



Computing Plan and Sequence of Learning

	Area of Learning	Characteristics of Effective Learning	ELG	Coverage	FS vocabulary
FS	Understanding the World This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	Playing and exploring Active Learning Creating and Thinking Critically	Understanding the World Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Activities are developed following the interests of the children. The content will vary year on year. Specific learning and learning in the continuous provision is detailed in planning documents. Curriculum coverage is summarised by the continuous provision plans for each area and the one page curriculum summary.	Ipad charge Google/Kiddle search information camera photo print Pic collage

Key Domains					
Programming	e-Safety	Digital Literacy	Information Technology	Communicate (Tier 3)	
				Theme specific	Subject specific

Year	Theme	Key Elements				
Year 1	e-Safety <ul style="list-style-type: none"> Content: Inappropriate Content - <i>Upsetting Images</i> 	algorithm design sequence program create debug	Content Contact Conduct	research, analyse, retrieve digital content, create , organise, manipulate , present data, present information, evaluate ,	identify systems process hardware input/output	See MTP KEY STAGE 1 See Year Group MTPs

<ul style="list-style-type: none"> ● Contact: Cyberbullying - <i>Unkind comments</i> <p>Programming</p> <ul style="list-style-type: none"> ● Understanding algorithms <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Digital Media 	<p>predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>		<p>communicate, collaborate</p>	<p>networks connect(ion) communicate</p>	
<p>e-Safety</p> <ul style="list-style-type: none"> ● Conduct: Online Image - <i>What is an avatar?</i> ● Conduct: Personal Information - <i>What is personal information?</i> ● Contact: Grooming - <i>Online Strangers</i> <p>Programming</p> <ul style="list-style-type: none"> ● Debugging & predicting code <p>Information technology</p> <ul style="list-style-type: none"> ● What is technology? <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Digital Media 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>
<p>e-Safety</p> <ul style="list-style-type: none"> ● Content: Downloading - <i>App Purchasing</i> <p>Programming</p>	<p>algorithm design sequence program create debug predict reason</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks</p>	<p>See MTP</p>

	<ul style="list-style-type: none"> Evaluating, simplifying & designing code <p>Information technology</p> <ul style="list-style-type: none"> Technology in real life <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Digital Media 	<p>simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>			connect(ion) communicate	
Year 2	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Online Image/ Reputation - <i>Offline behaviour vs. online behaviour</i> Conduct: Personal Information - <i>When is it ok to share?</i> <p>Programming</p> <ul style="list-style-type: none"> Evaluating, simplifying & designing code <p>Information technology</p> <ul style="list-style-type: none"> What is information technology? <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	Content Contact Conduct	research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate	identify systems process hardware input/output networks connect(ion) communicate	See MTP
	<p>e-Safety</p> <ul style="list-style-type: none"> Contact: 	<p>algorithm design</p>	Content Contact	research, analyse, retrieve digital content,	identify systems	See MTP

	<p>Cyberbullying - <i>Impact of cyberbullying/ responding to cyberbullying</i></p> <ul style="list-style-type: none"> ● Content: Inappropriate Content - <i>Who to tell?</i> <p>Programming</p> <ul style="list-style-type: none"> ● Developing & sequencing code (introducing repetition) <p>Information technology</p> <ul style="list-style-type: none"> ● Technology in real life <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 	<p>sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Conduct</p>	<p>create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>process hardware input/output networks connect(ion) communicate</p>		
	<p>e-Safety</p> <ul style="list-style-type: none"> ● Contact: Grooming - <i>Understanding manipulative behaviour</i> ● Content: Downloading - <i>Pop-Ups</i> <p>Programming</p> <ul style="list-style-type: none"> ● Designing & creating code for complete projects <p>Information technology</p>	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> Using technology (introducing chromebooks and a mouse) <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 	input/output					
Year 3	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Screen Time - <i>Spotting the signs</i> Conduct: Passwords - <i>Why do we have passwords/ How to generate a strong password</i> Content: Inappropriate Content - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> Designing & sequencing code <p>Information technology</p> <ul style="list-style-type: none"> Input/Output process <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	<p>KEY STAGE 2</p> <p>See Year Group MTPs</p>
	<p>e-Safety</p>	<p>algorithm</p>	<p>Content</p>	<p>research, analyse,</p>	<p>identify</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> ● Conduct: Online Image - <i>Modifying our online avatars</i> ● Conduct: Personal Information - <i>Who should we share with?</i> <p>Programming</p> <ul style="list-style-type: none"> ● Designing, evaluating & simplifying code through repetition <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	<p>design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Contact Conduct</p>	<p>retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>systems process hardware input/output networks connect(ion) communicate</p>		
	<p>e-Safety</p> <ul style="list-style-type: none"> ● Contact: Cyberbullying - <i>Warning signs/ Expressing opinions</i> ● Contact: Grooming - <i>Identifying different forms of manipulative tactics</i> ● Content: Downloading - <i>Scam Spotters</i> <p>Programming</p> <ul style="list-style-type: none"> ● Deconstructing, designing & creating code for complete projects 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	

