



St Bartholomew's Computing - Long Term Plan - Year B

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/Y1	<p><u>Technology around us</u></p> <p>Recognising technology in school and using it responsibly.</p>	<p><u>Grouping data</u></p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p><u>Moving a robot</u></p> <p>Writing short algorithms and programs for floor robots and predicting program outcomes.</p>	<p><u>Digital painting</u></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p>	<p><u>Digital photography</u></p> <p>Capturing and changing digital photographs for different purposes.</p>	<p><u>Robot algorithms</u></p> <p>Creating and debugging programs and using logical reasoning to make predictions.</p>
Palm Y2/3	<p><u>Pictograms</u></p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p><u>Digital writing</u></p> <p>Using a computer to create and format text, before comparing to writing non-digitally</p>	<p><u>Programming animations</u></p> <p>Designing and programming the movement of a character on screen to tell stories.</p>	<p><u>Branching databases</u></p> <p>Building and using branching databases to group objects using yes/no questions.</p>	<p><u>Programming quizzes</u></p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>	<p><u>Desktop publishing</u></p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p>
			<p><u>Sequencing sounds</u></p> <p>Creating sequences in a block-based programming language to make music.</p>		<p><u>Events and actions in programs</u></p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>	
Oak Y4/5	<p><u>Connecting computers</u></p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be</p>	<p><u>Repetition in shapes</u></p> <p>Using a text-based programming language to explore count-controlled loops when</p>	<p><u>Vector drawing</u></p> <p>Creating images in a drawing program by using layers and groups of objects.</p>	<p><u>Selection in physical computing</u></p> <p>Exploring conditions and selection using a programmable microcontroller.</p>	<p><u>The internet</u></p> <p>Recognising the internet as a network of networks including the WWW, and why we should</p>	<p><u>Audio production</u></p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>

	connected to make networks.	drawing shapes.			evaluate online content.	
Willow Y6	<u>Communication and collaboration</u> Identifying and exploring how data is transferred and information is shared online.	<u>Webpage creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	<u>Variables in games</u> Exploring variables when designing and coding a game.	<u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data.	<u>Sensing</u> Designing and coding a project that captures inputs from a physical device.	<u>3D modelling</u> Planning, developing, and evaluating 3D computer models of physical objects.



St Bartholomew's Computing - Long Term Plan - Year A

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/Y1	<p><u>Technology around us</u></p> <p>Recognising technology in school and using it responsibly.</p>	<p><u>Grouping data</u></p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p><u>Moving a robot</u></p> <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p>	<p><u>Digital painting</u></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p>	<p><u>Digital photography</u></p> <p>Capturing and changing digital photographs for different purposes.</p>	<p><u>Robot algorithms</u></p> <p>Creating and debugging programs, and using logical reasoning to make predictions.</p>
Palm Y2/Y3	<p><u>Using the internet</u></p> <p>This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results.</p>	<p><u>Making music</u></p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	<p><u>Preparing for turtle logo</u></p> <p>This unit has two main aims, to enable children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo.</p>	<p><u>Internet Research and Communication</u></p> <p>This unit focuses on how to effectively search using keywords and how to safely communicate online.</p>	<p><u>Online safety</u></p> <p>Children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online.</p>	<p><u>Stop-frame animation</u></p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>
Oak Y4/Y5	<p><u>Sharing Information</u></p> <p>In this unit, learners will develop their understanding of computer systems and how information is</p>	<p><u>Flat-file databases</u></p> <p>Using a database to order data and create charts to answer questions.</p>	<p><u>Repetition in games</u></p> <p>Using a block-based programming language to explore count-controlled and infinite loops</p>	<p><u>Video production</u></p> <p>Planning, capturing, and editing video to produce a short film.</p>	<p><u>Photo editing</u></p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required</p>	<p><u>Selection in quizzes</u></p> <p>Exploring selection in programming to design and code an interactive quiz.</p>

	<p>transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>		<p>when creating a game.</p>		<p>purpose is fulfilled.</p>	
<p>Willow Y6</p>	<p><u>Communication and collaboration</u></p> <p>Identifying and exploring how data is transferred and information is shared online.</p>	<p><u>Webpage creation</u></p> <p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><u>Variables in games</u></p> <p>Exploring variables when designing and coding a game.</p>	<p><u>Introduction to spreadsheets</u></p> <p>Answering questions by using spreadsheets to organise and calculate data.</p>	<p><u>Sensing</u></p> <p>Designing and coding a project that captures inputs from a physical device.</p>	<p><u>3D modelling</u></p> <p>Planning, developing, and evaluating 3D computer models of physical objects.</p>