Farsley Springbank Primary School
Computing Long Term Plan 2026-2027

	Autumn		Spring		Summer
Reception (Links to EYFS Framework)	**Exploring Hardware** *Information Technology* Tinkering and exploring with different computer hardware and learning to operate a camera	**Using a computer** *Digital Literacy and Information Technology* Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out.	**All about Instructions** *Computer Science* The children learn to receive and give instructions and understand the importance of precise instructions	**Programming: Beebots** *Computer Science and Information Technology* Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware	**Introduction to Data** *Digital Literacy and Computer Science* Children sort and categorise data and are introduced to pictograms
Year 1	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle • Privacy and security • Copyright and ownership	**Computing systems** -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	**Creating media – Digital Writing** -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper	**Programming A – Moving a robot** -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem	**Data and information – Grouping data** -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects
	Unplugged + chromebooks	**Chromebook Paintz.app**	**Google Docs**	**Bee-Bots**	**Google Slides**

Year 2	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle • Privacy and security • Copyright and ownership	**Computing systems and networks – IT around us** -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	**Creating media – Digital photography** -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	**Data and information – Pictograms** **(linked to year 2 statistics)** -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	**Programming B - Programming quizzes** **(based around Florence Nightingale)** -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved
	Unplugged or chromebooks	**Google Slides**	**Ipads + imovie**	**J2data Pictogram**	**ScratchJr**
Year 3	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle • Privacy and security	**Programming A - Sequencing sounds** -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description	**Creating media - Stop-frame animation** **(Linked to Egyptians – Gods)** -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation	**Computing systems and networks – Connecting computers** -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected	- **Data and information – Branching databases** **(Linked to science of plants)** -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured

					-To recognise the physical components of a network	-To plan the structure of a branching database -To independently create an identification tool
	Unplugged or chromebooks	**Any Painting Program**	**Imovie on ipads**		**Scratch**	**J2data Branch and Pictograms**
Year 4	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle • Privacy and security • Copyright and ownership	**Computing systems and networks – The Internet** -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	**Data and information – Data logging** -To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions		**Creating media – Photo editing** -To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image	**Programming A – Repetition in shapes** -To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome
	Unplugged or chromebook	**Various Websites**	**App iPads Arduino science journal**		**Photo pea (free online)**	**FMS Logo Turtle academy**
Year 5	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle	**Programming – Selection in physical computing (micro:bits)** Connecting micro:bits Beginning to program the micro:bits Understanding Variables	**Computing systems and networks - Systems and searching** -To explain that computers can be connected together to form systems	**Data and information – Flat-file databases (linked to Norse Gods)** -To use a form to record information	**Creating media – Introduction to vector graphics (Link to layering in space prints)** -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with	

	• Privacy and security • Copyright and ownership	Creating and using variables Debugging If, then statements	-To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	-To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To apply what I have learned about vector drawings	
	Unplugged or chromebook	**J2data database**	**Unplugged + google classroom**	**Micro:bit**	**Google drawings**	
Year 6	**Online Safety** • Self-Image and identify • Online relationships • Online reputation • Managing online information • Health, wellbeing and lifestyle • Privacy and security • Copyright and ownership	**Computing systems and networks - Communication and collaboration** -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	**Data and information – Spreadsheets** -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	**Programming** To define a variable as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create project To evaluate my project Scratch		**Creating media – Web page creation** -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people

	Unplugged or chromebook	**Google Slides**	**Google Sites**	**Scratch**	**Google Slides**