

# Computer Long term plan - Year 3 and 4 – 2024/25

Year 3 & 4	Cycle A	Cycle B
Autumn 1 (4 weeks)	<u>Basic computer skills</u> <ul style="list-style-type: none"> <li>. Logging into the laptops.</li> <li>. Basic skills.</li> <li>. How to safe search online.</li> <li>. Class dojo</li> </ul> <p>Assessment - Summative assessment</p>	<u>Basic computer skills</u> <ul style="list-style-type: none"> <li>. Logging into the laptops.</li> <li>. Basic skills.</li> <li>. How to safe search online.</li> <li>. Class dojo</li> </ul> <p>Assessment - Summative assessment</p>
Autumn 1 (3 weeks)	<u>Microsoft software skills</u> (Microsoft Word)	<u>Microsoft software skills</u> (Microsoft PowerPoint)
Autumn 2 (4 weeks)	Assessment - Practical: Create a poster about yourself or a topic on word. Use different styles of text, word art, shapes and images.	Assessment - Practical - Create a PowerPoint all about yourself (inc. text, pictures, word art, animation, and transitions).
Spring 1 (4 weeks)	<u>Technology in our lives</u> Year 3 - Computing systems and networks – Connecting computers (Screen free)  Assessment - Summative assessment: Connecting computers.	<u>Technology in our lives</u> Computing systems and networks – The Internet (Internet – google and Microsoft edge, Chrome music lab)  Assessment –Summative assessment: The Internet
Spring 1 (2 weeks – 1 week is a double lesson on Internet safety week)	<u>Online safety</u> Safe searching online (Internet – google, ThinkuKnow and Goggle interland)  Assessment - Summative assessment: online safety.	<u>Online safety</u> E-mail and Messaging online (DB Primary, ThinkuKnow and Goggle interland)  Assessment - Summative assessment: online safety.
	Internet safety to also be covered in Paths for these 2 weeks	Internet safety to also be covered in Paths for these 2 weeks

Spring 2	<p><u>Handline data</u> Data logging (Microsoft Word and excel)</p> <p>Assessment - Summative assessment: Handline data.</p>	<p><u>Handling Data</u> Year 3 - Data and information – Branching databases (J2Data sample databases)</p> <p>Assessment - Knowledge based - Summative assessment: Branching databases.</p> <p>Assessment: Create an identification tool using a branching database, which they will test by using it based on living things.</p>
Summer 1	<p><u>Programming</u> Sequencing sounds/ Events and actions in programs (Scratch)</p> <p>Practical assessment: Create a project from a task description - Making a musical instrument in Scratch. The instrument use different events and actions.</p>	<p><u>Multi-media</u> Stop-frame animation (Imovie and imotion)</p> <p>Assessment - Practical: Created their own stop-frame animations</p>
Summer 2	<p><u>Multi-media</u> Photo editing (Paint)</p> <p>Assessment - Practical: Take and edit their own photos.</p>	<p><u>Programming</u> Repetition in shapes and Games (Scratch)</p> <p>Assessment - Practical: Design and create a game which uses repetition.</p>

