



Oldfleet Primary School: Computing Plan and Sequence of Learning

	Area of Learning	Characteristics of Effective Learning	ELG	Coverage	FS vocabulary
FS	Understanding the World This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	Playing and exploring Active Learning Creating and Thinking Critically	Understanding the World Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Activities are developed following the interests of the children. The content will vary year on year. Specific learning and learning in the continuous provision is detailed in planning documents. Curriculum coverage is summarised by the continuous provision plans for each area and the one page curriculum summary.	Ipad charge Google/Kiddle search information camera photo print Pic collage

Key Domains			
Coding	Connecting	Communicating	Communicate (Tier 3)
			Theme specific

Year	Theme	Key Elements			
Year 1	e-Safety <ul style="list-style-type: none"> Content: Inappropriate 	sequence predict debug	identify analyse evaluate	research, analyse, retrieve digital content, create, organise, manipulate,	See MTP KEY STAGE 1 See Year Group

<p>Content - <i>Upsetting Images</i></p> <ul style="list-style-type: none"> • Contact: Cyberbullying - <i>Unkind comments</i> <p>Programming</p> <ul style="list-style-type: none"> • Understanding algorithms <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Digital Media 	<p>reason generalise simplify deconstruct abstract evaluate</p>	<p>share Stay Safe</p>	<p>store, present data, present information, evaluate</p>		<p>MTPs</p>
<p>e-Safety</p> <ul style="list-style-type: none"> • Conduct: Online Image - <i>What is an avatar?</i> • Conduct: Personal Information - <i>What is personal information?</i> • Contact: Grooming - <i>Online Strangers</i> <p>Programming</p> <ul style="list-style-type: none"> • Debugging & predicting code <p>Information technology</p>	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> What is technology? <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Digital Media 				
	<p>e-Safety</p> <ul style="list-style-type: none"> Content: Downloading - App Purchasing <p>Programming</p> <ul style="list-style-type: none"> Evaluating, simplifying & designing code <p>Information technology</p> <ul style="list-style-type: none"> Technology in real life <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Digital Media 	sequence predict debug reason generalise simplify deconstruct abstract evaluate	identify analyse evaluate share Stay Safe	research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate	See MTP
Year 2	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Online Image/ Reputation - Offline behaviour vs. online behaviour Conduct: Personal 	sequence predict debug reason generalise simplify deconstruct abstract evaluate	identify analyse evaluate share Stay Safe	research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate	See MTP

<p>Information - <i>When is it ok to share?</i></p> <p>Programming</p> <ul style="list-style-type: none"> Evaluating, simplifying & designing code <p>Information technology</p> <ul style="list-style-type: none"> What is information technology? <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 					
<p>e-Safety</p> <ul style="list-style-type: none"> Contact: Cyberbullying - <i>Impact of cyberbullying/ responding to cyberbullying</i> Content: Inappropriate Content - <i>Who to tell?</i> <p>Programming</p> <ul style="list-style-type: none"> Developing & sequencing code 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

<p>(introducing repetition)</p> <p>Information technology</p> <ul style="list-style-type: none"> • Technology in real life <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 					
<p>e-Safety</p> <ul style="list-style-type: none"> • Contact: Grooming - <i>Understanding manipulative behaviour</i> • Content: Downloading - <i>Pop-Ups</i> <p>Programming</p> <ul style="list-style-type: none"> • Designing & creating code for complete projects <p>Information technology</p> <ul style="list-style-type: none"> • Using technology (introducing chromebooks and a mouse) 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

	<p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Digital Media 					
Year 3	<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Screen Time - <i>Spotting the signs</i> Conduct: Passwords - <i>Why do we have passwords/ How to generate a strong password</i> Content: Inappropriate Content - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> Designing & sequencing code <p>Information technology</p> <ul style="list-style-type: none"> Input/Output process <p>Digital Literacy</p>	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	<p>KEY STAGE 2 See Year Group MTPs</p>

<ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 					
<p><u>e-Safety</u></p> <ul style="list-style-type: none"> Conduct: Online Image - <i>Modifying our online avatars</i> Conduct: Personal Information - <i>Who should we share with?</i> <p>Programming</p> <ul style="list-style-type: none"> Designing, evaluating & simplifying code through repetition <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	
<p><u>e-Safety</u></p> <ul style="list-style-type: none"> Contact: Cyberbullying - <i>Warning signs/</i> 	<p>sequence predict debug reason generalise</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

	<p><i>Expressing opinions</i></p> <ul style="list-style-type: none"> ● Contact: Grooming - <i>Identifying different forms of manipulative tactics</i> ● Content: Downloading - <i>Scam Spotters</i> <p>Programming</p> <ul style="list-style-type: none"> ● Deconstructing , designing & creating code for complete projects (introducing selection) <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Word Processing/ Desktop Publishing/ Presentation Media/Web Research 	<p>simplify deconstruct abstract evaluate</p>				
Year 4	<p>e-Safety</p> <ul style="list-style-type: none"> ● Conduct: Screen Time - <i>Maintaining a balance</i> ● Conduct: Passwords - <i>Evaluating</i> 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

