



Computing Medium Term Plan

Intent	At Talavera Infant School we aim to lay a secure foundation in computing so that our children can become competent, confident and creative users of information and communication technology. We aim to ensure our children have the skills, knowledge and understanding to use ICT as both a tool for learning and a mechanism by which they can be creative and express themselves. To ensure all aspects of the Computing National Curriculum are being taught, as well as specific learning that the children in our school need, each plan is linked to a Golden Thread. The four Golden Threads of Computing at Talavera Infant School are 'Internet Safety', 'Digital Literacy', 'Coding', and 'Fundamentals'. 'Internet Safety' is a core part of all teaching during Computing. The children will learn what personal information is and the importance of keeping it private, to know the different feelings and behaviours they may experience whilst they are online, and who to go to if they need help. Internet Safety will be revisited by the children every time they use the internet themselves at school. Through 'Digital Literacy' the children will learn to use a variety of different types of software to express themselves and develop their ideas. They will have opportunities to take and edit digital photographs, design their own games, create digital art and use their word processing skills to produce a book. The National Curriculum states that 'the core of computing is computer science', in which children put their computing knowledge to use by programming. 'Coding' and programming are invaluable skills for the future so by the end of Key Stage 1 we aim to ensure that our children have opportunities to use, debug and create their own simple algorithms using programmable toys, iPads and laptops. 'Fundamentals' is a Golden Thread that has been specifically created for the children in our school. It teaches the basics of how to turn on a computer, how to type using different features of a keyboard and how to use a mouse. We will also teach the children skills such as logging into programs and saving and loading their own work. 'Fundamentals' learning is also when the children will learn what Information Technology means and will begin to identify common types and uses of information technology in and beyond school.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<i>Computing focus:</i> <i>Internet Safety</i> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. - To know which information is personal information. - To understand that private information is private. - To know how to identify adults who can help. - To understand that photos and information can be shared online and seen by others. <i>Key Vocab:</i> Online, personal information, private, stranger, trust, information, shared, consent	<i>Computing Focus: Technology around us</i> Use technology purposefully to store and retrieve digital content. Recognise common uses of information technology beyond school. - To name the main parts of a computer. - To turn a computer on and off. - To log in to a computer. - To use a keyboard to type. - To use a mouse to open a program and to click and drag. - To identify examples of technology in the classroom. <i>Key Vocab:</i> Technology, mouse, keyboard, save, screen, base unit		<i>Computing focus:</i> <i>Digital painting</i> Use technology purposefully to create, organise, store, and manipulate digital content. - To understand what different digital drawing tools do. - To use the shape tool, line tool and paintbrush tool to paint a picture. - To save a document. <i>Key Vocab:</i> digital, tool, save	<i>Computing focus:</i> <i>Creating and debugging programmes</i> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs - To move a programmable toy. - To use, modify, debug and create simple algorithms. (using programmable toys) - To use logical reasoning to predict the behaviour of simple programs. (using programmable toys) <i>Key Vocab:</i> Programme, algorithm, modify, debug, create, predict



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<i>Computing focus:</i> <i>E-safety</i> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school. - To know which information is personal information and that private information is private. - To know how to identify adults who can help. - To identify the different feelings we can experience online and how to be kind online. - To know people online are strangers. - To identify common types and uses of information technology beyond school. <i>Key Vocab:</i> Online, personal information, private, stranger, trust, information, shared, consent		<i>Computing focus:</i> <i>Create a maze game</i> Use technology purposefully to create, organise and manipulate digital content. Use logical reasoning to predict the behaviour of simple programs - To change features of a program to make it behave differently. - To use word processing software to write. - To use logical reasoning to predict the behaviour of simple programs. - To open work from a file. - To save a document. <i>Key Vocab:</i> Features, text, images, modify, create, predict	<i>Computing focus:</i> <i>Digital photographs</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To take landscape and portrait digital photographs. - To identify what is wrong with an image or photograph and change it. <i>Key Vocab:</i> Images, landscape, portrait, identify	<i>Computing focus:</i> <i>Creating a digital book</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To use word processing software to write. - To organise text and images to create a book. - To turn a computer on and off, log in, save and retrieve their work. - To use a keyboard and a mouse to create a digital book. <i>Key Vocab:</i> Features, text, images, space bar, caps lock, full stop, enter, save, load	<i>Computing focus:</i> <i>Understanding algorithms</i> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. - To use and create simple algorithms. - To modify and debug simple algorithms. - To understand and explain what an algorithm is. <i>Key Vocab:</i> Programme, algorithm, modify, debug, create, predict



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End Points

Year 1 Computing – End Points

Internet Safety

- I can say what **personal information** is.
- I can explain why **personal information should be kept private**.
- I can tell an adult if something online makes me feel **worried or unsafe**.
- I can say that pictures and information shared online can be **seen by other people**.
- I can use technology in a **safe and respectful way**.

Digital Literacy

- I can use digital tools to **create a picture on a computer or tablet**.
- I can choose and use tools such as **brushes, shapes, and lines** to make my work.
- I can **save my work** with help or independently.

Coding

- I can **control a programmable toy** to make it move.
- I can create a **simple set of instructions (algorithm)**.
- I can **change or fix my instructions** if they do not work.
- I can **predict what will happen** when I run my program.

Fundamentals

- I can name the **main parts of a computer**.
- I can **turn a computer on and off** safely.
- I can **log in** to a computer with help.
- I can use a **keyboard and mouse** to control a computer.
- I can recognise **technology in my classroom** and say what it is used for.

Year 2 Computing – End Points

Internet Safety

- I can explain what **personal information** is and why it should be protected.
- I can explain that people online may be **strangers**.
- I can describe how things online can make me **feel**.
- I can be **kind and respectful** when using technology.
- I can say who to go to if I am **worried or upset** by something online.
- I can identify **technology used at home and in the wider world**.

Digital Literacy

- I can **take digital photographs** in portrait and landscape.
- I can **improve a photograph** by spotting what needs changing.
- I can use a computer to **write, edit, and save text**.
- I can combine **text and pictures** to create a digital book or project.
- I can **open, save, and retrieve** my own work independently.

Coding

- I can explain what an **algorithm** is.
- I can **create a simple program** to achieve a goal.
- I can **change features** of a program to make it behave differently.
- I can **debug a program** when something goes wrong.
- I can use **logical reasoning** to predict what a program will do.

Fundamentals

- I can **log in, save, and load work** on a computer by myself.
- I can use a **keyboard confidently**, including space bar, enter, and capital letters.
- I can use a **mouse accurately** to click, drag, and select.
- I can work independently and responsibly when using technology.
- I can **understand, write, and fix simple programs**.
- I am confident using technology to **learn, create, and communicate**.

Key Stage 1 Overall End Point

By the end of Key Stage 1:

- I can **use technology safely and responsibly**.
- I can **create and manage my own digital content**.
- I can **understand, write, and fix simple programs**.
- I am confident using technology to **learn, create, and communicate**.