Glen Hills Primary School Computing Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4+	4+ continue to use cross curricular ICT where possible					
1	**Health, Well-being and Lifestyle:** I can explain rules to keep myself safe when using technology both in and beyond the home.	Self-Image and Identity: I can recognize that there may be people online who could make someone feel sad, embarrassed or upset.	Online Relationships: I can give examples of when I should ask permission to do something online and explain why this is important.	Copyright and Ownership: I can understand that work created by others does not belong to me even if I save a copy.	Privacy and Security: I can explain how passwords are used to protect information, accounts and devices.	Managing Online Information: I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
	Teach Computing: Computing systems and networks – Technology all around us https://teachcomputing.org/curriculum/key-stage-1	Teach Computing: Creating Media – Digital Painting	Teach Computing: Programming A – Moving a Robot		Teach Computing: Creating Media – Digital Writing	Teach Computing: Programming B – Introduction to Animation
2	Health, Well-being and Lifestyle: I can explain simple guidance for using technology in different environments and settings e.g., accessing online technologies in	Managing Online Information: I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	Online Reputation I can describe how anyone's online information could be seen by others.	Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can describe and explain some rules for keeping personal information private	Copyright and Ownership: I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.	Online Relationships I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something

Glen Hills Primary Computing curriculum

Glen Hills Primary School Computing Long Term Plan

public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies	I can explain why some information I find online may not be real or true.		(e.g., creating and protecting passwords).		happens online without my consent.
Teach Computing: Computing systems and networks – IT around us https://teachcomputing.org/curriculum/key-stage-1	Teach Computing: Creating media – Digital photography	Teach Computing: Programming A – Robot Algorithms	Teach Computing: Data and Information - Pictograms		Teach Computing: Programming B – An Introduction to Quizzes

3	Online Reputation: I can explain who someone can ask if they are unsure about putting something online	Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online.	Self-Image and Identity I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online.	Online Relationships: I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	Online Bullying: I can describe appropriate ways to behave towards other people online and why this is important.
	Teach Computing: Computing systems and networks – Connecting computers https://teachcomputing.org/curriculum/key-stage-2	Teach Computing: Creating media - Stop-frame animation	Teach Computing: Creating media – Desktop publishing	Teach Computing: Data and information – Branching databases	Teach Computing: Programming A - Sequencing sounds	

Glen Hills Primary School Computing Long Term Plan

4	Managing Online Information I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't	Online Bullying: I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)	Online Reputation I can explain ways that some of the information about anyone online could have been created, copied or shared by others	Privacy and Security I can describe strategies for keeping personal information private, depending on context.	Self-Image and Identity: I can explain how my online identity can be different to my offline identity.	Health, Well-being and Lifestyle I can explain how using technology can be a distraction from other things, in both a positive and
	Teach Computing: Computing systems and networks - the internet https://teachcomputing.org/curriculum/key-stage-2	Teach Computing: Programming A – Repetition in shapes		Teach Computing: Creating media - Audio production	Teach Computing: Creating Media – Photo Editing	Teach Computing: Programming B – Repetition in Games
5	Online Relationships: I can explain how someone can get help if	Self-Image and Identity	Managing Online Information	Online Bullying I can recognise online bullying can be	Privacy and Security I can explain what a strong password is and	Online Bullying I can explain how anyone can get help if

they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties online).	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context	I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	demonstrate how to create one.	they are being bullied online and identify when to tell a trusted adult.
	Teach Computing 1: Computing systems and networks - Systems and searching https://teachcomputing.org/curriculum/key-stage-2	Teach Computing: Creating Media – Video Editing	Teach Computing: Data and Information – Flat-file Databases	Teach Computing: Creating Media – Vector Drawing	Teach Computing: Programming B – Selection in Quizzes
6	Online Bullying I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me.	Managing Online Information I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad	Health, Well-being and Lifestyle I can describe common systems that regulate agerelated content (e.g., PEGI, BBFC, parental warnings) and describe their purpose.	Self-Image and Identity I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened I know and can give examples of how to get	Privacy and Security I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g., auto updates.	Online Relationships I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others

I can explain how someone would report online bullying in different contexts.	targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	help, both on and offline.	I can describe simple ways to increase privacy on apps and services that provide privacy settings	online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
Teach Computing: Creating media – Web page creation https://teachcomputing.org/curriculum/key-stage-2	Teach Computing: Programming A – Variables in games	Teach Computing: Data and information – Spreadsheets	Teach Computing: Creating Media - 3D Modelling	Teach Computing: Programming B - sensing movement	

Computer Science (CS), Information Technology (IT) and Digital Literacy (DL)

Glen Hills Primary School Computing Long Term Plan

	Computer Science	Information Technology	Digital Literacy
1	Understand what algorithms are Create simple programs	Use technology purposefully to create digital content Use technology purposefully to store digital content Use technology purposefully to retrieve digital content	Use technology safely Keep personal information private Recognise common uses of information technology beyond school
2	Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
3	Write programs that accomplish specific goals Use sequence in programs Work with various forms of input Work with various forms of output	Use search technologies effectively Use a variety of software to accomplish given goals Collect information Design and create content Present information	Use technology responsibly Identify a range of ways to report concerns about contact
4	Design programs that accomplish specific goals Design and create program Debug programs that accomplish specific goals Use repetition in programs	Select a variety of software to accomplish given goals Select, use and combine internet services Analyse information	Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content Recognize acceptable / unacceptable

Glen Hills Primary Computing curriculum

Glen Hills Primary School Computing Long Term Plan

	Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the world wide web Appreciate how search results are selected	Evaluate information Collect data Present data	behaviour
5	Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks including the internet Appreciate how search results are ranked	Combine a variety of software to accomplish given goals Select use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems	Understand the opportunities computer networks offer for collaboration Be discerning in evaluating digital content

Key stage 1

Pupils should be taught to:

- 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

Glen Hills Primary Computing curriculum

Glen Hills Primary School Computing Long Term Plan

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact