SELLINDGE PRIMARY SCHOOL Lower KS2 Single Year Groups LONG-TERM PLANNING COMPUTING

These units may be taught in different terms, but always teach online safety in the first term and Computing Coding units need to be A then B.

Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**We are Super Digital Citizens** **(**Year 3) 2nd Grade 1)We are digital citizens 2) Device free moments 3)That's private 4) Digital trails 5) Who is in your online community 6) Putting a stop to online meanness 7) Let's give credit	**We are Power Point Presenters** Setting up and continuing My Portfolio*(All saved in the Z drive)*	**We are Network Investigators**	**We are computer coders A**	**We are computer coders B**	**We are Database Creators**
		Also time for updating My Portfolio as a record of this work				
K & C	**Knowledge and Concepts** *Understand that being a good digital citizen means being safe and responsible online.* *Recognize the ways in which digital devices can be distracting to themselves and others.* *Recognize the kind of information that is private.* *Understand that they should never give out private information online.* *Learn that the information they share online leaves a digital footprint or "trail"* *Demonstrate an understanding of how people can connect on the internet.* *Understand what online meanness can look like and how it can make people feel* *Explain how giving credit is a sign of respect for people's work* **Skills** Identify ideal device-free moments for themselves and others. Compare and contrast how they are connected to different people and places, in person and on the internet Explore what information is OK to be shared online Identify ways to respond to mean words online, using S-T-O-P Learn how to give credit in their schoolwork for content they use from the internet Take a pledge to be a good digital citizen	**Knowledge and Concepts** **To recognise how text and images convey information** To recognise that text and layout can be edited **Skills** **To choose appropriate page settings** To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	**Knowledge and Concepts** To explain how digital devices function To recognise how digital devices can change the way we work To explain how a computer network can be used to share information **Skills** **To identify input and output devices** To explore how digital devices can be connected To recognise the physical components of a network	**Knowledge and Concepts** **To explain that a program has a start** To recognise that a sequence of commands can have an order I can identify that each sprite is controlled by the commands I choose **Skills** **To explore a new programming environment** To change the appearance of my project To create a project from a task description	**Knowledge and Concepts** To explain how a sprite moves in an existing project **Skills** **To create a program to move a sprite in four directions** To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge	**Knowledge and Concepts** **To explain why it is helpful for a database to be well structured** **Skills** To create questions with yes/no answers To identify the object attributes needed to collec relevant data To create a branching database To identify objects using a branching database To compare the information shown in a pictogram with a branchin database
Vocab	digital citizen, pledge, attention, distraction, private, online, digital footprint, digital trail, community, credit, respect	Multimedia, desk top publisher, text, graphics, images, PowerPoint, insert, edit, design,	Digital devices, network, inputs, outputs, physical components	Program, sprite, control, bug, debug, events, actions, logical reasoning	Database, questions, data, branching database, object, attributes,	Database, questions, data branching database, object, attributes

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Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	**We are Super Digital Citizens** **(**Year 4) 3rd Grade 1)Rings of responsibility 2) Password power up3) This is me 4)Our digital citizen pledge 5) the power of words6)Is seeing believing	**We are Power Point Presenters** Setting up and continuing My Portfolio*(All saved in the Z drive)*	**We are Network Investigators and Internet Searchers**	**We are computer coders A**	**We are computer coders B**	**We are Data Loggers**
		Also time for updating My Portfolio as a record of this work				
K&C	**Knowledge and Concepts** Examine both in-person and online responsibilities. Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others. Define the term "password" and describe a password's purpose. Understand why a strong password is important. Consider how posting selfies or other images will lead others to make assumptions about them. Reflect on the most important parts of their unique identity. Define what a community is, both in person and online. Explain how having norms helps people in a community achieve their goals. Understand that it's important to think about the words we use, because everyone interprets things differently. Recognize that photos and videos can be altered digitally. **Skills** Identify examples of online responsibilities to others. Practice creating a memorable and strong password. Identify ways they can post online to best reflect who they are Identify ways to respond to mean words online, using S-T-O-P. Decide what kinds of statements are OK to say online and which are not. Identify different reasons why someone might alter a photo or video. Analyze altered photos and videos to try to determine why. Create and pledge to adhere to shared norms for being in an online community	**Knowledge and Concepts** To recognise how text and images convey information To recognise that text and layout can be edited **Skills** To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	**Knowledge and Concepts** 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 To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people **Skills** To evaluate the consequences of unreliable content	**Knowledge and Concepts** To explain what 'repeat' means **Skills** **To identify that accuracy in programming is important** To create a program in a text-based language To modify a count-controlled loop to produce a given outcome To decompose a program into parts *To create a program that uses count-controlled loops to produce a given outcome*	**Knowledge and Concepts** To explain that in programming there are infinite loops and count controlled loops **Skills** **To develop the use of count-controlled loops in a different programming environment** To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition	**Knowledge and Concepts** To explain that data gathered over time can be used to answer questions To explain that a data logger collects 'data points' from sensors over time **Skills** **To use a digital device to collect data automaticall** To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions

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Vocab	Community, digital citizen, responsibility, password, username, symbol, identity, selfie, norm, pledge, empathy	Multimedia, desk top publisher, text, graphics, images, PowerPoint, insert, edit, design,	Internet, network, websites, www, content	Repeat, program, computer code, loop, decompose, count controlled, outcome, logical reasoning	Loops, infinite loops, repetition*, logical reasoning*	Data loggers, digital device, data, sensors

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