**Computing** Long Term Plan R

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| Year A | Autumn | | | | | Spring | | | Summer | | |
|  | **How Does that Building Stay Up?** | | | | | **Can I Have a Dog Yet?** | | | **What Happens in Summer?** | | |
| **Area** | Digital Literacy | IT | | Computer Science | | Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| **Topic suggestions** | Which digital devices can we find in the city? How do they help people communicate? | Use drawing tools to draw a house or other building | | Program a car around the city. | | Send an email to a pet owner asking for suggestions / tips. Think about being clear and polite. Should we send a picture of ourselves with the pet? | Leave a message to tell someone how to look after their dog. Listen to it back again.  Look at a chart and say which is the most popular pet | program a pet robot to find its way home | Use seesaw to record a garden blog. | Take a photograph of a summer flower  Record an insect moving and show my friend telling them what to do. | sort the instructions (algorithm) to show how a plant grows |
| **Year B** | Autumn | | | | | Spring | | | Summer | | |
| **Topics** |  | | | | | **Are Eggs Alive** | | | **What lives in my garden?** | | |
| **Area** |  | |  | |  | Send an email to a farmer asking for suggestions / tips. | record a message for someone to tell them all about what’s inside an egg using a picture to help. | sort the instructions (algorithm) to show how an animal grows from an egg | Use seesaw to record a garden blog. | Take a photograph of a summer flower  Record an insect moving and show my friend telling them what to do. | program a bug to find its way around a garden to a flower or fruit. |
| **topic suggestions** |  | |  | |  |  |  |  |  |  |  |

**Computing** Long Term Plan Year 1

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| Year A | Autumn | | Spring | | Summer | |
|  | **Memory Box (Y1)** | **Blue Planet – Why don’t penguins need to fly?** | **Mighty Middlesbrough** | **Towers, Tunnels and Turrets – Castles** | **Superheroes - Mary Seacole and Florence Nightingale** | **Beachcombers – Why do we love being beside the seaside so much?** |
| **Unit(s) of Work** | * 1. online safety   2. grouping and sorting | 1.3 pictograms | 1.7 coding | **1.5 maze explorers**  **1.6 animated story books** | 1.4 lego builders  1.7 coding revisit -> | 1.7 coding revisit  1.9 technology outside of school. |
| **Topic suggestions** | sorting children according to eye colour / boy / girl | *pictogram to show the number of penguins spotted in different places* |  | *3D Castle tour* |  |  |
| **CC Links** |  |  |  |  |  |  |
| **Year B** | Autumn | | Spring | | Summer | |
| **Topics** | **Memory Box (Y1)** | **How does Kampong Ayer compare with where I live?** | **Victorians** | **Scented Garden – Why does it matter where our food comes from?** |  | **Bright Lights, Big City – The Great Fire of London**  **Geography of London and UK:** |
| **Unit(s) of Work** | * 1. online safety   2. grouping and sorting | 1.3 pictograms | 1.7 coding | **1.5 maze explorers**  **1.6 animated story books** | 1.4 lego builders  1.7 coding revisit -> | 1.7 coding revisit  1.9 technology outside of school. |
| **topic suggestions** | sorting children according to eye colour / boy / girl | number of crocodiles / hornbills / proboscis monkeys / leopards |  | **explore a garden in 3D** |  | Technology in cities |
| **CC Links** |  |  |  |  |  |  |

**Computing** Long Term Plan Year 2

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| Year A | Autumn | | Spring | | Summer | |
| **Topics** | **Memory Box (Y1)** | **Blue Planet – Why don’t penguins need to fly?** | **Mighty Middlesbrough** | **Towers, Tunnels and Turrets – Castles** | **Superheroes - Mary Seacole and Florence Nightingale** | **Beachcombers – Why do we love being beside the seaside so much?** |
| **Unit(s) of Work** | * 1. online safety   2. effective searching | 2.3 spreadsheets | 2.7 making music  2.6 creating pictures | 2.1 coding | 2.8 presenting ideas | 2.4 questioning  2.1 coding continued |
| **Topic Links Suggestion** | sorting children according to eye colour / boy / girl | *pictogram to show the number of penguins spotted in different places* | *artwork for an area in Middlesbrough*  *Y2 music festival* | *control a knight* | *create a quiz* | *what are people’s favourite things to do at the beach?* |
| **CC Links** |  |  |  |  |  |  |
| **Year B** | Autumn | | Spring | | Summer | |
| **Topics** | **Memory Box (Y1)** | **How does Kampong Ayer compare with where I live?** | **Victorians** | **Scented Garden – Why does it matter where our food comes from?** |  | **Bright Lights, Big City – The Great Fire of London**  **Geography of London and UK:** |
| **Unit(s) of Work** | * 1. online safety   2. effective searching | 2.3 spreadsheets | 2.7 making music  2.6 creating pictures | 2.1 coding | 2.8 presenting ideas | 2.4 questioning  2.1 coding continued |
| **Topic Links Suggestion** | sorting children according to eye colour / boy / girl | *pictogram to show the different wildlife in Kampong* | *Create a Victorian orchestra* |  |  | *what are people’s favourite things to do in the city?* |
| **CC Links** |  |  |  |  |  |  |

