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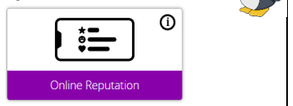
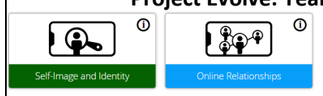
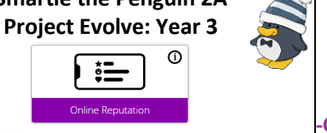
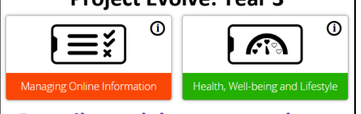
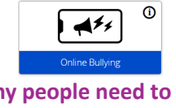
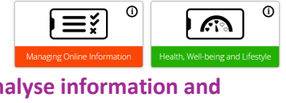
Clee Hill Community Academy Computing Long Term Plan

Cycle A	Autumn 1 Computing Systems and networks	Autumn 2 Creating Media	Spring 1 Programming A	Spring 2 Data and Information	Summer 1 Creating Media	Summer 2 Programming B
Class 2: Online safety coverage	**Project Evolve: Year 1** -Recognise that there may be people online who could make me feel sad, embarrassed or upset. -Know when I should ask an adult for help with things online that upset me	**Smartie the Penguin 1A** **Project Evolve: Year 1**  -Describe what information I should not put online without asking a trusted adult first.	**Project Evolve: Year 1** -Describe how to behave online in ways that do not upset others and can give examples.	**Project Evolve: Year 1** 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.	**Project Evolve: Year 1** Explain how passwords are used to protect information, accounts and devices	**Project Evolve: Year 1** Say why it belongs to me (e.g. 'I designed it' or 'I filmed it'').
Class 2	NCCE: Year 1: Technology around us. Recognising technology in school and using it responsibly -Name 3 types of technology (computer, iPad, traffic lights, laptop, heating system). -Locate the on switch of a desktop PC. -Know that the shift key creates a capital letter.	NCCE: Year 2: Digital photography Capturing and changing digital photographs for different purposes. -Explain what I did to capture a digital photo -Explain why a photo looks better in portrait or landscape format -Use a tool to achieve a desired effect	NCCE: Year 1: Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes -Program a 'robot' -Follow a set of simple instructions -Debug my program	NCCE: Year 2: Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. -Record data in a tally chart -Use pictograms to answer simple questions about objects -Explain what the pictogram shows	NCCE: Year 1 Digital writing. Using a computer to create and format text, before comparing to writing non-digitally -Know that the space key makes a space and backspace deletes text. -Know that where the font and size icons are and what they change font style and make it bigger or smaller.	NCCE: Year 2 Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make interactive quiz. -Change the outcome of a sequence of commands -Decide which blocks to use to meet the design -Debug my program
Class 3 Online safety coverage	**Project Evolve: Year 3**  -Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) -eExplain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with	**Smartie the Penguin 2A** **Project Evolve: Year 3**  -Give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	**Project Evolve: Year 3** -Give examples of how bullying behaviour could appear online and how someone can get support.	**Project Evolve: Year 3**  -Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	**Project Evolve: Year 3** -Describe simple strategies for creating and keeping passwords private.	**Project Evolve: Year 3** -Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
Class 3	NCCE: Year 3: Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. -Identify at least 2 networked devices around them (Network switch, server, wireless access point- see knowledge organiser). - Explain that different devices have different purposes. (smartboard for teaching, iPad for researching).	NCCE: Year 2: Digital photography Capturing and changing digital photographs for different purposes. -Explain what I did to capture a digital photo -Explain why a photo looks better in portrait or landscape format -Use a tool to achieve a desired effect	**NCCE: Year 3: Sequencing sounds**https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music Creating sequences in a block-based programming language to make music using Sphero BOLTS -Create a sequence of connected commands -Combine sound commands -Implement my algorithm as code	NCCE: Year 2: Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. -Record data in a tally chart -Use pictograms to answer simple questions about objects -Explain what the pictogram shows	NCCE: Year 3: Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose. -Explain the difference between text and images. -Demonstrate how to change font size and colour on a desktop computer (through Word or Publisher).	NCCE: Year 2: Programming quizzes Designing algorithms and programs that use events to trigger sequences of code /quiz. -Change the outcome of a sequence of commands -Decide which blocks to use to meet the design -Debug my program