# Computer Long term plan - Year 5 and 6

Year 5 & 6	Cycle A	Cycle B
Autumn 1 (4 weeks)	<u>Baisc computer skills</u> . Logging in with your own password and recap of basic computers skills. . Safe Internet search . Social media/online gaming – How to stay safe. . Class dojo  Assessment - Summative assessment	<u>Baisc computer skills</u> . Logging in with your own password and recap of basic computers skills. . Safe Internet search . Social media/online gaming – How to stay safe. . Class dojo  Assessment - Summative assessment
Autumn 1 (3 weeks)  Autumn 2 (4 weeks)	<u>Microsoft software skills and Handling data – Excel (Excel)</u>  Assessment: Create spreadsheet include data, tables and graphs.	<u>Microsoft software skills (Microsoft Publisher)</u>  Assessment: Create a magazine front cover.
Spring 1 (4 weeks)	<u>Technology in our lives</u> Computing systems and networks - Communication and collaboration (Google slides, PowerPoint, Scratch)  Assessment - Summative assessment – Communication and collaboration.	<u>Technology in our lives</u> Computing systems and networks - Systems and searching (Internet – Goggle search)  Assessment - Summative assessment: System and searching.
Spring 1 (2 weeks – 1 week is a double	<u>Online Safety</u> Online presence (DB Primary, ThinkuKnow and Goggle interland)  Assessment - Summative assessment: Online safety.	<u>Online Safety</u> E-mail and Messaging online (DB Primary, ThinkuKnow and Goggle interland)  Assessment - Summative assessment: Online safety.
	Internet safety to also be covered in Paths for these 2 weeks	

Spring 2	<p><u>Programming</u> Variables in animation (Scratch and codeclub.org)</p> <p>Practical assessment:</p>	<p><u>Multi-media</u> Creating media – Web page creation (Google Workspace for Education/ Google sites, Microsoft publisher)</p> <p>Practical assessment: Create their own website based on the school or their own interests.</p>
Summer 1	<p><u>Programming/handling data</u> Creating online quizzes (Scratch, Kahoot, Excel)</p> <p>Assessment - Summative assessment: Creating online quizzes.</p> <p>Practical Assessment: Create your own interactive quiz.</p>	<p><u>Handling data</u> Data and information – Flat-file databases (J2Data sample databases)</p> <p>Assessment - Summative assessment: Handline data.</p> <p>Practical assessment - Use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. Use the context of a flight search based on set parameters.</p>
Summer 2	<p><u>Multi-media</u> <u>Creating media - Video production</u> <u>(Microsoft video editor and openshot video editor)</u></p> <p>Practical Assessment: create short videos in groups. Capturing, editing, and manipulating their videos.</p>	<p><u>Programming</u> Variables in games (Scratch, code.org and codeclub.org)</p> <p>Assessment - Summative assessment: Variables in games.</p> <p>Practical assessment – Create their own game using variables to create a simulation of a scoreboard.</p>

## **Year 3 and 4 - Cycle A**

### **Autumn 1 and 2– Microsoft software skills**

#### **(Microsoft Word)**

- . Can I use basic computer skills?
- . Can I change the case of text?
- . Can I align text?
- . Can I insert and format text boxes?
- . Can I add and edit images into word?
- . Can I use the spellchecker tool?
- . Can I use words to create a information poster?

### **Spring 1A – Technology in our lives**

#### **Computing systems and networks – Connecting computers.**

- . Can I explain how digital devices function?
- . Can I identify input and output devices?
- . Can I recognise how digital devices can change the way that we work?
- . Can I explain how a computer network can be used to share information?
- . Can I explore how digital devices can be connected?
- . Can I recognise the physical components of a network?

### **Spring 1B – Online safety**

#### **Safe searching online**

- . Can I find what a digital footprint is?
- . Can I find out how to share information safely online?
- . Can I complete safe searches online?
- . Can I find out how to be kind online?
- . Can I show how to be safe while playing online?
- . Can I show what I have learnt about online safety?

### **Spring 2 – Handline data - Data logging**

#### **(Microsoft Word and excel)**

- . Can I explain that data gathered over time can be used to answer questions?
- . Can I use a digital device to collect data automatically?
- . Can I explain that a data logger collects 'data points' from sensors over time?
- . Can I recognise how a computer can help us analyse data?
- . Can I identify the data needed to answer questions?
- . Can I use data from sensors to answer questions?

### **Summer 1 – Programming**

#### **Sequencing sounds/ Events and actions in programs (Scratch)**

- . Can I explore a new programming environment?
- . Can I identify that commands have an outcome?
- . Can I explain that a program has a start?
- . Can I recognise that a sequence of commands can have an order?
- . Can I change the appearance of my project?
- . Can I create a project from a task description?

