

## Long Term Plan

## **Subject: Computing**

	Term 1 Citizenship	Term 2 Expression	Term 3 Dynasties	Term 4 Universe	Term 5 Life	Term 6 Dynamics
Main Project	Memory Box	Muck, Mess and Mixture	Magnificent Monaches	Splendid Skies	Beachcombers	Humans
Curriculum driver	History	Art	History	Science	Science	Science
Y1/2 Cycle A	Online Safety Yr 1 & 2 Use technology safely.	Animated Stories Yr1 & 2 Use technology safely.	Grouping and Sorting Yr 1 & 2 Use technology safely. Use logical reasoning	Coding Yr 1 & 2 Use technology safely. Create a debug simple program Understanding algorithms. Predict behaviour of programs	Tech outside of school  Recognise common uses of ICT outside of school	Making music Yr 1 & 2 Use technology safely. Recognise common uses of ICT beyond school.
Main Project	Childhood	Beat, Band and Boogie	Dinosaur Planet	Moon Zoom	Wriggle and Crawl	Bounce
Curriculum driver	History	Music	History	Science/DT	Science	P.E
Y1/2 Cycle B	Online safety Yr 1 & 2 Use technology safely.	Creating pictures Yr 1 & 2 Use technology safely. Recognise common uses of ICT beyond school.	Questioning Yr 1 & 2 Use technology safely. Use logical reasoning	Coding Yr 1 & 2 Use technology safely. Create a debug simple program Understanding algorithms. Predict behaviour of programs	Presenting ideas Yr 1 & 2 Use technology safely. Use logical reasoning	Lego Builders Yr 1 & 2 Use technology safely. Use logical reasoning

Main Project	Urban Pioneers		Playlist	Through the Ag	es	Misty Mo		Blue Abyss		Sprint	
Curriculum	Art	Music		History		Sierra Geography		Science		PE	
driver				,		0 0 0 g. u.p /					
Y3/4	Online Safety	Online Safety Simulations		Graphing		Coding		Presenting		Touch Typing	
Cycle A				. •							
	NC link: Use	NC	ink: Design,	NC link: Select, use		NC link: Use		NC link: Select, use		NC link: Use	
	technology safely,	write	and debug	and combine a		sequence,		and combine a		sequence, selection	
	respectfully and	illy and programs that		variety of software		selection, and		variety of softw		and repetition in	
	responsibly;		nplish specific	on a range of			on a range o		programs; work with		
	recognise	goals, including digital devices to programs, v			digital devices		variables and				
	acceptable/unacc		ntrolling or	design and crea	ате	variable		design and cre	are	various forms of	
	eptable behaviour; identify a range of		iting physical	_	a range of various forms of			a range of programs, syste	mc	input and output	
	ways to report		ems; solve oblems by	programs, syste and content th		input and output		and content th			
	concerns about	-	nposing them	accomplish give			accomplish giv	-			
	content and		maller parts		goals, including			goals, includir			
	contact			collecting,				collecting,	J		
				analysing,				analysing,			
				evaluating an	d			evaluating an	id		
				presenting dat				presenting da			
				and informatio	n			and information	on		
Main	Scrumdiddlyumptious Heroes and		Heroes and	Traders and	Tremors		P	redators	Bui	rps, Bottoms and Bile	
Project			Villains	Raiders							
Curriculum	DT		Music	Art	G	eography	:	Science		Science	
driver											
Y3/4	Online Safety		Animation	Effective		Coding		Logo		Making Music	
Cycle B				Searching		<b></b>					
	NC link: Use techno	• .	NC link:			C link: Use		k: Understand		Clink: Select, use and	
	safely, respectfully		Design, write	NC link: Use		equence,		uter networks		ombine a variety of	
	responsibly; recognise		and debug	search	selection, and		including the internet;			software on a range of	
	acceptable/unacceptable		programs that	technologies effectively,	repetition in		how they can provide			digital devices to design and create a range of	
	behaviour; identify a range of ways to report concerns		accomplish	appreciate	programs, work with		multiple services, such as the world wide web; and			ograms, systems and	
	about content and		specific	how results	variables and		·			ntent that accomplish	
			goals,			rious forms	The opportunites may			given goals, including	
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Main	ID Curriculum Driver	including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Alchemy	and ranked, and be discerning in evaluating digital content	of input and output	offer for communication and collaboration  Beast Creators	collecting, analysing, evaluating and presenting data and information
Project		Island Music	Dynasties	0.0	2000 0.00.00	
Curriculum	Science	Music	History	Science	Science	PE
driver						
Y5/6 Cycle A	Online Safety	Game Creator	Y5 Databases	Coding	3D modelling	Concept Maps
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Ks2 – select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating	use sequence, selection, and repetition in programs, work with variables and various forms of input and output	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Main Project Curriculum driver	Time Traveller Science	Gallery Rebels Music	and presenting data and information  Off with her Head History	Frozen Kingdom Science	Darwin's Delights Science	Blood Heart Science
5/6 Cycle B	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Text adventures  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	use sequence, selection, and repetition in programs, work with variables and various forms of input and output	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs