-style-type: none"> Use of iPad safely – model applications Online safety Using the internet to gather facts | <ul style="list-style-type: none"> Use of iPad safely – model applications Online safety Beebots | <ul style="list-style-type: none"> Use of iPad safely – model applications Online safety Beebots Remote control vehicles | |
| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Y1 | Computing | How can we use technology around us? | Can I paint on a computer? | How do I programme a robot to move? | How can I use a computer to sort shapes? | How can I become an expert at using a keyboard and mouse? | How do I programme an image to move on screen? |
| | Outcome | Use word processing to create rules to stay safe and healthy when using technology | Use paint program to create an image linked to another subject. | Plan a route for a floor robot | Sort shapes into groups using different criteria and diagrams | Type recount of a celebration | Create a background and add matching sprites to it |
| | Resources and links | Word SeeSaw | | Beebots | | Word SeeSaw | Scratch Junior |
| | Glossary of terms | | | | | | |
| | Links to other units | | Landmarks in Accrington (Geography) Family portrait (History) | | Maths (Shape) | | |
| Code | Motion | | | <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn | | | <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn |
| | Looks | | | | | <ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object | |
| | Sound | | | | | | |
| | Draw | | <ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape | | | | |
| | Events | | | | | | |
| | Control | | | | | | <ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). |
| | Sensing | | | | | | |
| | Problem Solving | | | <ul style="list-style-type: none"> Create and debug simple programs | | | |
| | Connect | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. |
| | Communicate | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Project Evolve | <ul style="list-style-type: none"> <u>Self-Image and Identity</u> To recognise that there may be people online who could make someone feel sad, embarrassed or upset. To understand if something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. | <ul style="list-style-type: none"> <u>Health, Well-being and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied I can describe what information I should not put online without asking a trusted adult first. <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. | <ul style="list-style-type: none"> <u>Online Relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy | <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. | <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. |
| | Computing Systems and Networks | <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. | | | | | |
| | Collect | | | | <ul style="list-style-type: none"> Use simple databases to record information in areas across the curriculum. | | |
| Y2 | Computing | How does technology help us? | Are all photographs real? | Can I debug a programme? | How can computers present data? | Can a computer make music? | How do I program a quiz? |
| | Outcome | Recognise and sort IT equipment by where it is found. | Recognise which photograph has been changed. | To test, debug, plan and put together algorithms for different parts of my program | To use a computer program to present information in different ways | To create a piece of music which has a rhythm which represents a chosen animal. | To design and create a quiz. |
| | Resource links | | https://pixlr.com/x/ | BeeBots | j2e pictogram | Garageband | Scratch Jr |
| | Glossary of terms | | | | | | |
| | Links to other units | | | | | | |
| Code | Motion | | | Control motion by specifying the number of steps to travel, direction and turn. | | • | <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. |
| | Looks Sound | | | • | | Select and create sounds and control when they are heard, their duration and volume. | <ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| Y3 | Draw | | <ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. | | | | <ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. |
| | Events | | | Specify user inputs (such as clicks) to control events. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. |
| | Control | | | | | | <ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). |
| | Sensing | | | | | | <ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). |
| | Problem Solving | | | <ul style="list-style-type: none"> | | Use logical reasoning to predict the behaviour of simple programs. | |
| | Connect | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. |
| | Communicate | | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | |
| | Computing Systems and Networks | <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. | | | | | |
| | Collect | | | | <ul style="list-style-type: none"> Use simple databases to record information in areas across the curriculum. | | |
| | Computing | What does our school network look like? | Can a picture move? | Can a computer become a musical instrument? | How do computers sort information? | How do I publish work using a computer? | Can I code a game? |
| | Outcome | To recognise the physical components of a network. | To create a stop frame animation. | To code algorithms to become music. | To create a branching database to identify different plants or animals. | To create a PowerPoint | To design and create their own maze projects. |
| | Resource links | | Imotion https://www.j2e.com/jit5#animate | https://scratch.mit.edu/projects/editor/?tutorial=getStarted | https://www.j2e.com/jit5#branch | | https://scratch.mit.edu/projects/editor/?tutorial=getStarted |
| | Glossary of terms | | | | | | |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| Links to other units | | Number and place value: solve number problems and practical problems involving these ideas. Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | | Science – sorting activity Maths – sorting shapes, angles or numbers. | Science or History – Powerpoint for historical figure or events. Fact File | |