	(introducing selection) <u>Digital Literacy</u> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 						
Year 4	<u>e-Safety</u> <ul style="list-style-type: none"> Conduct: Screen Time - <i>Maintaining a balance</i> Conduct: Passwords - <i>Evaluating passwords</i> <u>Programming</u> <ul style="list-style-type: none"> Developing code through selection <u>Digital Literacy</u> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output	Content Contact Conduct	research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate	identify systems process hardware input/output networks connect(ion) communicate	See MTP	
	<u>e-Safety</u> <ul style="list-style-type: none"> Conduct: Personal Information/ Digital Footprint - <i>Digital footprint - keeping private when online</i> Conduct: Online Image/ Reputation - <i>Examining online profiles</i> 	algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract	Content Contact Conduct	research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate	identify systems process hardware input/output networks connect(ion) communicate	See MTP	

	<ul style="list-style-type: none"> ● Content: Inappropriate content - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> ● Deconstructing, designing & creating code for complete projects <p>Information technology</p> <ul style="list-style-type: none"> ● What makes up a website? <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	<p>generalise procedures evaluate input/output</p>					
	<p>e-Safety</p> <ul style="list-style-type: none"> ● Contact: Cyberbullying - <i>Communicating offline vs. communicating online</i> ● Contact: Grooming - <i>Like/Admire vs. trust</i> ● Content: Downloading - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> ● Deconstructing, generalising & designing code for a specific project <p>Digital Literacy</p>	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 						
Year 5	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Passwords - <i>Revision</i> Programming Using variables to develop projects Digital Literacy Word Processing/ Desktop Publishing/ Presentation Media/ Spreadsheets/ Web Research 	algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output	Content Contact Conduct	research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate	identify systems process hardware input/output networks connect(ion) communicate	See MTP	
	<p>e-Safety</p> <ul style="list-style-type: none"> Content: Ephemeral & Expiring Content - <i>Sharing Content (include some reference to inappropriate content)</i> Conduct: Personal Information/ Digital Footprint - <i>Revision</i> Conduct: Online Image/ Reputation - <i>Analysing online</i> 	algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output	Content Contact Conduct	research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate	identify systems process hardware input/output networks connect(ion) communicate	See MTP	

<p><i>profiles</i></p> <p>Programming</p> <ul style="list-style-type: none"> Analyse, decompose, debug & evaluate own code for a given project <p>Information technology</p> <ul style="list-style-type: none"> Computer Networks <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/ Spreadsheets/ Web Research 						
<p>e-Safety</p> <ul style="list-style-type: none"> Contact: Cyberbullying - <i>Respect/ Disrespect</i> Contact: Grooming - <i>Motives</i> <p>Programming</p> <ul style="list-style-type: none"> Apply generalisation and abstraction to complete more complex projects <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/ 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	

	Spreadsheets/We b Research						
Year 6	<p>e-Safety</p> <ul style="list-style-type: none"> ● Content: Inappropriate/ Ephemeral & Expiring Content - <i>Revision</i> ● Content: Video Chat/ Webcams - <i>What's the safest choice?</i> ● Contact: Cyberbullying - <i>Why does cyberbullying happen?/ Anonymity</i> <p>Programming</p> <ul style="list-style-type: none"> ● Deconstruct, generalise & apply abstraction to complete more complex projects <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Spreadsheets/Digital Media/Web Research 	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	
	<p>e-Safety</p> <ul style="list-style-type: none"> ● Content: Inaccurate information/ Fake News/ Reliability/ Bias - <i>Fake News vs. Real/ Reliability</i> <p>Programming</p>	<p>algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose)</p>	<p>Content Contact Conduct</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate</p>	<p>identify systems process hardware input/output networks connect(ion) communicate</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> Simplifying complex projects through procedure blocks Create sequence inputs for a desired output <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Spreadsheets/Digital Media/Web Research 	<ul style="list-style-type: none"> variables abstract generalise procedures evaluate input/output 					
	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Personal Information/ Digital Footprint - <i>Revision</i> Contact: Grooming - <i>Revision</i> Conduct: Online Image/ Reputation - <i>Creating online profiles</i> <p>Programming</p> <ul style="list-style-type: none"> Analyse, deconstruct, generalise and apply abstraction to independently design and create individual projects (debugging & evaluating where necessary) <p>Information technology</p> <ul style="list-style-type: none"> How the internet works 	<ul style="list-style-type: none"> algorithm design sequence program create debug predict reason simplify selection deconstruct (decompose) variables abstract generalise procedures evaluate input/output 	<ul style="list-style-type: none"> Content Contact Conduct 	<ul style="list-style-type: none"> research, analyse, retrieve digital content, create, organise, manipulate, present data, present information, evaluate, communicate, collaborate 	<ul style="list-style-type: none"> identify systems process hardware input/output networks connect(ion) communicate 	<p>See MTP</p>	

	<ul style="list-style-type: none">• What makes up the WWW?• Communication <p>Digital Literacy</p> <ul style="list-style-type: none">• Word Processing/ Spreadsheets/Digital Media/Web Research						
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