DOGSTHORPE INFANT SCHOOL
COMPUTING LONG-TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**CD players** **Remote control devices** **Beebots** **30-50 months** Know how to operate simple equipment, e.g. turns on CD player and uses remote control. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Select and use technology for particular purposes.	**CD players** **Remote control devices** **Beebots** **Touchscreens** **30-50 months** Know how to operate simple equipment, e.g. turns on CD player and uses remote control. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Know that information can be retrieved from computers. **40-60 months** Use ICT hardware to interact with age-appropriate computer software.	**Chatterpix** **Learning Bus** **30-50 months** Know that information can be retrieved from computers. **40-60 months** Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. **E-Safety** **40-60 months – MF&B** To be aware of the boundaries set, and of behavioural expectations in the setting. **ELG – MF&B** Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	**Chatterpix** **Learning Bus** **Technology Hunt** **40-60 months** Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. **ELG** Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.	**Exploring Apps –** **choosing for a purpose** **40-60 months** Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. **ELG** Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. **Exceeding** Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (e.g. in deciding how best to make a record of a special event in their lives) **E-Safety** **Health, Well-being & Lifestyles** I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.	**Exploring Apps –** **choosing for a purpose** **40-60 months** Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. **ELG** Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. **Exceeding** Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (e.g. in deciding how best to make a record of a special event in their lives

SLT and Subject Leader, Summer 2019.

DOGSTHORPE INFANT SCHOOL
COMPUTING LONG-TERM PLAN

Y1	Creative programs e.g. 2-Create	E-Safety	Digital Art	Algorithms (unplugged)	Digital Literacy – seaside presentations	
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	**Laptops – WORD**	**Technology in the world around us**	**Use of SeeSaw**	
	Use logical reasoning to predict the behaviour of simple programs.	**Health, Well-being & Lifestyles**	Use logical reasoning to predict the behaviour of simple programs.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	Use logical reasoning to predict the behaviour of simple programs.	
	Copyright & Ownership	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
	I know that work I create belongs to me. I can make my work so that others know it belongs to me.	I can give some simple examples.				
Y2	**Exploring Apps** **Inserting text/photos SeeSaw** **VR headsets: landmarks of the world & pirate ships**	**Exploring Apps** **Inserting text/photos SeeSaw** **Presentation skills**	**E-Safety**	**Algorithms using laptops and Beebots (debugging & reasoning)**	**Algorithms using laptops and Beebots (debugging & reasoning)**	**Animations**
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school	*Link to MATHS* Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	**Presentation skills**	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Copyright & Ownership	Use logical reasoning to predict the behaviour of simple programs	**Managing online information**	Create and debug simple programs.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	Use logical reasoning to predict the behaviour of simple programs.
	I know that work I create belongs to me. I can make my work so that others know it belongs to me.		I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engines, voice activated searching).		Create and debug simple programs.	

DOGSTHORPE INFANT SCHOOL
COMPUTING LONG-TERM PLAN

E-Safety threaded throughout Computing sessions

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

Education for a Connected World

Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. Some of this content will be delivered in either Computing OR PSHE sessions.

It focuses specifically on eight different aspects of online education:

Self-image and identity	Online relationships	Online reputations	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
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.	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.	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.	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.	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.	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.	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.	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.

SLT and Subject Leader, Summer 2019.

DOGSTHORPE INFANT SCHOOL
COMPUTING LONG-TERM PLAN

Education for a Connected World PSHE sessions					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
		YEAR ONE **Online relationships** I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. **YEAR TWO** **Privacy & Security** I can identify some simple examples of my personal information (e.g. name, address, birthday, location). I can describe the people I can trust and share this with: I can explain why I trust them. **Online Reputation** I can identify ways that I can put information on the internet. **Health, Well-being & Lifestyles** I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. **Online Bullying** I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.			**YEAR TWO** **Self-image & Identity** I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad; embarrassed or upset. I can explain how this could be either in real life or online.