<p><i>passwords</i></p> <p>Programming</p> <ul style="list-style-type: none"> Developing code through selection <p>Digital Literacy</p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 					
<p>e-Safety</p> <ul style="list-style-type: none"> Conduct: Personal Information/ Digital Footprint - <i>Digital footprint - keeping private when online</i> Conduct: Online Image/ Reputation - <i>Examining online profiles</i> Content: Inappropriate content - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> Deconstructing , designing & creating code 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

<p>for complete projects</p> <p>Information technology</p> <ul style="list-style-type: none"> • What makes up a website? <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Desktop Publishing/ Presentation Media/Web Research 					
<p>e-Safety</p> <ul style="list-style-type: none"> • Contact: Cyberbullying - <i>Communicating offline vs. communicating online</i> • Contact: Grooming - <i>Like/Admire vs. trust</i> • Content: Downloading - <i>Revision</i> <p>Programming</p> <ul style="list-style-type: none"> • Deconstructing , generalising & designing code for a specific project <p>Digital Literacy</p>	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate,</p>	<p>See MTP</p>	

	<ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/Web Research 					
Year 5	<p><u>e-Safety</u></p> <ul style="list-style-type: none"> Conduct: Passwords - <i>Revision</i> <p><u>Programming</u></p> <ul style="list-style-type: none"> Using variables to develop projects <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Word Processing/ Desktop Publishing/ Presentation Media/ Spreadsheets /Web Research 	sequence predict debug reason generalise simplify deconstruct abstract evaluate	identify analyse evaluate share Stay Safe	research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate		See MTP
	<p><u>e-Safety</u></p> <ul style="list-style-type: none"> Content: Ephemeral & Expiring Content - <i>Sharing Content (include some reference to</i> 	sequence predict debug reason generalise simplify deconstruct abstract evaluate	identify analyse evaluate share Stay Safe	research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate		See MTP

	<p><i>inappropriate content)</i></p> <ul style="list-style-type: none"> • Conduct: Personal Information/ Digital Footprint - <i>Revision</i> • Conduct: Online Image/ Reputation - <i>Analysing online profiles</i> <p>Programming</p> <ul style="list-style-type: none"> • Analyse, decompose, debug & evaluate own code for a given project <p>Information technology</p> <ul style="list-style-type: none"> • Computer Networks <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Desktop Publishing/ Presentation Media/ Spreadsheets /Web Research 					
	<p>e-Safety</p> <ul style="list-style-type: none"> • Contact: 	<p>sequence predict</p>	<p>identify analyse</p>	<p>research, analyse, retrieve digital content,</p>	<p>See MTP</p>	

	<p>Cyberbullying - <i>Respect/ Disrespect</i></p> <ul style="list-style-type: none"> • Contact: Grooming - <i>Motives</i> <p>Programming</p> <ul style="list-style-type: none"> • Apply generalisation and abstraction to complete more complex projects <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Desktop Publishing/ Presentation Media/ Spreadsheets /Web Research 	<p>debug reason generalise simplify deconstruct abstract evaluate</p>	<p>evaluate share Stay Safe</p>	<p>create, organise, manipulate, store, present data, present information, evaluate</p>		
Year 6	<p>e-Safety</p> <ul style="list-style-type: none"> • Content: Inappropriate/ Ephemeral & Expiring Content - <i>Revision</i> • Content: Video Chat/ Webcams - <i>What's the safest choice?</i> 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

<ul style="list-style-type: none"> • Contact: Cyberbullying - <i>Why does cyberbullying happen?/ Anonymity</i> <p>Programming</p> <ul style="list-style-type: none"> • Deconstruct, generalise & apply abstraction to complete more complex projects <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Spreadsheets /Digital Media/Web Research 					
<p>e-Safety</p> <ul style="list-style-type: none"> • Content: Inaccurate information/ Fake News/ Reliability/ Bias - <i>Fake News vs. Real/ Reliability</i> <p>Programming</p> <ul style="list-style-type: none"> • Simplifying complex projects through 	sequence predict debug reason generalise simplify deconstruct abstract evaluate	identify analyse evaluate share Stay Safe	research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate	See MTP	

<p>procedure blocks</p> <ul style="list-style-type: none"> • Create sequence inputs for a desired output <p>Digital Literacy</p> <ul style="list-style-type: none"> • Word Processing/ Spreadsheets /Digital Media/Web Research 					
<p>e-Safety</p> <ul style="list-style-type: none"> • Conduct: Personal Information/ Digital Footprint - <i>Revision</i> • Contact: Grooming - <i>Revision</i> • Conduct: Online Image/ Reputation - <i>Creating online profiles</i> <p>Programming</p> <ul style="list-style-type: none"> • Analyse, deconstruct, generalise and apply abstraction to independently design and create 	<p>sequence predict debug reason generalise simplify deconstruct abstract evaluate</p>	<p>identify analyse evaluate share Stay Safe</p>	<p>research, analyse, retrieve digital content, create, organise, manipulate, store, present data, present information, evaluate</p>	<p>See MTP</p>	

	<p>individual projects (debugging & evaluating where necessary)</p> <p><u>Information technology</u></p> <ul style="list-style-type: none">• How the internet works• What makes up the WWW?• Communication <p><u>Digital Literacy</u></p> <ul style="list-style-type: none">• Word Processing/ Spreadsheets /Digital Media/Web Research					
--	---	--	--	--	--	--