Class 4: Online safety coverage	**Project Evolve: Year 4** -Explain that others online can pretend to be	**Project Evolve: Year 4** -Understand that people may alter information or put untrue	**Project Evolve: Year 4**  -Explain why people need to think carefully about how content they post	**Project Evolve: Year 4**  -Analyse information and differentiate between 'opinions',	**Project Evolve: Year 4** Understand how monitoring services are used to keep children and users	**Project Evolve: Year 4** When searching on the internet for content to use, I can explain

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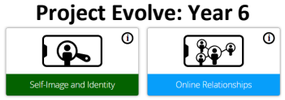
	someone else, including my friends, and can suggest reasons why they might do this. -Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours	information about me online with or without my knowledge	might affect others, their feelings and how it may affect how others feel about them (their reputation).	'beliefs' and 'facts'	safe online	why I need to consider who owns it and whether I have the right to reuse it.
Class 4	**NCCE: Year 4: The internet** *Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.* -Know that websites and their contents are created by people. -Know that information found online is not necessarily honest, accurate or legal. -Know what a URL address is and how to access a website.	**NCCE: Year 5: Video production** Planning, capturing, and editing video to produce a short film. -Use different camera angles -Use trim and crop to edit a video -Identify videos can be improved through and reshooting or editing	**NCCE: Year 4: Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes. -Be able to identify patterns of repetition in real life (brushing teeth, dance). -Explain how to use the repeat block in Scratch	**NCCE: Year 5: Flat-file databases** Using a database to order data and create charts to answer questions. -Outline how 'AND' and 'OR' can be used to refine data selection - Select an appropriate graph to visually compare data	**NCCE: Year 4: Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. -Explain the uses for gathered data. -Explain the different ways that data may be gathered.	**NCCE: Year 5: Selection in quizzes** Exploring selection in programming to design and code an interactive quiz. -Identify the condition and outcomes in an 'if… then… else…' statement -Show that a condition can direct program flow in one of two ways -Identify the outcome of user input in an algorithm.
Class 5: Online safety coverage	**Project Evolve: Year 6**  -Explain why it is important to challenge and reject inappropriate representations online	**Project Evolve: Year 6** -Explain strategies anyone can use to protect their 'digital personality' and online reputation	**Project Evolve: Year 6** -Explain how someone would report online bullying in different contexts.	**Project Evolve: Year 6** -Describe how some online information can be opinion and can offer examples.	**Project Evolve: Year 6** -Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	**Project Evolve: Year 6** Select content that is appropriate for reuse in my own work.
Class 5	**NCCE: Year 6: Communication and collaboration** Exploring how data is transferred by working collaboratively online. -Outline and evaluate methods of communicating and collaborating using the internet -Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	**NCCE: Year 5: Video production** Planning, capturing, and editing video to produce a short film. -Use different camera angles -Use trim and crop to edit a video -Identify videos can be improved through and reshooting or editing	**NCCE: Year 6: Variables in games** Exploring variables when designing and coding a game. -Define a 'variable' as something that is changeable - Experiment with the value of an existing variable	**NCCE: Year 5: Flat-file databases** Using a database to order data and create charts to answer questions. -Outline how 'AND' and 'OR' can be used to refine data selection - Select an appropriate graph to visually compare data	**NCCE: Year 6: 3D modelling** Planning, developing, and evaluating 3D computer models of physical objects. -Use digital tools to modify 3D objects	**NCCE: Year 5: Selection in quizzes** Exploring selection in programming to design and code an interactive quiz. -Identify the condition and outcomes in an 'if… then… else…' statement -Show that a condition can direct program flow in one of two ways -Identify the outcome of user input in an algorithm