



Subject Long Term Plan for COMPUTING in Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Strand	Computing systems and Networks	Creating Media	Creating Media	Data and information	Programming A	Programming B
Year 3: Unit	Connecting computers	Stop-frame animation	Desktop publishing	Branching databases	Sequencing sounds	Events and actions in programs
Unit summary	Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Creating documents by modifying text, images, and page layouts for a specified purpose.	Building and using branching databases to group objects using yes/no questions.	Creating sequences in a block-based programming language to make music.	Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4: Unit	The Internet	Audio editing	Photo editing	Data logging	Repetition in shapes	Repetition in games
Unit summary	Recognising the internet as a network of networks including the WWW, and why we should evaluate online content	Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Using a text-based programming language to explore count-controlled loops when drawing shapes.	Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

National Curriculum Coverage – Years 3 and 4	3.1 Connecting computers	3.2 Stop-frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in programs	4.1 The Internet	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			✓			✓			✓			✓
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	✓		✓			✓			✓	✓		✓
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			✓			✓			✓			✓
Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	✓						✓					
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					✓		✓	✓			✓	
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact							✓	✓			✓	