

## Computing long term plan 2025 - 2026



There are some changes to the Long Term plan but most year groups are keeping the bulk of what they have already been teaching. One new unit each year focusses on Networks and how computers work. These are part of the curriculum that we need to cover and previously did not because of our focus on Basic Skills using common applications. Although all classes still have computing curriculum time devoted to teaching these skills, these lessons will need to be more condensed and skill focussed, with the skills then getting practiced by using them in other subject areas.

Individual lessons plans and resources are available for all units. All units can be delivered using laptops and/or ipads. Some lessons require no pupil access to IT equipment at all with offline tasks for the children to complete.

Work to be saved on to Pupil work in the class folders for all basic skills units. Coding work can be saved on to Purple Mash. Using Scratch, pupils can create a shortcut to their work or screenshots of work can be made and saved on Pupil work.

Please can work on be saved with pupil names to make it easier to identify who has done what in terms of work. Creative units to be saved in the most appropriate place depending on the unit e.g. pupil work or Purple Mash.

Notes MUST be kept with reasons for awarding GDS or WTS if this is not evidenced through their work. These do not have to be expansive. Sheets to help with assessment are available for each unit.

To identify skills that pupils should already know, please refer back to a previous year group which covers the same unit e.g. Year 5 Excel can refer back to Year 4 Excel to understand the skills pupils learnt in Year 4. Many basic skills were still used during COVID remote learning and as such impact and disruption on these units should be minimal.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Focus: Computer	Focus: Information	Focus: Digital Literacy	Focus: Computer	Focus: Computer	Focus: Computer
	Science and Digital	Technology		Science - LOGO	Science	Science
	Literacy		<b>EQ:</b> How do I keep			
		<b>EQ:</b> How can a	myself safe online?	<b>EQ:</b> How do I create	<b>EQ:</b> How do I structure	<b>EQ:</b> What is a micro: bit?
	<b>EQ:</b> How does a	computer help me to		instructions for a	an algorithm?	
	computer work?	present my work?	AQ:	computer to follow?		AQ:
			Can I explain how		AQ:	Can I create code that
	AQ:	AQ:	someone can help to	AQ:	Can I design and code	makes something
	How would you decide	Can I use features of	stay safe online?	Can I create a simple	an interactive scene?	happen on a physical
	whether something is a	Word to present text		and a repeating		device?
	digital device or not?	and images?		algorithm to cause an		
				effect?		
	Term Focus: Basic Skills	Term focus: Basic Skills –	Term focus Online Safery	Term focus: Coding	Term focus:	Term focus: Creative –
	Networks	Word and Publisher		Purple Mash 2.1 Crash	Programming – Purple	Animation
	LAPTOPS and Offline task	LAPTOPS	Purple mash and	Course	Mash Coding 3.1	
			interland on			IPADS
	Networks	Learning Objectives for	IPADS/LAPTOPS	Learning Objectives for	Learning Objectives for	
	To identify input and	the term.		the term.	the term.	Learning Objectives for
	output devices		Learning Objectives for	To understand what an	1	the term.
	To explain how a	To explain the purpose	the term.	algorithm is.	To understand what a	
	computer network can	of word/publisher?	To know what makes a	To create a computer	flowchart is and	From TeachComputing
	be used to share	To navigate the cursor	safe password.	program using an	how flowcharts are used	
	information	and text using keyboard	To learn methods for	algorithm.	in computer	To explain that
	To explore how digital	and mouse?	keeping passwords safe.	To create a program	programming.	animation is a sequence
	devices can be	To change the size, font	To understand how the	using a given design.	To understand that	of drawings or
	connected	and colour of the text?	Internet can be used in	To understand the	there are different	photographs
	D	To use bold, underline	effective	collision detection	types of timers and	To relate animated
	Purple Mash2 Type	and italic?	communication.	event.	select the right type	movement with a
	lessons	To use copy, paste and	To understand how a	To understand that	for purpose.	sequence of images
	To introduce typing	cut?	blog can be used	algorithms follow a	To understand how to	To plan an animation
	terminology.	To insert a text box?	to communicate with a	sequence.	use the repeat	To identify the need to
	To understand the	To insert an image and	wider audience. To	To design an algorithm	command.	work consistently and
	correct way to sit at the keyboard.	word art? To adjust text wrapping?	consider the truth of the content of websites.	that follows a timed	To understand the	carefully To review and improve
	To learn how to use the	To add a page border?	To learn about the	sequence. To understand that	importance of nesting.	an animation
	home, top and	To add a page border?	meaning of age	different objects have	To design and create	To evaluate the impact
	bottom row keys.	NB: Keyboard skills to be	restrictions symbols on	different properties.	an interactive	of adding other media
	To practise typing with	included. AR/TTRS	digital media and	To understand what	scene.	to an animation
	the left and	logging in through	devices.	different events do in	3CGHE.	
	right hand.	repetition not specific	devices.	code.		
	ngni nana.			To understand the		
		lessons.		function of buttons in a		
				program.		1

