



Medium Term Plan- Computing- 2021-2022



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Trips or events linked to subject			Safer Internet Day 8th February			
EYFS	<ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them <p><i>Through use of iPads to carry out age appropriate programs.</i></p> <p><i>Using Bee bots and other technology during free play and carousel activities.</i></p> <p><i>Tracked through parents and carers uploading pictures on Tapestry of children accessing technology at home.</i></p> <p><i>Early awareness of Online Safety through Safer Internet Day discussion/lesson.</i></p>					
Year 1	Computing beyond school I can recognise common uses of information technology beyond school I can recognise the common uses of computers in school	Algorithms I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and	Online Safety I can use technology safely and respectfully I understand what is considered private information in an online world	Debugging I can create and debug simple programs I can create a simple program using a familiar app I can find and correct a mistake in programming	Predicting behaviour I can use logical reasoning to predict the behaviour of simple programs I can predict the behaviour of Bee bots when given an algorithm	Create/save/retrieve digital content I can use technology purposefully to create digital content I can organise and store digital content I can manipulate and retrieve digital content

	<p>I can recognise the common uses of computers at home</p> <p><i>Through discussion of computers in schools and at home</i></p>	<p>unambiguous instructions</p> <p>I know that algorithms must be given in the correct order</p> <p>I know that algorithms must be carried out in the correct order</p> <p><i>Through unplugged lessons, Bee bots and Kodable</i></p>	<p>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies</p> <p><i>Through Safer Internet day and related lessons</i></p>	<p><i>Through unplugged lessons and Kodable</i></p>	<p>I can predict the behaviour of Kodable when given an algorithm</p> <p><i>Through unplugged lessons, Bee bots and Kodable</i></p>	<p><i>Through iPad photos and 2CeateAStory</i></p>
Year 2	<p>Algorithms</p> <p>I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>I can give a set of instructions in the correct order to a friend.</p>	<p>Debugging</p> <p>I can create and debug simple programs</p> <p>I can create simple program using a familiar app</p> <p>I can create a more complex program that includes sub instruction using Scratch Jnr</p> <p>I can find and correct a mistake in programming</p>	<p>Online Safety</p> <p>I can use technology safely and respectfully</p> <p>I can keep personal information private</p> <p>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies</p> <p><i>Through Safer Internet day and related lessons</i></p>	<p>Computing beyond school</p> <p>I can recognise common uses of information technology beyond school</p> <p>I can recognise the common uses of computers at home</p> <p>I can recognise the common uses of computers for jobs</p> <p><i>Through unplugged lessons and Scratch Jnr</i></p>	<p>Predicting behaviour</p> <p>I can use logical reasoning to predict the behaviour of simple programs</p> <p>I predict behaviour to match actions to their algorithms</p> <p>I can predict the behaviour of Scratch Jnr projects when given an algorithm</p>	<p>Create/save/retrieve digital content</p> <p>I can use technology purposefully to create digital content – including photos.</p> <p>I can organise and store digital content – using Scratch Jnr</p> <p>I can manipulate and retrieve digital content - including photos and Scratch Jnr projects</p> <p><i>Through iPad photos and Scratch Jnr</i></p>

	<p>I know that algorithms must be carried out in the correct order to fulfil their purpose</p> <p><i>Through unplugged lessons and Scratch Jnr</i></p>	<p><i>Through unplugged lessons and Scratch Jnr</i></p>			<p><i>Through unplugged lessons and Scratch Jnr</i></p>	
<p>Year 3</p>		<p><u>Online Safety:</u></p> <p>I understand what makes a safe password and how to keep my passwords safe.</p> <p>I understand different ways the Internet helps us communicate.</p> <p>I can contribute to a class blog with clear, appropriate and safe comments.</p> <p>I know how to check if information on a website is accurate or fake.</p>		<p><u>Coding:</u></p> <p>I can read and explain a flowchart.</p> <p>I can use a programme that uses a timer after and timer before command.</p> <p>I can create a computer programme that makes use of the repeat command.</p> <p>I can code, test and debug programmes.</p> <p>I can design and make an interactive scene.</p>		<p><u>Powerpoint:</u></p> <p>I can make a presentation from a blank page.</p> <p>I can add media into my slides.</p> <p>I can add animations into a presentation.</p> <p>I can add timings into a presentation.</p> <p>I can present effectively.</p>

		I know what makes online content inappropriate or offensive.				
Year 4	<p><u>Online Safety:</u></p> <p>I understand the term phishing and am aware of the existence of scam websites.</p> <p>I know what a computer virus <u>is</u>.</p> <p>I understand about citing sources that I have used.</p> <p>I can take informed ownership of the way I choose to use screen time.</p>		<p><u>Animation:</u></p> <p>I can make a simple animation using 2Animate.</p> <p>I can use backgrounds and sounds to make more complex and imaginative animations</p> <p>I can use ideas from existing animations to create my own.</p> <p>I can share my animation and comment on each other's work using display boards and blogs in Purple Mash.</p>		<p><u>Coding:</u></p> <p>I can plan an algorithm for a scene and use 2Code to program it.</p> <p>I can create a programme that includes an IF statement.</p> <p>I can make use of the X and Y properties of objects in their coding.</p> <p>I can use IF/ELSE Statements</p> <p>I can explain what a variable is in programming.</p>	

					I can create and use variables when programming.	
Year 5		<p><u>Online Safety:</u></p> <p>I can understand the information that I share online both about themselves and others.</p> <p>I can think critically about what I share online, even when asked by a usually reliable person to share something.</p> <p>I can cite all sources when researching and explain the importance of this.</p> <p>I understand the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>	<p><u>Game Creating:</u></p> <p>I can review and analyse a computer game.</p> <p>I can design the setting for their game so that it fits with the selected theme.</p> <p>I can decide upon, and change, the animations and sounds that the characters make.</p> <p>I can write informative instructions for their game so that other people can play it.</p> <p>I can evaluate my own and peer's games to help improve their design for the future.</p>		<p><u>Coding:</u></p> <p>I can use simplified code to make my programming more efficient.</p> <p>I can plan an algorithm modelling the sequence of traffic lights.</p> <p>I can recognise the need to start coding at a basic level of abstraction to remove superfluous details from my program that do not contribute to the aim of the task.</p> <p>I can create a program which represents a physical system.</p> <p>I can create and use strings in programming.</p>	

<p>Year 6</p>		<p><u>Online Safety:</u> I can understand the risks of using the internet.</p> <p>I can create playable game to raise awareness for internet risks.</p> <p>I understand what a digital footprint is and how to manage it responsibly.</p> <p>I understand the importance of balancing screen time.</p>		<p><u>Stop Motion Animation:</u></p> <p>I can research and plan a stop motion animation.</p> <p>I can make my stop motion animation project.</p> <p>I can evaluate my project</p>		<p><u>Coding:</u> I can plan a program which includes a timer and a score.</p> <p>I can create a program that makes use of functions.</p> <p>I can follow flowcharts to create and debug code.</p> <p>I can code programs that take text input from the user and use this in the program.</p> <p>I can follow through the code of how a text adventure can be programmed in 2Code.</p>