

Computing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Little Acorns	All about me: Skill-pressing buttons to make things work using age appropriate equipment: light up phones. Using whiteboard children can watch programs about families, sing songs. Model using the telephones in the role play to call family members, can they make the phones light up? Vocab: press, buttons, go, light	Colours Everywhere Skill: Operating headphones or CD player to make the story / songs play-pressing buttons to make the story play. In the listening area, have an audio copy of 'Elmer' by David McKee or 'Brown Bear, Brown Bear, What Do You See?' by Bill Martin Jr, along with a hard copy and related props. The children can explore operating the headphones. Vocab:: music, sound music, sound, audio, record, play, volume	Under the sea Skill: To use finger or knuckle on a whiteboard to make an object move or create a mark using age appropriate games Play under the sea games on the interactive white board or ipad. Move characters around Children can use a simple paint program to draw a under the sea scene. Relaxing wave music on a CD/ headphones. Children can operate the CD player independently. Vocab: drag, move, draw, paint. Press, play, stop.	Minibeasts Skill: To use age appropriate technology to record their singing. Using the iPad with support, children can photograph mini beasts. Use the visualiser to look at mini beasts in greater depth. Children to use recordable microphones to sing songs into. Vocab: Press, go, stop, sing, look, bigger, photograph, press, camera.	Build Build, Build Skill: To follow a set of instructions to build a house- adult to support and guide children to follow instructions. Listening headphones: Children operate headphones to listen to stories. Vocab: follow, listen, instructions, stop, play.	Summer time Technology: Skill :To press forward/backward buttons on control panel to make the animals move forward or backwards. Introduce remote control animals- can the children make the animals move forward/backwards. Vocab: forward, backward, turn, go, press, buttons.

F1	<u>Here we are</u> Microphones, ipads available for children to record themselves and friends during creative activities. Listening Area with a CD of sound effects for children to identify and stories to listen to. Use a paint/drawing program on computer or interactive whiteboard for children to draw pictures of themselves, family and friends Vocab: music, sound, audio, record, play,	<u>Nursery rhymes</u> Nursery rhyme images on a whiteboard for children to use as a prompt to sing rhymes. Provide an audio copy of nursery rhymes, along with a hard copy and related props, for children to listen to. Cut a large picture of Humpty Dumpty into pieces and hide them around the setting. Provide the children with a digital camera or tablet to take photos of the pieces they find. Vocab: press, play, sing , follow, program, camera, photograph, sequence.	<u>Traditional tales</u> The Billy Goats Gruff PowerPoint. Microphones, ipads available for children to record themselves telling story. Paint/drawing program on IWB or computer for children to sequence a story or draw a picture. Vocab: record, play, move, drag, drop, sequence, order, first, next, last.	<u>Animals/farm</u> Paint program on the interactive whiteboard or tablet for children to draw farm pictures. Selection of farm animal soft toys or small world toys hidden around the setting. Provide the children with a digital camera or tablet to take photos of the animals. Vocab: follow, program, camera, photograph, sequence, move, drop, drag, draw.	<u>Pirates</u> Allow children to explore a basic computer drawing programme. Children can try to draw a picture of themselves dressed as a pirate. Have pirate-themed music or sea shanties on a CD. Can children try to operate the CD player independently? Vocab: move, drop, drag, draw, music, sound, audio, record, play,	<u>People who help us</u> Children to use ipads or camera to take photographs of each other dressed up. Use microphones to sing songs into. Use mobile phones to call for help-copying the number on the cards. Vocab: music, sound, audio, record, play, compose, volume
F2	<u>Technology Computer Science:</u> Exploring interactive board:	<u>Technology Digital Literacy</u> Mobile phones and recordable	<u>Technology Digital Literacy</u> Torches- light/dark	<u>Technology Information</u> Safety Internet Day	<u>Technology: Computer Science</u> Metal detectors	<u>Technology: Digital Literacy</u> iPad- record a story around Supertato?

	Children explore how to make marks on the interactive board and small boards using fingers, pens- changing colours, size of pencil/ paint brush. Using finger to complete interactive games on the board. Role play area to have laptop, mobile phone, till etc included.	microphones. Children to understand that by pressing a button they can record sound and play it back	Children to understand that by pressing a button they can make the light work on and off	Internet safer day- linked with whole school- staying safe online.	Remote control cars: making them move around a track following directions e.g arrows for forwards and backwards.	Looking at iPad and how they turn on and off- Using the camera to take photographs and record to create mini videos. Introduction to laptops- turning on and off- logging on and finding a program.
Y1	iAlgorithm Understand what algorithms are; how they are how *Implemented as programs on digital devices *Understand that programs execute by following precise and unambiguous instructions *Use logical reasoning to predict the behaviour of simple programs	iSafe Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content.	iProgram Understand that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to	Digital Writing (Teach Computing) Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and	Digital Painting (Teach Computing) Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of	Data and information - Grouping Data (Teach Computing) This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and

	*Create and debug simple programs		create, organise, store, manipulate and retrieve digital content	mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this	artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data
Y2	I safe (Health week focus) iSafe (ongoing throughout the year)	Iblog - practical lessons PicCollage/Word I Blog	I animate with J2e pictograms linked to Geog I animate	Isearch New- Beebots A Isearch linked to History	Ipub IPublish *Select, use and combine a variety of software (including internet	New- scratch/word processing OR Bee Bots B Learners begin to understand that

	Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies *Recognise common uses of information technology beyond school New-Intro computing around us New: Technology around us: Learners will develop their understanding of what information	*Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies *Recognise common uses of information technology beyond school Digital Photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally,	* To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I Search * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. *Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Programming A: This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.	services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
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	technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.	they will use this knowledge to recognise that images they see may not be real.		Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.		
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