



Trimley St. Mary - Computing Long Term Plan



	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b><u>Year One</u></b></p>	<p><b><u>Knowing Me, Knowing You - What makes me who I am?</u></b></p> <p>1:1 Online Safety 1:2 Grouping and Sorting 1:3 Pictograms</p>	<p><b><u>Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop?</u></b></p> <p>1:4 Lego Builders 1:5 Maze Explorers 1:6 Animated Story Books</p>	<p><b><u>Oh, We do like to be beside the Seaside - What makes our beach a special place?</u></b></p> <p>1:7 Coding 1:8 Spreadsheets 1:9 Technology Outside School</p>
<p><b><u>National Curriculum Links</u></b></p>	<p>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.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>

			<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>
<u>Year Two</u>	<p><u>London Calling - Why is London the capital city of the United Kingdom?</u></p> <p>2:1 - Coding 2:2 - Online safety 2.3- Spreadsheets</p>	<p><u>Medieval Mayhem - Would you rather live in your house or a castle?</u></p> <p>2.4- Questioning 2.5- Effective searching</p>	<p><u>The Enchanted Wood - Why are woodlands important?</u></p> <p>2:6 - Creating pictures 2:7 - Making music 2.8- Presenting ideas</p>
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<u>Year Three/Four - Cycle 1</u>	<p><u>Enchanting Egyptians - Why did the Egyptians stop building pyramids?</u></p> <ul style="list-style-type: none"> <li>• eSafety - copywrite &amp; online risks.</li> <li>• Online services - messages</li> </ul>	<p><u>Revolting Romans - What did the Romans ever do for us?</u></p> <ul style="list-style-type: none"> <li>• eSafety</li> <li>• Coding - 2Logo</li> </ul>	<p><u>Healthy Heroes - How do we know if we're healthy?</u></p> <ul style="list-style-type: none"> <li>• eSafety</li> <li>• Online services - research</li> </ul>

	Databases	Green screen - performance poetry	Present information - Seesaw / Word / PowerPoint / typing skills
<p><b>National Curriculum Links</b></p> <p><b>eSafety</b> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <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> </ul> <p>Select, use and combine a variety of software....</p>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul> <p>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.</p>
<p><b>Year Three/Four - Cycle 2</b></p>	<p><b>Stones and Bones - Could we survive in the Stone Age?</b></p> <ul style="list-style-type: none"> <li>eSafety - copywrite &amp; online risks.</li> <li>Online services - computer networks</li> <li>Stop Go animation - Koma Koma.</li> </ul>	<p><b>Remarkable Rainforest - Will there still be Rainforests when we grow up?</b></p> <ul style="list-style-type: none"> <li>eSafety</li> <li>Scratch</li> <li>Online services - Google Earth, digital images, research</li> </ul>	<p><b>Our Place on Earth - What makes our place on Earth special?</b></p> <ul style="list-style-type: none"> <li>eSafety</li> <li>Data loggers</li> <li>Online services - Google Earth, digital images, research</li> </ul>
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<p>report concerns about content and contact.</p>	<p>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.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>and ranked, and be discerning in evaluating digital content.</p>
<p><u>Year Five/Six</u> <u>Cycle 1</u></p>	<p><u>Journey to the poles</u> Who were the first humans to discover Antarctica? What was Shackleton's journey like? How did Shackleton get to Antarctica? - Coding - Online Safety</p>	<p><u>Travelling through time</u> 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 modern life? - Spreadsheets - Databases</p>	<p><u>Journey to the Americas</u> What is life like in the Americas? Who are the Mayans? What effects have they had on our lives? - Game Creator - 3D Modelling</p>
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<p><u>Year 5/6</u> <u>Cycle 2</u></p>	<p><u>Disaster zones</u> What years did major natural disasters happen? Have we had any local natural disasters?</p>	<p><u>Intergalactic Exploreres</u> Which countries were involved in the Space Race? When did humans first reach the moon? When did the first woman enter space?</p>	<p><u>The War Room</u> How did the world wars start? When did they start? Who was involved? How were people affected?</p>

	<p><i>How have disaster hit countries recovered?</i></p> <ul style="list-style-type: none"> <li>- Concept Maps</li> <li>- Blogging</li> </ul>	<ul style="list-style-type: none"> <li>- Text adventures</li> <li>- Networks</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzing</li> <li>- Binary</li> </ul>
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