



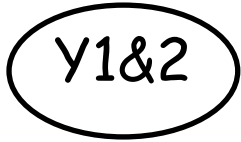
COMPUTING Cycle 2 Long Term Coverage

Building tomorrow, leading the way...



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Why am I Special?'	'Can you tell me a tale?'	Why are animals amazing?'	'Shall we go and explore?'	'What happened before?'	'Why is there commotion in the ocean?'
DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE	DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE
ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA	CODING AND PROGRAMMING	ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA	CONDING AND PROGRAMMING
Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning
<ul style="list-style-type: none"> Explore the use of a mouse. Identify things which are on the screen Use of the interactive whiteboard to make marks. Understand things can be shared between home and school using dojo in order to communicate. Understand 'stranger danger/pop ups on their tablets. 	<ul style="list-style-type: none"> Understand technology is all around us Explore a range of technology in the form of walkie talkies, iPads, stop watches, telephones, CD Player, Interactive whiteboards, computers, Beebots, tills, calculators, cameras, sound buttons. Use cameras/Ipads to take photos. 	<ul style="list-style-type: none"> Making things happen— turning things on and off, controlling toys. Explore the use of Beebots and programmable toys. 	<ul style="list-style-type: none"> Explore the use of the keyboard to type letters. Use the mouse to make specific marks Begin to enjoy simple computer games Understand what the internet is and how we can keep safe. 	<ul style="list-style-type: none"> Attempt to log on using class login. Recognise and use letters on keyboard in my name. Watching video clips Listening to music 	<ul style="list-style-type: none"> Making things happen Explore the use of Beebots and programmable toys Begin to make commands including directions for programming by pressing buttons.
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes

Children recognise that technology is used for different purposes. Technology is used for a cross curricular link to teach reading, writing, art, handwriting, science, music, maths and so on. Teaching children specific computing skills like pressing record, stop, play, select pens, erase, delete, open, close, focus when they are creating videos, animations, story images, photographs of nature.



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Autumn 1 DIGITAL LITERACY	Autumn 2 INFORMATION TECHNOLOGY	Spring 1 COMPUTER SCIENCE	Spring 2 DIGITAL LITERACY	Summer 1 INFORMATION TECHNOLOGY	Summer 2 COMPUTER SCIENCE
ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA	CODING AND PROGRAMMING (debug, algorithm)	ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA	CONDING AND PROGRAMMING
Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning
<ul style="list-style-type: none"> To know and learn what the 4 C's are Give a simple definition of the 4 C's of E-safety Write a set of rules on how to behave when using technology (think before you click policy) To know a simple action if you receive an inappropriate message To know a simple action if you see something inappropriate To know who to ask if you are asked to sign up/ buy something Begin to understand that many websites ask for information that is private. 	<ul style="list-style-type: none"> Open appropriate media software Add text, text boxes and show and hide objects and images, manipulating the features. Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. Recognise common uses of technology in everyday life 	<ul style="list-style-type: none"> Physically follow and give instructions to move around Understand what algorithms are Understand how algorithms are implemented as programs Create simple programs Debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> To recap the 4 C's of E-Safety To build on the definitions from Autumn 1 for the 4 C's Creating a secure password Recognise age-appropriate websites. Use safe search filters. Demonstrate how to safely open and close applications and log on and log off from websites. Identify what things count as personal information. Understand that not all things on the internet will be true. Explore what cyber-bullying means and what to do. 	<ul style="list-style-type: none"> Use applications to communicate ideas, work, messages and demonstrate control. Save, retrieve and organise work. Use index fingers on keyboard to build words and sentences. Recognise common uses of technology in life Recognise ways that technology is used in the home and community, e.g., taking photos, blogs, shopping. Use a video or camera to record an activity. 	<ul style="list-style-type: none"> To use repetition in simple program To implement sound on program To predict what will happen when using instructions in a programme. Create an algorithm to achieve a purpose.
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
To explain how to the 4 C's of E-Safety relates to being safe online. 4 C's poster	How to setup a laptop and use a word document.	Sequence of lessons exploring bee-bots and ScratchJr (Planning - curriculum—computing—coding—KS1—cycle 2—spring 1)	How to use technology safely Understanding if I create something, I own it.	How to use a document to communicate and to save work in an appropriate place.	To use simple programs to explore features of coding