	NB: Keyboard skills to be included. AR/TTRS			To understand and debug simple programs.		
	logging in through repetition not specific lessons.					
Children s	hould also have to opportun r subject.	lity during the year to use fil	es from the Internet for rese	earch purposes and use Wo	rd or Publisher to produce o	It least one piece of work
Year 4	<b>Focus:</b> Computer Science and Digital	Focus: Information Technology	Focus: Digital Literacy	Focus: Digital Literacy	Focus: Computer Science	Focus: Computer Science
ļ	Literacy		<b>EQ</b> : How do I keep	<b>EQ:</b> How do I use IT to		
ļ		<b>EQ:</b> How do I use office	myself safe online.	create an animation?	<b>EQ:</b> What are variables	<b>EQ:</b> How to inputs,
ļ	<b>EQ:</b> What is a network?	software to present			and	outputs and code work
		information?	AQ:	AQ:	how are they used?	together to make a
ļ	AQ:		Can I explain how	Can I explain how		system?
ļ	Can I describe how a	AQ:	someone can help to	"onion skinning" helps	AQ:	
ļ	network works?	Can I use spreadsheet	stay safe online?	with the animation	Can I create a playable	AQ:
ļ		features to make		process.	game?	Can I program a
ļ		calculations?				micro:bit to use a sensor
l						to control whether
l	Term focus: Basic Skills –	Term focus: Basic Skills –	Term focus: E-safety	Term focus: Creative –	Term focus – Coding	something happens?  Term focus:
ļ	PowerPoint/Excel	Excel and Networks	Term focus: E-safety	Animation. (RS 3.1)	Purple Mash Logo 4.5	Programming – Purple
ŀ	LAPTOPS required	LAPTOPS and offline	Purple mash and	Animalion. (ks 3.1)	Furple Mash Logo 4.5	Mash Coding 4.1
ļ	LAFTOF3 required	Tasks	interland on	IPADS required	LAPTOPS/IPADS required	Masir Coding 4.1
	Learning Objectives for	IGSKS	IPADS/LAPTOPS	ii Abs required	LAI 101 3/11 AD3 Tequiled	LAPTOPS/IPADS required
ļ	the term.	Learning Objectives for	AB6, EAL1616	Learning Objectives for	Learning Objectives for	ZAI 1010/II ABO IEQUIEU
ļ	To create a PowerPoint	the term.	Learning Objectives for	the term.	the term.	Learning Objectives for
ļ	appropriate for a given	To use basic formulae to	the term.			the term.
ļ	audience?	add, subtract, multiply	To understand how	To examine what an	To learn the structure of	
ļ	To use a mixture of text	and divide numerical	children can protect	animation is?	the coding	To begin to understand
ļ	media	values?	themselves from online		language of Logo.	selection in computer
ļ	(pictures/videos/sounds)?	To insert a simple graph?	identity theft.	To create a storyboard	To input simple	programming.
ļ	To use transitions/		To understand that	of ideas?	instructions in Logo.	
ļ	animations appropriate	Teach Computing Plans	information put online		Using 2Logo to create	To understand how an IF
ļ	for a given audience?	To describe how	leaves a digital footprint	To create a	letter shapes.	statement works.
ļ	To adjust slide transition	networks physically	or trail and that this can	background?	To use the Repeat	
ļ	times and how they are	connect to other	aid identity theft.	T	function in Logo to	To understand the
	started? (On mouse click,	network	To identify the risks and	To create characters?	create shapes.	'repeat until' command.
	after a set time)	To recognise how networked devices	benefits of installing	To animate characters?	To use and build	To understand how as
,	To explain the purpose of		software including apps.	To animate characters?	procedures in Logo	To understand how an
l i	oveol2	l maka un tha intarnat				
	excel?	make up the internet	To understand concept	To use sound in an		IF/ELSE statement works.
	excel? To give cell and column references?	make up the internet To outline how websites can be shared via the	of 'plagiarism' and consider the	To use sound in an animation?		ir/else statement works.

