

Old Buckenham Primary School Computing Half Termly Unit Overview – Computing Long Term Plan 2025-26

	Autumn Term		Spring Term		Summer Term	
Reception	<p>Computing Systems and Networks.</p> <p>Technology around us.</p> <p>Recognising technological devices, exploring how they work and can be interacted with.</p> <p><u>Resource:</u> Curiosity Based Objects</p>	<p>Creating media – Digital Photos / Videos 1</p> <p>Begin to explore how choosing appropriate applications with simple buttons and controls can be used purposefully.</p> <p><u>Resource:</u> School IPADS</p>	<p>Programming A – Exploring Moving Toys</p> <p>Provide opportunities to test and explore what happens to the output of a resource when changing and exploring the input.</p> <p><u>Resource Booked:</u> Beebots</p>	<p>Data and information – Collecting Data.</p> <p>Begin to collect information using tens frames, recognising how information can be used to tell the user the answer to a simple question.</p> <p><u>Resource:</u> Maths Resources Only</p>	<p>Creating media - Digital Photos / Videos 2</p> <p>Using IPAD's, collect some information using a simple camera application for a given purpose.</p> <p><u>Resource:</u> School IPADS</p>	<p>Programming B – Introduction to web-based programmes & Revisiting BeeBots</p> <p>Explore how online resources such as google earth can be programmed to perform a specific action, such as moving to explore a place of interest.</p> <p><u>Resource Booked:</u> 1 BeeBot Pack & School IPADS</p>
Year 1	<p>Computing Systems and Networks.</p> <p>Technology around us.</p> <p>Recognising technology in school and using it responsibly.</p> <p><u>Resource:</u> Paintz App School Laptops/IPADS</p>	<p>Creating media – Digital painting</p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p><u>Resource:</u> Microsoft Paint School Laptops/IPADS</p>	<p>Programming A - Moving a robot</p> <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p><u>Resource Booked:</u> Beebots</p>	<p>Data and information – Grouping data.</p> <p>Exploring object labels, then using them to sort and group objects by properties.</p> <p><u>Resource:</u> Microsoft PowerPoint (School Laptops)</p>	<p>Creating media - Digital writing</p> <p>Using a computer to create and format text, before comparing to writing non-digitally.</p> <p><u>Resource:</u> Microsoft Word (School Laptops)</p>	<p>Programming B – Introduction to animation.</p> <p>Designing and programming the movement of a character on screen to tell stories.</p> <p><u>Resource:</u> Scratch Junior School IPADS</p>

<p>Year 2</p>	<p>Computing systems and networks – IT around us.</p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p> <p><u>Resource:</u> Microsoft PowerPoint (School Laptops)</p>	<p>Creating media – Digital photography.</p> <p>Capturing and changing digital photographs for different purposes.</p> <p><u>Resource:</u> School IPADS (Tried to order Digital Camera’s but IT HUB do not stock)</p>	<p>Programming A- Robot Algorithms</p> <p>Creating and debugging programs, and using logical reasoning to make predictions</p> <p><u>Resource Booked:</u> <u>Beebots</u></p>	<p>Data and information – Pictograms.</p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p><u>Resource:</u> J2data Pictogram School Laptops/IPADS</p>	<p>Creating media – Digital music.</p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p><u>Resource:</u> Chrome Music Lab School Laptops / IPADS</p>	<p>Programming B – Programming quizzes.</p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p><u>Resource:</u> Scratch Junior School IPADS</p>
<p>Year 3</p>	<p>Computing systems and networks – Connecting Computers.</p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p><u>Resource:</u> Paintz App School Laptops/IPADS</p>	<p>Creating media – Animation.</p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story</p> <p><u>Resource:</u> iMotion School Laptops/IPADS</p>	<p>Programming A- Sequence in Music.</p> <p>Creating sequences in a block-based programming language to make music.</p> <p><u>Resource:</u> Scratch School IPADS</p>	<p>Data and information – Branching Databases.</p> <p>Building and using branching databases to group objects using yes/no questions.</p> <p><u>Resource:</u> J2data Pictogram School Laptops/IPADS</p>	<p>Creating media – Desktop Publishing.</p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><u>Resource:</u> Adobe Spark School Laptops</p>	<p>Programming B – Programming quizzes.</p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p> <p><u>Resource:</u> Scratch School IPADS</p>
<p>Year 4</p>	<p>Computing systems and networks – The internet.</p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Creating media – Audio Editing</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>Programming A- Repetition in Shape.</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p>Data and information – Data Logging.</p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Creating media – Photo Editing.</p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is</p>	<p>Programming B – repetition in Games.</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>

