

Computing LTP

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
EYFS	Personal, Social and Emotional Development Physical Development Expressive Arts and Design Understanding the World	Making relationships Establishing rules and boundaries Role Play- home corner Gross Motor Activities Dough disco	Rote counting and counting with 1:1 correspondence	Language of cooperation when building together during large scale modelling Positional language	Story maps, showing the story journey and characters.	Ordering 2-3 objects according to height or length.	Numicon 1-10 Recognition of a set Rote counting Numeral recognition	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Year 1	<p>Computer Science <i>(How computers and computer systems work and how they are designed and programmed)</i></p> <p>Information Technology <i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p>Digital Literacy <i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	Purple Mash unit: Pictograms 1.3	Teach Computing unit: Computer systems and networks L1 and 6 - Year 1 Purple Mash unit: Tech outside school 1.9	Purple Mash unit: Lego builders 1.4 Maze explorers 1.5	Purple Mash unit: Animated stories 1.6	Purple Mash unit: Coding 1.7	Teach Computing unit: Digital photography- Year 2	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ♣ are responsible, competent, confident and creative users of information and communication technology.
Year 2		Teach Computing unit: Data and information- pictograms – Year 2	Teach Computing unit: Computer systems and networks – Year 2	Teach Computing unit: Prog A – robot algorithms – Year 2	Teach Computing unit: Prog A – robot algorithms – Year 2	Purple Mash unit: Coding 2.1	Purple Mash unit: Creating pictures (art) 2.6	
Year 3		Purple Mash unit: Touch typing 3.4	Purple Mash unit: Branching databases 3.6 then move onto Jit5 to compare https://www.j2e.com/jit5#branch	Purple Mash unit: Presenting – Microsoft PowerPoint 3.9	Purple Mash unit: Coding 3.1	Teach Computing unit: Prog A Scratch - selection	Teach Computing unit: Connecting computers	
Year 4		Purple Mash unit: Making music 4.9	Purple Mash unit: Lesson 1 from Year 3 spreadsheets then 3.3 Spreadsheets 4.3	Purple Mash unit: Animation 4.6 then iPad stop motion 2 lessons	Purple Mash unit: Coding 4.1	Teach Computing unit: Prog B – repetition in games	Purple Mash units: Effective searching (3 lessons) 4.7 then hardware in investigations 4.8 (2 lessons)	
Year 5		Purple Mash unit: Word processing 5.8	Purple Mash unit: Databases 5.4	Purple Mash unit: 3D modelling 5.6	Purple Mash unit: Coding 5.1	Purple Mash unit: Game creator 5.5	Teach Computing unit: The internet – Year 4	
Year 6		Teach Computing unit- Digital photography	Purple Mash unit: Excel spreadsheets 6.9	Purple Mash unit: Text adventures 6.5	Purple Mash unit: Coding 6.1	Teach Computing unit: Prog A – variables in games	Purple Mash unit: Blogging 6.4	
	<p>Digital literacy is embedded throughout our curriculum. In addition to this, each class also teaches it discretely through their year group 'Online safety' Purple Mash unit. This is done at a time of their choice due to varying unit lengths.</p> <ul style="list-style-type: none"> Embedded throughout the curriculum via cross curricular links: see 'Embedding-Online-Safety-Primary' PDF World Kindness Day – 13th November Anti-Bullying Week – 16th - 21st November Safer Internet Day – 8th February 							
KS3	<p>Aims: The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ♣ are responsible, competent, confident and creative users of information and communication technology 							

KS1 Computing Curriculum		
Computer Science <i>(How computers and computer systems work and how they are designed and programmed)</i>	Information Technology <i>(the purposeful use of existing programs to develop products and solutions)</i>	Digital Literacy <i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i>
A- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		
B- create and debug simple programs		
C- use logical reasoning to predict the behaviour of simple programs		
D- use technology purposefully to create, organise, store, manipulate and retrieve digital content		
E- recognise common uses of information technology beyond school		
F- 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		

Key Stage 2 National Curriculum Objectives		
Computer Science <i>(How computers and computer systems work and how they are designed and programmed)</i>	Information Technology <i>(the purposeful use of existing programs to develop products and solutions)</i>	Digital Literacy <i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i>
A - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		
B - use sequence, selection, and repetition in programs; work with variables and various forms of input and output		
C - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		
D - 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		
E - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		
F - 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		
G - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		