To populate cells with a	To describe how	To understand the	To edit and improve my		To understand what a
range of different data –	content can be added	importance of	animation?		variable is in
text, dates, numerical,	and accessed on the	balancing game and			programming.
currency?	World Wide Web	screen time with other			
To use the autofill to	recognising content of	parts of their lives.			To use a number
complete patterned cell	the WWW is created by	Communication –Purple			variable.
values? E.g Jan, Feb, Mar	people	Mash 3.5 Email			
	To evaluate the	To examine ways in			To create a playable
	consequences of	which technology is			game.
	unreliable content	used for			
		communication?			
		To understand how			
		email works?			
		To send and receive			
		emails?			
		To use email safely and			
		understand			
		'netiquette'?			
		To send and receive			
		attachments?			
Children should also have to opportur	nity during the year to be po	art of adult-led Internet sear	ches for research and use \	Word/Publisher to produce	at least one piece of work

Children should also have to opportunity during the year to be part of adult-led Internet searches for research and use Word/Publisher to produce at least one piece of work in another subject and Powerpoint to create a presentation.

Year 5	Focus: Computer	Focus: Information	Focus: Digital Literacy	Focus: Computer	Focus: Computer	Focus: Digital Literacy
	Science	Technology		Science	Science	
			<b>EQ:</b> How do I keep			<b>EQ:</b> What is a Vlog?
	<b>EQ:</b> What is the role of	<b>EQ</b> : How do I use a	myself safe online.	<b>EQ:</b> How do I connect	<b>EQ:</b> What makes a	
	computer systems in our	spreadsheet to		and program a	successful video game?	AQ:
	lives?	manipulate data?	AQ:	Crumble?	_	Can I create and edit a
			Can I explain how		AQ:	video using appropriate
	AQ:	AQ:	someone can help to	AQ:	Can I design and code	software?
	Can I explain how search	Can I use advanced	stay safe online?	Can I use design a	an engaging game?	
	engines order and sort	formula on Excel and		project that uses		
	results?	create a graph?		selection?		
	Term focus: Basic Skills –	Term focus: Basic Skills –	Term focus: E-safety	Term focus:	Term focus:	Term focus: Video
	Publisher / Excel	Excel and Networks	Purple Mash	Programming – Physical	Programming – Purple	IPADS required
	LAPTOPS required	LAPTOPS and Offline		Computing	Mash Coding 5.5 Game	
		tasks	Learning Objectives for	LAPTOPS and CRUMBLE	Creator	Learning Objectives for
	Learning Objectives for		the term.	required	LAPTOPS/IPADS	the term.
	the term.	Learning Objectives for	To gain a greater			
		the term.	understanding of the	Learning Objectives for	Learning Objectives for	Do I understand what
	To explain the purpose of		impact that sharing	the term.	the term.	video is?
	publisher?	To use a use advance	digital content can			
		formulae to	have.		To plan a game.	
		search/manipulate				