	<u>Resource:</u> Online Websites School Laptops	<u>Resource:</u> Audacity School Laptops/IPADS	<u>Resource:</u> FMS Logo School Laptops/IPADS	<u>Resource Booked:</u> Data Loggers	fulfilled. <u>Resource:</u> Paint.Net School Laptops/IPADS	<u>Resource:</u> Scratch School IPADS
Year 5	Computing systems and networks - Sharing information. Identifying and exploring how information is shared between digital systems. <u>Resource:</u> Microsoft PowerPoint (School Laptops)	Creating media -Video editing Planning, capturing, and editing video to produce a short film <u>Resource:</u> Microsoft Photos School Laptops/IPADS	Programming A - Selection in physical computing. Exploring conditions and selection using a programmable microcontroller. <u>Resource Booked:</u> Crumbles	Data and information - Flat-file databases. Using a database to order data and create charts to answer questions. <u>Resource:</u> J2Database School Laptops	Creating media - Vector drawing. Creating images in a drawing program by using layers and groups of objects. <u>Resource:</u> Google Drawings School Laptops	Programming B - Selection in quizzes. Exploring selection in programming to design and code an interactive quiz. <u>Resource:</u> Scratch School IPADS
Year 6	Computing systems and networks – Internet communication. Recognising how the WWW can be used to communicate and be searched to find information. <u>Resource:</u> School Laptops/IPADS	Creating media - Webpage creation. Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation <u>Resource:</u> School Laptops/IPADS	Programming A - Variables in games. Exploring variables when designing and coding a game <u>Resource:</u> Scratch School IPADS	Data and information - Introduction to spreadsheets. Answering questions by using spreadsheets to organise and calculate data. <u>Resource:</u> Microsoft Excel (School Laptops)	Creating media - 3D modelling. Planning, developing, and evaluating 3D computer models of physical objects. <u>Resource:</u> TinkerCad School Laptops/IPADS	Programming B – Sensing. Designing and coding a project that captures inputs from a physical device. <u>Resource:</u> Microbits Get from Computing Lead

Old Buckenham Primary School E-Safety Overview – Computing Long Term Plan 2025-26

	Autumn Term		Spring Term		Summer Term	
EYFS	<p>Self Image <i>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</i></p>	<p>Online Bullying <i>I can describe ways that some people can be unkind online.</i></p>	<p>Privacy and Security <i>I can identify some simple examples of my personal information. E.g name, address, birthday, age, location.</i></p>	<p>Health and Wellbeing <i>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</i></p>	<p>Online relationships <i>I can recognise some ways in which the internet can be used to communicate.</i></p>	<p>Online reputation <i>I can identify ways that I can put information on the internet.</i></p>
Year 1	<p>Self Image <i>I can recognise that there may be people online who could make someone feel safe, embarrassed or upset.</i></p>	<p>Online Bullying <i>I can describe how to behave online in ways that do not upset others and can give examples.</i></p>	<p>Privacy and Security. <i>I can explain how passwords are used to protect information, accounts and devices.</i></p>	<p>Health and Wellbeing <i>I can explain rules to keep myself safe when using technology both in and beyond the home.</i></p>	<p>Online relationships <i>I can give examples of when I should ask permission to do something online and explain why this is important.</i></p>	<p>Online reputation <i>I can recognise that information can stay online and could be copied.</i></p>
Year 2	<p>Self Image <i>I can explain how other people may look and act differently online and offline.</i></p>	<p>Online Bullying <i>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</i></p>	<p>Privacy and Security <i>I can explain how passwords can be used to protect information, accounts and devices.</i></p>	<p>Health and Wellbeing <i>I can explain simple guidance for using technology in different environments and settings.</i></p>	<p>Online relationships <i>I can give examples of how someone might use technology to communicate with others they don't also know offline.</i></p>	<p>Online reputation <i>I can explain how information put online can last for a long time.</i></p>
Year 3	<p>Self Image <i>I can explain what is meant by the term 'identity'.</i></p>	<p>Online Bullying <i>I can describe appropriate ways to behave towards other people online and why this is important.</i></p>	<p>Privacy and Security <i>I can describe simple strategies for creating and keeping passwords private.</i></p>	<p>Health and Wellbeing <i>I can explain why spending too much time using technology can sometimes have a negative impact on anyone.</i></p>	<p>Online relationships <i>I can describe ways people who have similar likes and interests can get together online.</i></p>	<p>Online reputation <i>I can explain how to search for information about others online.</i></p>
Year 4	<p>Self Image <i>I can explain how my online identity can be different to my offline identity.</i></p>	<p>Online Bullying <i>I can recognise when someone is upset, hurt or angry online.</i></p>	<p>Privacy and Security <i>I can describe strategies for keeping personal information private, depending on context.</i></p>	<p>Health and Wellbeing <i>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</i></p>	<p>Online relationships <i>I can describe strategies for safe and fun experiences in a range of online social environments. E.g livestreaming, gaming platforms.</i></p>	<p>Online reputation <i>I can describe how to find out information about others by searching online.</i></p>

<p>Year 5</p>	<p>Self Image <i>I can explain how identity online can be copied, modified or altered.</i></p>	<p>Online Bullying <i>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</i></p>	<p>Privacy and Security <i>I can explain what a strong password is and demonstrate how to create one.</i></p>	<p>Health and Wellbeing <i>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</i></p>	<p>Online relationships <i>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</i></p>	<p>Online reputation <i>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</i></p>
<p>Year 6</p>	<p>Self Image <i>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</i></p>	<p>Online Bullying <i>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</i></p>	<p>Privacy and Security <i>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser.)</i></p>	<p>Health and Wellbeing <i>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</i></p>	<p>Online relationships <i>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</i></p>	<p>Online reputation <i>I can explain the ways in which anyone can develop a positive online reputation.</i></p>