



## Trimley St Mary - Computing Long Term Plan



Computing			
	Autumn Term	Spring Term	Summer Term
EYFS	Who do you think you are? - What makes me special?  PSED - Making relationships - Purple Mash unit, lesson 4.  Technology unit - Introduce the minimash classroom  Use mini mash games and activities.  Communication and Lnaguage - 2create a story.	Prickly Plants and Awesome Animals – Would you rather live in a cold place or a hot place?  The World – Purple Mash – picking the pins Activities in mini-mash linked to topic.  Use Simple city and the farm.	Everyday Heraes - Who are the Everyday Heraes in our community? Technology - Use simple city and the garage, the vet, garden centre Physical development unit - mashcams and 2count for data/ graphs Garden on minimash.
Development Matters Links	Computing- Understanding the World-Technology- Completes a simple program on a computer. Dess ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. ELG+ - children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions,	Computing- Understanding the World-Technology- Completes a simple program on a computer. *Uses ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. ELG+ - children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being	Computing- Understanding the World-Technology- Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. ELG+ - children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives. Communication and Language ELG: Listening, Attention and

	comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vacabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<u>Year One</u>	Knowing Me, Knowing You – What makes me who I am?  1:1 Online Safety  1.2 Grouping and Sorting  1:3 Pictograms	Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop? 1:4 Lego Builders 1:5 Maze Explorers 1:6 Animated Story Books	Oh, We do like to be beside the Seaside  - What makes our beach a special place?  1:7 Coding  1:8 Spreadsheets  1:9 Technology Outside School
National Curriculum Links	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.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.

Year Two	London Calling - Why is London the capital city of the United Kingdom?  2:1 - Coding  2:2 - Online safety  2.3- Spreadsheets	Medieval Mayhem – Would you rather live in your house or a castle?  2.4- Questioning  2.5- Effective searching	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Recognise common uses of information technology beyond school.  The Enchanted Wood - Why are woodlands important?  2:6 - Creating pictures  2:7 - Making music  2.8- Presenting ideas
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Year Three/Four - Cycle I	Enchanting Egyptians – Why did the Egyptians stop huilding pyramids? • eSafety – copywrite & online risks. • Online services – messages	Revolting Romans - What did the Romans ever do for us?  • eSafety  • Coding - 2Logo	Healthy Heroes - How do we know if we're healthy?  • eSafety  • Online services - research

	Databases	Green screen - performance poetry	Present information – Seesaw / Word / PowerPoint / typing skills
National Curriculum Links  eSafety - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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.  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.	<ul> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection and repetition in programs</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Select, use and combine a variety of software</li> </ul>	Use search technologies effectively, appreciate how results are selected and ranked, and he discerning in evaluating digital content.  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.
Year Three/Four - Cycle 2	Stones and Banes - Could we survive in the Stone Age?  • eSafety - copywrite & online risks.  • Online services - computer networks.  • Stop Go animation - Koma Koma.	Remarkable Rainfarest - Will there still be Rainfarests when we grow up?  • eSafety.  • Scratch  • Online services - Google Earth, digital images, research	Our Place an Earth - What makes our place on Earth special?  • eSafety  • Data loggers  • Online services - Google Earth, digital images, research
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Year Five/Six Cycle I	Journey to the pales Who were the first humans to discover Antarctica? What was Shackleton's journey like? How did Shackleton get to Antarctica? - Coding - Online Safety	Travelling through time When did the Anglo Saxons settle in Britain? Where did they come from? What evidence is there in modern Britain that the Anglo Saxons lived here? Who were the Greek gods? How have the Ancient Greeks affected madern life? - Spreadsheets - Databases	Journey to the Americas What is life like in the Americas? Who are the Mayans? What effects have they had an our lives? - Game Creator - 3D Modelling
National Curriculum Links	Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  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.	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.  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.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  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
<u>Year 5/6</u> Cycle 2	Disaster zones What years did major natural disasters happen? Have we had any local natural disasters?	Intergalactic Exploreres Which countries were involved in the Space Race? When did humans first reach the moon? When did the first woman enter space?	The War Room How did the world wors start? When did they start? Who was involved? How were people affected?

	How have disaster hit countries recovered? - Cancept Maps - Blagging	- Text adventures - Networks	- Quizzing - Binary
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