### **Summer 2 – Multi-media**

#### **Photo editing (Paint)**

- . Can I explain that the composition of digital images can be changed?
- . Can I explain that colours can be changed in digital images?
- . Can I explain how cloning can be used in photo editing?
- . Can I explain that images can be combined?
- . Can I combine images for a purpose?
- . Can I evaluate how changes can improve an image?

## **Year 3 and 4 - Cycle B**

### **Autumn 1 and 2 – Microsoft software**

#### **Microsoft PowerPoint**

- . Can I use basic features of Microsoft PowerPoint?
- . Can I create slide templates and organise slides with hyperlinks?
- . Can I add theme, transitions, and animation to a PowerPoint?
- . Can I use action settings in my PowerPoint?
- . Can I insert audio and video into my PowerPoint?
- . Can I evaluate slide layout and make improvements?

### **Spring 1A - Technology in our lives**

#### **Computing systems and networks – The Internet**

- . Can I describe how networks physically connect to other networks?
- . Can I recognise how networked devices make up the internet?
- . Can I outline how websites can be shared via the World Wide Web (WWW)?
- . Can I describe how content can be added and accessed on the World Wide Web (WWW)?
- . Can I recognise how the content of the WWW is created by people?
- . Can I evaluate the consequences of unreliable content?

### **Spring 1B - Online safety**

#### **E-mail and Messaging online**

- . Can I find out what cyberbullying is and how to address it?
- . Can I have an online conversation online safely?
- . Can I share information online safely?
- . Can I find out how to stay safe while taking part in online gaming?
- . Can I give advice about how to stay safe online?

### **Spring 2 - Handling Data**

#### **Data and information – Branching databases**

##### **(J2Data sample databases)**

- . Can I create questions with yes/no answers?
- . Can I identify the attributes needed to collect data about an object?
- . Can I create a branching database?
- . Can I explain why it is helpful for a database to be well structured?
- . Can I plan the structure of a branching database?
- . Can I independently create an identification tool?

### **Summer 1- Multi-media**

#### **Stop-frame animation. (Imovie and imotion)**

- . Can I explain that animation is a sequence of drawings or photographs?
- . Can I relate animated movement with a sequence of images?
- . Can I plan an animation?
- . Can I identify the need to work consistently and carefully?
- . Can I review and improve an animation?
- . Can I evaluate the impact of adding other media to an animation?

### **Summer 2 - Programming**

#### **Repetition in Games (Scratch)**

- . Can I develop the use of count-controlled loops?
- . Can I explain that in loops and In programming?
- . Can I develop a design that includes two or more loops which run at the same time?
- Can I modify an infinite loop in a given program?
- . Can I design a project that includes repetition?
- . Can I create a project that includes repetition?
- . Can I create a computer game?

# **Year 5 and 6 - Cycle A**

## **Autumn 1 – Microsoft Excel**

### **Spring 1A - Communication and collaboration**

- To explain the importance of internet addresses
- To recognise how data is transferred across the internet
- To explain how sharing information online can help people to work together
- To evaluate different ways of working together online
- To recognise how we communicate using technology
- To evaluate different methods of online communication

### **Spring 1B – Online safety**

### **Spring 2 – Programming – Variable in animation**

## **Summer 1 - Handling data**

### **Summer 2 - Video production**

- To explain what makes a video effective
- To use a digital device to record video
- To capture video using a range of techniques
- To create a storyboard
- To identify that video can be improved through reshooting and editing
- To consider the impact of the choices made when making and sharing a video

## **Year 5 and 6 - Cycle B**

**Autumn 1 – Basic computer skills**

**Autumn 1 and 2 – Microsoft publisher**

**Spring 1A - Communication and collaboration**

**Spring 1B – Online safety**

**Spring 2 – Website creation**

**Summer 1 - Handling data**

**Summer 2 – Programming – Variable in games**