# Computing Medium Term Plan

| Term / Class | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Pentecost 1** | **Water** <br> **eSafety objective** <br> Know that screen time should be balanced and tell an adult if something on a screen feels worrying. <br> **Computing objectives** <br> 1. Use simple apps to explore water-themed images, sounds, or videos. <br> 2. Use touch controls to interact with water simulations or games. <br> 3. Follow simple instructions to use a device. <br> 4. Use technology to create (e.g. drawing water scenes). <br> 5. Talk about how technology is used at home/school. <br><br> **Assessment - observation** | **The Great Outdoors** <br> **Digital Research -Searching** <br> **eSafety objective** <br> Know to tell an adult if something unexpected appears when searching for outdoor information. <br> **Computing objectives** <br> 1. Use simple search tools (favourites/QR links) to find outdoor images. <br> 2. Capture photos (plants, weather, environment). <br> 3. Add simple captions to images. <br> 4. Use basic editing (crop, draw, highlight). <br> 5. Save and retrieve work. <br><br> **Assessment - Can they independently take and label a photo? Can they navigate to a given website?** | **Wind in the Willows** <br> **Create, Manage and Manipulate Digital Content** <br> **eSafety objective** <br> Know not to share personal information when creating digital content about stories/characters. <br> **Computing objectives** <br> 1. Create a sequence of images (story/animation). <br> 2. Use simple animation tools (e.g. stop motion or slides). <br> 3. Edit images (text, stickers, sequence). <br> 4. Save and share work with a known audience. <br> 5. Explain their digital story. <br><br> **Assessment - Can they create a clear sequence? Can they explain their work?** | **What the Romans did for us** <br> **Electronic communication** <br> **eSafety objective** <br> Know how to communicate safely and respectfully in online chats (e.g. kind language, no personal information, tell an adult if worried). <br> **Computing objectives** <br> 1. Use a **school-safe chat/discussion platform** (, Teams) to respond to a question. Ensure children know this is monitored and only to be used during school lessons <br> 2. Write clear and relevant responses linked to the Romans topic. <br> 3. Read others' responses and reply appropriately. <br> 4. Understand how communication changes depending on audience (e.g. formal vs informal). <br> 5. Combine chat contributions with simple digital content (e.g. adding an image or fact). <br><br> **Assessment - Safe behaviour** <br> **Relevant responses to topic** <br> **Ability to reply to others** | **Passport to Europe** <br> **Digital Research** <br> **eSafety objective** <br> Understand how to search safely online (use child-friendly search engines, avoid unsafe links, and report anything worrying). <br> **Computing objectives** <br> 1. Use a range of **child-friendly search engines** (e.g. Kiddle, Swiggle) to find information about European countries. <br> 2. Develop effective **keywords and search questions** (e.g. "climate in Spain" instead of "Spain"). <br> 3. Compare search results and choose the most relevant information. <br> 4. Recognise that not all information online is accurate and begin to **check reliability** (cross-checking simple sources). <br> 5. Save, organise and retrieve useful information (e.g. copy, paste, bookmarks, saving images). <br><br> **Assessment - Safe searching behaviour** <br> **Use of effective keywords** <br> **Ability to choose relevant results** <br> **Basic understanding of reliability** | **Inventors and Inventions** <br> **Design, Create, Manage and Manipulate Digital Content** <br><br> **eSafety objective** <br> Understand how to safely create and share digital content, including considering audience, privacy and appropriate use of images/information. <br><br> **Computing objectives** <br> 1. Select and use appropriate software (e.g. Word, PowerPoint) to create digital content. <br> 2. Combine different media (text, images, possibly audio/video) for a clear purpose. <br> 3. Manipulate content effectively (e.g. crop images, format text, adjust layout). <br> 4. Use design features (fonts, colours, layout, transitions) to suit an audience. <br> 5. Evaluate and improve digital content based on purpose and audience. <br> **Assessment - Appropriate tool selection** <br> **Effective combination of media** <br> **Clear design for audience** <br> **Ability to edit/improve work** | **Oh I do like to be beside the seaside** <br> **Programming** <br><br> **eSafety objective** <br> Understand responsible online behaviour when sharing content and the impact of digital footprints. <br><br> **Computing objectives** <br> 1. Design and create a program (linked to seaside theme - scratch). <br> 2. Use sequence, selection and variables. <br> 3. Debug and refine programs. <br> 4. Evaluate effectiveness of their program. <br> 5. Present and explain their solution. <br><br> **Assessment - Functionality of program** <br> **Debugging ability** |