



**Computing Long Term Planning
Class 2 – 2019-2020**

Term	Area	National Curriculum Objectives	Key skills	Programs / resources
Autumn 1	To Communicate	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	<ul style="list-style-type: none"> • Save and open files on a device • Use the keyboard on a device to add, delete and space text for others to read. • Use the SHIFT, ENTER, CAPS LOCK, DELETE and BACKSPACE keys accurately. 	<ul style="list-style-type: none"> • Purple Mash (2Publish, 2Create a Story, 2Type) • PowerPoint • Microsoft Word
Autumn 2	To Code	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> • Use programming software to make objects move. • Talk about the order needed to make something happen and talk about this as an algorithm. • Program a robot to do a particular task. • Watch a program execute and spot where it goes wrong so that it can be debugged. 	<ul style="list-style-type: none"> • Purple Mash (2Go, 2Code) • Beebots • Kodu



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Spring 1	<p>To Connect</p> <p>February E-safety month</p>	<p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • Identify computer systems that they use. • Identify the inputs and outputs of a range of applications and programs. • Consider the benefits of applications and programs in their lives. • Identify the parts of a computer network and the functions of hardware within it. • Assess the reliability of search results. • Understand the role that online content plays in their lives and how to protect themselves from inappropriate content and how to conduct themselves safely online. 	<p>Safe search engines</p> <ul style="list-style-type: none"> • http://www.primaryresources.co.uk/online/interne_t.swf • www.safesearchkids.com, • www.kidsclick.org, • www.primaryschoolict.com • www.google.co.uk • http://www.searchbox.co.uk/kids.htm • http://www.bbc.co.uk/cbbc/search <p>Programs</p> <ul style="list-style-type: none"> • Purple mash (e-safety posters) • CEOP website videos • http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4 • https://digital-literacy.org.uk/curriculum-overview/#ks2 • https://www.thinkuknow.co.uk/8_10/ • https://www.thinkuknow.co.uk/8_10/watch/ <p>Computer Science</p> <ul style="list-style-type: none"> • http://www.thedogisland.com/ • https://www.allaboutexplorers.com/ • Code.org • Barefoot Computing • www.codeit.co.uk • Quickstart Computing
Spring 2	To Collect	Select, use and combine a variety of software (including internet services) on a range of	<ul style="list-style-type: none"> • Talk about the different ways technology can collect information – including adding it to a database. 	<ul style="list-style-type: none"> • Purple Mash (2Graph, 2Count) • Dataloggers • http://www.ptolemy.co.uk/furbles08



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		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	<ul style="list-style-type: none"> • Make and save a graph. • Talk about the kind of information which could be used to help investigate a question. 	<ul style="list-style-type: none"> • http://www.topmarks.co.uk/Interactive.aspx?cat=18
Summer 1	To Code	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> • Put programming commands into a sequence to achieve a specific outcome. • Break an open-ended problem up into smaller parts. • Describe the algorithm needed for a simple task • Keep testing the program and recognise when debugging is needed 	<ul style="list-style-type: none"> • Scratch
Summer 2	To Communicate	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	<ul style="list-style-type: none"> • Create different effects with different technology tools • Combine a mixture of text, graphics and sound to share ideas and learning. • Evaluate work and improve its effectiveness 	<ul style="list-style-type: none"> • http://www.bgfl.org/custom/resources ftp/client ftp/ks2/music/piano/ • Beatwave App • http://www.freeplaymusic.com/ • Live Moviemaker • Do Ink App (Greenscreening software)



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				<ul style="list-style-type: none">• Purple Mash – 2Create A Story, 2Publish, 2Sequence, 2Explore, 2Beat
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