**Computing** Long Term Plan Year 3

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| Year A | Autumn | | Spring | | Summer | |
|  | **Ancient Egypt** | **Blue Planet** | **Scrumdiddlyumptious** | **Traders & Raiders** | **Megacities** | **Local History** |
| **Unit(s) of Work** | **Unit 3.2: Online Safety**  Produce a poster to advise about keeping personal information safe. | **Unit 3.5: Email**  Write class rules list for conduct | **Unit 3.6: Branching Databases**  Create a branching database for children in the class  for sweets  **Unit 3.7: Simulations** | **Unit 3.1: Coding** Program guards to patrol the castle | **Coding Continued**  Children use coding blocks previously learned to plan and create a game in Scratch. | **Unit 3.3: Spreadsheets**  **Unit 3.8: Graphing**  Children collect data and produce a graph. |
| **CC Links** | Google Earth  Expeditions VR | Research  YouTube Videos  data loggers (light) |  | Historical research. Comparing facts and looking at reliable sources | Garage Band | research  create a 360 image |
| **Year B** | Autumn | | Spring | | Summer | |
| **Topics** | **Tribal Tales** | **Jungles** | **I am warrior** | **Tremors** | **Road Trip USA** | **Traders and Raiders – Vikings** |
| **Unit(s) of Work** | **Unit 3.2: Online Safety**  Produce a poster to advise about keeping personal information safe. | **Unit 3.5: Email**  Write class rules list for conduct | **Unit 3.6: Branching Databases**  Create a branching database for children in the class  **Unit 3.7: Simulations** | **Unit 3.3: Spreadsheets**  **Unit 3.8: Graphing**  Children collect data and produce a tremors around the world graph. | **Unit 3.1: Coding**  Program a road trip around the USA | **Coding Continued**  Children use coding blocks previously learned to plan and create a game in Scratch. |
| **CC Links** | Historical research |  | Historical research. Comparing facts and looking at reliable sources |  | google earth  360 cities  Expeditions |  |

**Computing** Long Term Plan Year 4

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| **Year A** | Autumn | | Spring | | Summer | |
|  | **Ancient Egypt** | **Blue Planet** | **Scrumdiddlyumptious** | **Traders & Raiders** | **Megacities** | **Local History** |
| **Unit(s) of Work** | **4.2: online safety** | **4.1 coding** | **Coding Continued**  Children use coding blocks previously learned to plan and create a game in Scratch. | **4.7: effective searching**  **4.5: Logo** | **4.8 Hardware Investigators**  **4.6: animation** | **4.4 writing for different audiences**  **4.3 spreadsheets** |
| **CC Links** | Google Earth  Expeditions VR | research |  | Historical research. Comparing facts and looking at reliable sources | Garage Band | research  create a 360 image |
| **Year B** | Autumn | | Spring | | Summer | |
|  | **Tribal Tales** | **Jungles** | **I am warrior** | **Tremors** | **Road Trip USA** | **Traders and Raiders – Vikings** |
| **Unit(s) of Work** | **4.2: online safety** | **4.1 coding** | **Coding Continued**  Children use coding blocks previously learned to plan and create a game in Scratch. | **4.7: effective searching**  **4.5: Logo** | **4.8 Hardware Investigators**  **4.6: animation** | **4.4 writing for different audiences**  **4.3 spreadsheets** |
| **CC Links** | Historical research |  | Historical research. Comparing facts and looking at reliable sources |  | google earth  360 cities  Expeditions |  |

**Computing** Long Term Plan Year 5

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| **Year A** | Autumn | | Spring | | Summer | |
|  | **Hola Mexico – The Mayans** | **Blue Planet – How is climate change affecting the world?** | **Crime and Punishment – Monarchs** | **How do volcanoes affect the lives of people on Hiemaey?** | **What is a river?** | **Mighty Middlesbrough – The Industrial Revolution** |
| **Unit(s) of Work** | **5.2 online safety**  **5.6 3D modelling** | **5.1 coding** | **5.7 concept maps** | **5.5 game creator** | **5.3 spreadsheets** | **5.4 databases** |
| **CC Links** |  |  |  |  |  |  |
| **Year B** |  |  |  |  |  |  |
|  | **Ancient Greece** | **Frozen Kingdom – Why are mountains so important?** | **Princes, Peasants and Pestilence – Medieval Britain** | **Why is fair trade fair?** | **Who are Britain’s National Parks for?** | **A Child’s War – WWII** |
| **Unit(s) of Work** | **5.2 online safety**  **5.6 3D modelling** | **5.7 concept maps** | **5.1 coding** | **5.3 spreadsheets** | **5.5 game creator** | **5.4 databases** |
| **CC Links** |  |  |  |  |  |  |

**Computing** Long Term Plan Year 6

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| **Year A** | Autumn | | Spring | | Summer | |
|  | **Hola Mexico – The Mayans** | **Blue Planet – How is climate change affecting the world?** | **Crime and Punishment – Monarchs** | **How do volcanoes affect the lives of people on Hiemaey?** | **What is a river?** | **Mighty Middlesbrough – The Industrial Revolution** |
| **Unit(s) of Work** | **6.2 online safety** | **6.3 spreadsheets** | **6.1 coding** | **6.4 blogging** | **text adventures 6.5 (coding)** | **6.6 networks** |
| **CC Links** |  |  |  |  |  |  |
| **Year B** |  |  |  |  |  |  |
|  | **Ancient Greece** | **Frozen Kingdom – Why are mountains so important?** | **Princes, Peasants and Pestilence – Medieval Britain** | **Why is fair trade fair?** | **Who are Britain’s National Parks for?** | **A Child’s War – WWII** |
| **Unit(s) of Work** | **6.2 online safety** | **6.3 spreadsheets** | **6.1 coding** | **6.4 blogging** | **text adventures 6.5 (coding)** | **6.6 networks** |
| **CC Links** |  |  |  |  |  |  |