Computing Long Term plan

	Area of Learning	Characteristics of Effective Learning	ELG	Coverage	FS vocabulary
FS	**Understanding the World** This involves guiding children to make sense of their physical world and their community through opportunities to explore , observe and find out about **people, places,** technology and the environment	Playing and exploring Active Learning Creating and Thinking Critically	**Understanding the World** **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Activities are developed following the interests of the children. The content will vary year on year. Specific learning and learning in the continuous provision is detailed in planning documents. Curriculum coverage is summarised by the continuous provision plans for each area and the one page curriculum summary.	Ipad charge Google/Kiddle search information camera photo print Pic collage

	Computing Units					
Year Group	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
1	Technology around us	Digital Painting	Moving a robot	Grouping Data	Digital Writing	Programming Actions
2	IT around us	Digital Photography	Robot Algorithms	Pictograms	I Digital Music	Programming Quizzes
3	Connecting Computers	Desktop Publishing	Sequencing Sounds	Branching Databases	Stop-frame Animation	Connecting Events & actions in Pictograms
4	The Internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
5	Systems and Searching	Introduction to Vector Graphics	Selection in Physical Computing	Flat-file Databases	Video Production	Selection in quizzes
6	Communication and Collaboration	3D Modelling	Variables in Games	Spreadsheets	Web Page Creation	Sensing Movement

E-safety Coverage

Year Group	Content	Contact	Conduct
1	- Inappropriate Content - *Upsetting Images* - App Purchases	- Cyberbullying - *Unkind comments* - Grooming - *Online Strangers*	- Online Image - *What is an avatar?* - Personal Information - *What is personal information?*
2	- Pop-Ups - Who to tell? (Inappropriate content -revision)	- Impact of/ Responding to cyberbullying - Understanding manipulative behaviour	- When is it OK to share? - Offline behaviour vs online behaviour.
3	- Scam spotters - Inappropriate content (revision)	- Warning signs/ expressing opinions - Identifying different forms of manipulative tactics	- Who should we share with? - Why do we have passwords? Generating a strong password - Spotting the signs (Screen time) - Modifying our online profiles
4	- Downloading (revision) - Inappropriate content (revision)	- Communicating online vs communicating offline - Like/admire vs trust	- Digital Footprint - Evaluating passwords - Maintaining a balance - Examining online profiles
5	Sharing Content	- Respect/ Disrespect - Motives	- Digital footprint/ Personal information (revision) - Passwords (revision) - Analysing online profiles
6	- Ephemeral and Expiring Content (revision) - What is the safest choice?(video chat/Webcams) - Fake vs Real/ reliability	- Why does Cyberbullying happen? Anonymity - Grooming (Revision)	- Digital Footprint/ Personal information (revision) - Creating online profiles