



## Long Term Plan – Computing Scope, Coherence, Sequence and Rigour

	Year 1	Year 2
<b>Autumn 1</b>	<p><b>Safe Use</b> – Recognise what safe means</p> <p><b>Uses of IT beyond school</b> Talk about some uses of IT in the home</p>	<p><b>Safe Use</b> - Know where to go for help if concerned</p> <p><b>Uses of IT beyond school</b> Know how technology is used in and out of the school</p>
<b>Autumn 2</b>	<p><b>Using Technology</b> Use a range of digital devices confidently</p>	<p><b>Using Technology</b> Save their work confidently, open it and edit it</p>
<b>Spring 1</b>	<p><b>Algorithms</b> Understand what an algorithm is (instructions). <i>To be done without digital devices.</i></p>	<p><b>Algorithms</b> Understand that algorithms (<b>instructions- volume buttons, home button, save button</b>) are used on digital devices</p>
<b>Spring 2</b>	<p><b>Using Technology</b> Retrieve information from a website</p>	<p><b>Using Technology</b> Organise, retrieve and manipulate digital content</p>
<b>Summer 1</b>	<p><b>Create Programmes</b> Create a number of one and two step algorithms to plan a journey for a programmable toy</p>	<p><b>Create Programmes</b> Create simple programmes using a block of instructions (<b>BeeBot/ Scratch Jr</b>)</p>
<b>Summer 2</b>	<p><b>Using Technology</b> Recognise the 'save' symbol and be able to save work independently</p>	<p><b>Technology</b> Organise, retrieve and manipulate digital content</p>



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	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Safe Use</b> – using computing responsibly</p> <p><b>Creating Programs</b> – one/two step algorithms</p>	<p><b>Safe Use</b> - recognising unacceptable behaviour</p> <p><b>Creating Programs</b> – creating a moving sprite</p>	<p><b>Safe Use</b> – understanding safe choices</p> <p><b>Creating Programs</b> – Identify bugs in an algorithm</p>	<p><b>Safe Use</b> – be aware of dangers and know who to alert</p> <p><b>Creating Programs</b> – create a programmes with several algorithms.</p>
<b>Autumn 2</b>	<p><b>Safe use</b> - making responsible choices</p>	<p><b>Safe use</b> - understanding which choices are safe</p>	<p><b>Safe use</b>- understanding if information is true</p>	<p><b>Safe use</b> - know potential dangers</p>
<b>Spring 1</b>	<p><b>Develop Programs</b> – a sequence of algorithms.</p> <p><b>Reasoning</b> – explaining systems</p>	<p><b>Develop Programs</b> – experiment with variables</p> <p><b>Reasoning</b> – making accurate predictions</p>	<p><b>Develop Programs</b> – complete set algorithms</p> <p><b>Reasoning</b> – evaluate future programming</p>	<p><b>Develop Programs</b> – create a repetitive sequence</p> <p><b>Reasoning</b> – use if/then/that to design algorithms</p>
<b>Spring 2</b>	<p><b>Search Engines</b> – presenting information from a range of sources</p>	<p><b>Search Engines</b> – selecting software for a goal</p>	<p><b>Search Engines</b> – understand how search results are selected</p>	<p><b>Search Engines</b> – be aware of misleading information</p>
<b>Summer 1</b>	<p><b>Using Programs</b> – combine sequences of instructions</p>	<p><b>Using Programs</b> – collect data and combine hardware</p>	<p><b>Using Programs</b> – input and analyse data</p>	<p><b>Using Programs</b> – input, analyse and evaluate data.</p>
<b>Summer 2</b>	<p><b>Networks</b> – use keywords to find information</p>	<p><b>Networks</b> – use keywords to find information</p>	<p><b>Networks</b> – identify which information is useful or not</p>	<p><b>Networks</b> – identify which information is useful or not</p>