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DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE	DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE
ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA - TEXT AND IMAGES	CODING AND PROGRAMMING	ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA - SOUND AND MOTION	CONDING AND PROGRAMMING
Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning
<ul style="list-style-type: none"> To know and learn what the 4 C's of E-safety are Write a definition of the 4 C's Write a set of rules on how to conduct yourself when using all technology (Think before you click policy) Why do we have privacy settings? Choose a secure password. Responding to various scenarios appropriately How do we spot something that isn't genuine. Making a profile private and secure to avoid messages from unknown people Cyberbullying 	<ul style="list-style-type: none"> Create different effects with different technological tools, demonstrating control. Use appropriate keyboard commands to amend text on a device. Use applications and devices in order to communicate ideas, work, and messages; Save, retrieve and evaluate work, making amendments; Insert a picture/text/graph/hyperlink from the internet or a personal file; 	<ul style="list-style-type: none"> Write a program with a sequence of instructions To write program that uses a repeat/loop command To decompose a game into parts Explain what selection is and demonstrate To design a game To write and debug a program To present a game To evaluate a game 	<ul style="list-style-type: none"> Age restrictions and limits of social media How to use search engines accurately . To understand the term plagiarism and how to avoid it How to be a responsible digital citizen To understand how web-sites advertise and promote products Safe use of emails To understand what the internet is and how does it work? 	<ul style="list-style-type: none"> Use software to record, create and edit sounds and capture still images. Change recorded sounds, volume, duration and pauses. Use software to capture video for a purpose; Crop and arrange clips to create a short film; Plan an animation and move items within each animation for playback; 	<ul style="list-style-type: none"> Write a program which accomplishes a specific goal. Create a program that includes a logical sequence. To design, write, debug and evaluate a quiz Use repetition and selection. Work with variables and adjust these depending on the effect they wish to create. Understand and use the duplicate function. Demonstrate that they understand how to combine a range of different effects to create their own quiz
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
To explain how to the 4 C's of E-Safety relates to being safe online.	Create a document linking to the wider curriculum	To use scratch to explore a range of programming features and create a game using loops.	How to use technology safely and maturely.	To use green screen to record and edit sound	To create a game/quiz for an audience



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DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE	DIGITAL LITERACY	INFORMATION TECHNOLOGY	COMPUTER SCIENCE
ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA—TEXT AND IMAGES	CODING AND PROGRAMMING DATABASES	ONLINE SAFETY 4 C's of E-safety (Conduct, Contact, Content, Contract)	MULTIMEDIA—SOUND AND MOTION	CONDING AND PROGRAMMING
Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning	Steps of Learning
<ul style="list-style-type: none"> To recap what the 4 C's of E-safety are Write a definition of the 4 C's with realistic examples Write a set of rules on how to conduct yourself when using all technology (Think before you click policy) Implications of not having a private and secure account Respond to scenarios appropriately (cyber bullying, grooming, Exploitation) Importance of keeping details safe Age restrictions and why we have them. 	<ul style="list-style-type: none"> Use the skills already developed to create content using unfamiliar technology; Select, use and combine the appropriate technology tools to create effect; Review and improve their own work and support others to improve their work; Save, retrieve and evaluate their work, making amendments; Insert a picture/text/graph/hyperlink from the internet or personal file; 	<ul style="list-style-type: none"> To design, write and debug a simulation program Enter text and number into a spreadsheet Identify and refer to cells by row and column Begin to explore formulae 	<ul style="list-style-type: none"> How to find out the validity of a website Understanding the importance of password safety How to spot signs on fraud 	<ul style="list-style-type: none"> Collect audio from a variety of resources including own recordings and internet clips; Use a digital device to record sounds and present audio; Trim, arrange and edit audio levels to improve quality; 	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems solve problems by decomposing them into smaller parts 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
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
To explain how to the 4 C's of E-Safety relates to being safe online.	Create a presentation linked to the curriculum	To create a spreadsheet of data	How to use technology safely and for a wide range of purposes.	To produce a podcast using garageband (Twinkl—Radio station)	