| Code | Motion | | | Use specified screen coordinates to control movement. | | • | • Use specified screen coordinates to control movement. |
| | Looks | | | Set the appearance of objects and create sequences of changes. | | • | • Set the appearance of objects and create sequences of changes. |
| | Sound | | | Create and edit sounds. Control when they are heard, their volume, duration and rests. | | • | • Create and edit sounds. Control when they are heard, their volume, duration and rests. |
| | Draw | | | Control the shade of pens. | | • | • Control the shade of pens. |
| | Events | | | Specify conditions to trigger events. | | • | • Specify conditions to trigger events. |
| | Control | | | | | | • Use IF THEN conditions to control events or objects. |
| | Sensing | | | 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). | | • | • 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). |
| | Variables and Lists | | | | | | |
| | Operators | | | | | | |
| Problem Solving | | | | Design and write increasingly more precise algorithms for use when programming. | | • | • Design and write increasingly more precise algorithms for use when programming. • Use logical reasoning to detect and correct errors in programs. |
| Connect | | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. | |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Communicate | | <ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | <ul style="list-style-type: none"> | | Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | |
| | Computing Systems and Networks | <ul style="list-style-type: none"> Understand computer networks and their benefits. Understand how devices connect to the Internet. | | | | | |
| | Collect | | | | <ul style="list-style-type: none"> Devise and construct databases using applications designed for this purpose in areas across the curriculum. | | |
| Y4 | Computing | Can I believe what I read? | How are podcasts made? | How do I repeat commands? | How is data collected? | How do I edit an image? | Programming B - repetition and games |
| | Outcome | To review information and images and decide whether they are true, honest and accurate, | To create and evaluate a podcast. | To create a program containing a count-controlled loop to design their own wrapping paper. | To propose a question that can be answered using logged data, plan how to collect the data and then collect and analyse the data. | To plan their own image by choosing from a selection of images, edit them to create their own project. | To design and build a game, following their algorithms, fixing mistakes, and refining designs in their work as they build. |
| | Resource links | | https://audacityteam.org/download | turtleacademy.com/playground fmslogo.sourceforge.net | Data Loggers | www.getpaint.net/doc/latest/index.html | Scratch.mit.edu |
| | Glossary of terms | | | | | | |
| | Links to other units | PSHRE | | | | | |
| Code | Motion | | | Use specified screen coordinates to control movement. | | <ul style="list-style-type: none"> | |
| | Looks | | | <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. | | <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. | <ul style="list-style-type: none"> Use specified screen coordinates to control movement. |
| | Sound | | <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. | <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. |
| | Draw | | | <ul style="list-style-type: none"> Control the shade of pens. | | <ul style="list-style-type: none"> Control the shade of pens. | <ul style="list-style-type: none"> Control the shade of pens. |
| | Events | | | Specify conditions to trigger events. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Specify conditions to trigger events. |
| | Control | | | Use IF THEN conditions to control events or objects. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. |
| | Sensing | | | 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). | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 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). |
| | Variables and Lists | | | | | | <ul style="list-style-type: none"> Use the functions define, set, change, show and hide to control the variables. |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Operators | | | <ul style="list-style-type: none"> Use the Reporter operators () + () () - () () * () () / () to perform calculations. | | | |
| | Problem Solving & Evaluation | | | <ul style="list-style-type: none"> Design and write increasingly more precise algorithms for use when programming. | | | <ul style="list-style-type: none"> Design and write increasingly more precise algorithms for use when programming. Use logical reasoning to detect and correct errors in programs. |
| | Connect | <ul style="list-style-type: none"> Understand how online services work. Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. | <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. | |
| | Communicate | | <ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | <ul style="list-style-type: none"> 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. | | |
| | Computing Systems & Networks | <ul style="list-style-type: none"> Understand computer networks and their benefits. Understand how devices connect to the Internet. Recognise how the content of the WWW is created by people. | | | | | |
| | Collect | | | <ul style="list-style-type: none"> Devise and construct databases using applications designed for this purpose in areas across the curriculum. | | | |
| Y5 | Computing | What is the best way to search the Internet? | How do we make a movie? | Do computers have feelings? | How do computers answer questions? | How are drawings created using a computer? | Can I make a quiz? |
| | Outcome | To explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching. | To plan, film and edit a short video. | To write code to allow a computer to sense temperature and sound? | To use a real-life database to ask questions and find answers in the context of a flight search based on set parameters. | To create a vector drawing by layering different objects? | To design, code, debug, test and evaluate quizzes. |