	To insert and manipulate	data (If, Min, Max,	To review sources of	To control a simple	To design and create	Do I understand the
	text, images, word art,	count, average, etc)	support when using	circuit connected to a	the game environment.	importance of audio in
	borders and spacing.		technology and	computer	To design and create	a video?
		TeachComputing plans	children's	To write a program that	the game quest.	
	To group/ungroup	To explain that	responsibility to one	includes count-	To finish and share the	To plan a video and
	objects	computers can be	another in their online	controlled loops	game.	audio?
		connected together to	behaviour.	To explain that a loop	To self and peer	
	To flip, rotate objects	form systems	To know how to	can stop when a	evaluate.	To record a video?
		To recognise the role of	maintain secure	condition is met		
	To insert a range of	computer systems in our	passwords.	To explain that a loop		To edit and improve a
	different graphs	lives	To be aware of	can be used to		video using appropriate
		To identify how to use a	appropriate and	repeatedly check		software?
	To sort a range of data	search engine	inappropriate text,	whether a condition has		
	using different criteria	To describe how search	photographs and	been met		
		engines select results	videos and the impact	To design a physical		
		To explain how search	of sharing these online.	project that includes		
		results are ranked	To learn about how to	selection		
		To recognise why the	reference sources in	To create a program		
		order of results is	their work.	that controls a physical		
		important, and to whom	To search the Internet	computing project		
			with a consideration for			
			the reliability of the			
			results of sources to			
			check validity and			
			understand the impact			
Children	should also be able to condu	 	of incorrect information.	/Publisher and Powerneint	to produce finished pieces	of work in another subject
	Excel for a practical purpose		ches for research, use word	i/roblisher and rowerpoint	io produce illistied pieces	oi work in anomer subject
Year 6	Focus: Computer	Focus: Information	Focus: Digital Literacy	Focus: Computer	Focus: Computer	Focus: Computer
	Science	Technology	,	Science	Science	science
			<b>EQ:</b> How do I keep			
	<b>EQ:</b> How do computers	<b>EQ:</b> How do I use	myself safe online.	<b>EQ:</b> What are selection	EQ: How do I connect	<b>EQ:</b> How do I create a
	help us to work together?	software to create a	,	and functions in	and code an external	text adventure?
		presentation?	AQ:	coding?	device?	
	AQ:		Can I explain how			AQ:
	What are the positive	AQ:	someone can help to	AQ:	AQ:	Can I use all my skills to
	and negatives of AI?	Can I create an	stay safe online?	Can I debug code to	Can I apply my coding	design, create and
		interactive		make it work as	skills to create a moving	debug a text adventure
		presentation?		intended?	playground in DT?	game?
	Term focus: Basic Skills –	Term focus:	Term focus:	Term focus: E-safety	Term focus:	Term focus: Music Link-
	PowerPoint	Programming – Scratch	Programming – Physical	IPADS required	Networks	Garage Band
	LAPTOPS required	LAPTOPS required	Computing			IPADS required
			LAPTOPS and	Learning Objectives for	To explain the	
	Learning Objectives for	Learning Objectives for	MICRO:BITS	the term.	importance of internet	Learning Objectives for
	the term.	the term.			addresses	the term.

To explain the purpose of	To explain what a	Learning Objectives for	To identify benefits and	To recognise how data	To understand how to
PowerPoint	variable is?	the term.	risks of mobile devices	is transferred across the	use Garage Band – how
			broadcasting the	internet	to create a new song,
To create a PowerPoint	To explain what a value	To create a program to	location of the	To explain how sharing	add a drum loop and
appropriate for a given	is and how it is different	run on a controllable	user/device.	information online can	instruments. Begin to
audience	from a variable?	device	To identify secure sites	help people to work	understand how
		To explain that selection	by looking for privacy	together	electronic music is
To use a mixture of text	To explain how variable	can control the flow of	seals of approval.	To evaluate different	created.
media	are used in	a program	To identify the benefits	ways of working	To understand how to
(pictures/videos/sounds)	programming?	To update a variable	and risks of giving	together online	use the Smart drums/
		with a user input	ersonal information.	To recognise how we	Drums and Smart strings.
To use	To improve an existing	To use an conditional	To review the meaning	communicate using	To learn how to record
transitions/animations	game using variables?	statement to compare	of a digital footprint.	technology	using the built in
appropriate for a given		a variable to a value	To have a clear idea of	To evaluate different	microphone and how to
audience	To design a game	To design a project that	appropriate online	methods of online	manipulate/change the
	building on a given	uses inputs and outputs	behaviour.	communication	sounds of anything
To adjust slide transition	example?	on a controllable	To begin to understand		you've recorded using
times and how I are		device	how information online		the settings.
started. (On mouse click,	To use my design to	To develop a program	can persist.		To begin creating
after a set time)	create a project?	to use inputs and	To understand the		/composing own piece
		outputs on a	importance of		of music using Garage
To add clickable links	To evaluate my project?	controllable device	balancing game and		Band To understand
within a presentation			screen time with other		what a sampler is and
			parts of their lives.		how to use it
			To identify the positive		To complete
			and negative influences		composition and
			of technology on health		perform to the class.
thould also be able to condu			and the environment.		

Children should also be able to conduct supervised Internet searches for research, use Word/Publisher and Powerpoint to produce finished pieces of work in another subject and use Excel for a practical purpose in maths.