

## Computing Whole School Long Term Overview

	A1	A2	Sp1	Sp2	Su1	Su2
Online Safety Themes <i>(Focus in each class each half term)</i>	Be Sharp (Think before you share)	Be Alert (Check it's for real)	Be Secure (Protect your stuff)	Be Kind (Respect each other)	Be Brave (When in doubt discuss)	Give me 5! Recap Google Internet Legends themes
	<i>Online Reputation / Self-image &amp; identity</i>	<i>Managing online information</i>	<i>Privacy &amp; security / Copyright and ownership</i>	<i>Online Relationships / Online Bullying</i>	<i>Health, well-being &amp; lifestyle</i>	<i>Review</i>
Nursery	Using interactive board for online games Modelling using search engines on the internet Role Play – phones with buttons, till iPads to take photographs maths activities					
Reception	Text & Images: We are Computer users! Computer Code	Everyday Technology (Code it!) Say Cheese! I-Pads, videos & Cameras	Coding Unit: Forming Instructions / Make a Beebot world	Data and Communication: We can find out! (Safe web research)	Text & Images: Make it! combining words and pictures	Data and Communication: Graph it!
Year 1/2 Block B 23-24	Unit 1.1 Online Safety & Exploring Purple Mash (4 wks)  Unit 1.5 Maze Explorers (3 wks)	Unit 2.4 Questioning (5 wks)	Unit 1.2 Grouping & Sorting (2 wks)  Unit 2.6 Creating Pictures (5 wks)	Unit 1.8 Spreadsheets (3 wks)  We are TV Chefs - Film making (4wks)	Unit 1.7 Coding (6 wks)	Unit 2.1 Coding (5 wks)
Year 1/2 Block A 24-25	Unit 1.1 Online Safety & Exploring Purple Mash (4 wks)  Unit 2.5 Effective Searching (3 wks)	Unit 1.4 Lego Builders (3 wks)  Unit 1.9 Technology outside school (2wks)	Unit 2.2 Online Safety (2 wks)  Unit 1.6 Animated Story Books (5wks)	Unit 2.7 Making Music (3 wks)  Bee-Bots (4 wks)	Unit 2.3 Spreadsheets (4 wks)  Unit 1.3 Pictograms (3 wks)	Unit 2.8 Presenting Ideas (4 wks)  We are detectives – email (3 wks)
Year 3	Coding (6wks) See breakdown below	Unit 3.2 Online safety (2 wks)  We are computer programmers (4 wks)	Unit 3.3 Spreadsheets (3 wks)  Unit 3.4 Touch Typing (wk 4)	Unit 3.5 Email (including email safety) (wk 6)	Unit 3.6 Branching Databases (wk 4)  Comic Life (2 wks)	Unit 3.7 Simulations (wk 3)  Unit 3.8 Graphing (wk 3)
Year 4	Coding (6wks) See breakdown below	Unit 4.2 Online safety (2 wks)  Unit 4.3 Spreadsheets (6 wks)	Unit 4.4 Writing for different audiences (5 wks)	Unit 4.5 Logo (wk 4)	Unit 4.6 Animation (3 wks)  Unit 4.7 Effective Search (3 wks)	Unit 4.8 Hardware Investigators (2 wks)  We are photographers (4 wks)
Y5/6 Block B 24-25	Unit 5.1 Coding (6 wks)	Unit 5.2 Online safety (2 wks)  Unit 5.3 spreadsheets (6 wks)	Unit 5.4 Databases (4 wks)	Unit 5.5 Game Creator (5 wks)	Unit 5.6 3D Modelling (4 wks)	Unit 5.7 Concept Map (4 wks)
Y5/6 Block A 23-24	Unit 6.1 Coding (6 wks)	Unit 6.2 Online safety (2 wks)  Unit 6.3 spreadsheets	Unit 6.4 Blogging (5 wks)	Unit 6.5 Text Adventures (5wks)	Unit 6.6 Networks (3 wks)	Unit 6.7 Quizzing

### Coverage Key

Coding & Computational Thinking	Text & Images	Multimedia	Data & Communication	Digital Literacy (Online Safety)

This scheme of work has been designed to cover the computing objectives from the National Curriculum (2014) and includes a number of key computer 'life skills'. It has been divided into the following sections:

Technology in our Lives <i>(Throughout)</i>	Learning about technology starts from birth because it's the way the world works today. Technology is an integral part of all children's environment and world. They are surrounded by technology just as they are surrounded by language, print and numbers. Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning. <i>This area explores how technology is in, and shapes our lives and how to navigate it is a successful and discerning way.</i>
Digital Literacy <i>(Throughout &amp; Discreet)</i>	There are units of work for all year groups covering essential digital literacy / online safety learning. There are also additional lessons using Google Internet Legends (2018). Online safety is also incorporated across all units and is covered across the curriculum.
Computational Thinking	Each year group has three units to help develop understanding of programming and algorithms. These are taught through Purple Mash coding online resource and lesson plans and should be supplemented with other coding programmes e.g. Scratch .
Digital learning and ICT Life Skills	<p>These units are divided into three main areas:</p> <ul style="list-style-type: none"> <li>• Text and Images</li> <li>• Multimedia</li> <li>• Data and Communication</li> </ul> <p>These areas cover many different areas to help children develop as competent computer users. These include:</p> <p><u>Text and Images</u></p> <ul style="list-style-type: none"> <li>• Logging off and on</li> <li>• Keyboard and mouse skills</li> <li>• Word processing</li> <li>• Combining text and Images</li> <li>• Web page creation</li> </ul> <p><u>Multimedia</u></p> <ul style="list-style-type: none"> <li>• Digital art</li> <li>• Animation</li> <li>• Film making</li> <li>• Music creation</li> </ul> <p><u>Data and Communication</u></p> <ul style="list-style-type: none"> <li>• Data collection and presentation (e.g. graph making)</li> <li>• Web searching and research</li> <li>• Email</li> </ul>

- Spreadsheets
- Presenting (e.g. PowerPoint)

## Online Safety Themes (Education for a Connected World)



### Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



### Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



### Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



### Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



### Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



### Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



### Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



### Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

## Internet Legends

LGL

SWGFL