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| | Resource links | All about me | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Glossary of terms | Celebrations | IMovie | https://scratch.mit.edu/ | Publisher | https://scratch.mit.edu/ |
| | Links to other units | | | | | |
| Code | Motion | | <ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. | | • | <ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. |
| | Looks | | Change the position of objects between screen layers (send to back, bring to front). | | • | <ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front). |
| | Sound | | | | | <ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. |
| | Draw | | | | | <ul style="list-style-type: none"> Combine the use of pens with movement to create interesting effects |
| | Events | | Set events to control other events by 'broadcasting' information as a trigger. | | • | <ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger. |
| | Control | | Use IF THEN ELSE conditions to control events or objects. | | • | <ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects. |
| | Sensing | | Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. | | • | <ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. |
| | Variables and Lists | | | | | <ul style="list-style-type: none"> Use lists to create a set of variables. |
| | Operators | | | | | |
| Problem Solving & Evaluating | | | <ul style="list-style-type: none"> Write precise algorithms for use when programming. Decompose code into sections for effective debugging. | | | <ul style="list-style-type: none"> Write precise algorithms for use when programming. Decompose code into sections for effective debugging. Critically evaluate my work and suggest improvements. |



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| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Connect | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | |
| | Communicate | <ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. <p>Use many of the advanced features in order to create high quality, professional or efficient communications.</p> | | |
| | Computing Systems & Networks | <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | | | | | |
| | Collect | | | <ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. | | | |
| Y6 | Computing | How do computers communicate? | What images am I allowed to use? | How do computers keep score? | How can a computer keep us organised? | How do computers build 3D objects? | Can a computer count? |
| | Outcome | To categorise different forms of internet communication. | To consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work | To design, code, debug and evaluate a game which uses variables. | To categorise different forms of internet communication. | To design, create and evaluate a computer 3D model/ | To design, code, debug and evaluate a micro:bit-based step counter. |
| | Resource links | | Google sites Powerpoint Canva | https://scratch.mit.edu/ | Excel | https://www.tinkercad.com | https://makecode.microbit.org/ |



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|---------------------|----------------------|---|--|--|--------------------------------|---|---------------|
| | | This concept involves developing an understanding of instructions, logic and sequences. | This concept involves developing an understanding of how to safely connect with others. | This concept involves using apps to communicate one's ideas. | | This concept involves developing an understanding of databases and their uses. | |
| | | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| | Glossary of terms | | | | | | |
| | Links to other units | | | | | | |
| Code | Motion | | Set IF conditions for movements. Specify types of rotation giving the number of degrees. | | • | • Set IF conditions for movements. Specify types of rotation giving the number of degrees. | |
| | Looks | | Change the position of objects between screen layers (send to back, bring to front). | | • | • Change the position of objects between screen layers (send to back, bring to front). | |
| | Sound | | <ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. | | • | <ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. | |
| | Draw | | Combine the use of pens with movement to create interesting effects. | | • | • Combine the use of pens with movement to create interesting effects. | |
| | Events | | Set events to control other events by 'broadcasting' information as a trigger. | | • | • Set events to control other events by 'broadcasting' information as a trigger. | |
| | Control | | Use IF THEN ELSE conditions to control events or objects. | | • | • Use IF THEN ELSE conditions to control events or objects. | |
| | Sensing | | Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. | | • | • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. | |
| | Variables and Lists | | Use lists to create a set of variables. | | • | • Use lists to create a set of variables. | |



COMPUTING LONG TERM PLAN



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| | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| Operators | | | Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions. Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of () | | • | • Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions. Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of () |



COMPUTING LONG TERM PLAN



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| | All about me | Celebrations | Amazing Animals | Isn't life wonderful | Kings and Queens | Let's explore |
| Connect | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. | <ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. |
| Communicate | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 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. | |
| Computing Systems & Networks | <ul style="list-style-type: none"> To recognise how data is transferred over the internet. To explain and evaluate the ways in which computer networks including the internet provide the opportunity for collaboration and communication. | | | | | |
| Collect | | | <ul style="list-style-type: none"> | Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. | | |