

St George's Central CE Primary School and Nursery

Long Term Plan for Computing **Nursery (2 – 3 years olds)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Focus	Me, my family, familiar people.	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
EYFS Curriculum Links for Y1 Foundations	• Explore technology through play with an adult. • Press buttons, switches and touch screens to make things happen. • Explore cause and effect through toys and play. • Enjoy repeating familiar actions. • Notice patterns in everyday routines. • Explore photographs, music and sounds using technology. • Use simple technology alongside an adult (e.g. torches, CD players, talking buttons). • Learn to take turns when using technology.					

'Never settle for less than your best'

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Long Term Plan for Computing **Nursery (3 – 4 years olds)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	What makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Learning	This is me	Bang, Crackle, Pop	Winter	New life and change	Jolly jobs	Ticket to ride
EYFS Curriculum Links for Y1 Foundations	• Explore a range of everyday technology. • Begin to operate simple equipment independently (e.g.cameras, torches, CD players or interactive toys). • Talk about what technology is used for. • Follow simple sequences and routines. • Begin to solve simple problems through trial and improvement. • Follow and create simple sequences during play. • Take photographs or record voices with support. • Talk about photographs or recordings they have made. • Begin to understand that technology should be used carefully. • Ask an adult for help when needed.					

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Long Term Plan for Computing Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Key Learning	This is me and Tyldesley	Sparkle and shine!	Animals in cold and hot countries	Once Upon a Time...	Lifecycles and Spring	Under the sea
EYFS Curriculum Links for Y1 Foundations	- Choose and use technology purposefully to support learning and play. - Operate simple digital devices independently and safely. - Give simple instructions to control programmable toys. - Predict what will happen when instructions are changed. - Create simple sequences of instructions to achieve a goal. - Use technology to create, record and share ideas. - Use photographs, audio or simple digital media to talk about learning. - Know simple rules for using technology safely and respectfully. - Understand that trusted adults help keep us safe when using technology.					
By the end of Reception children should know that:	- Technology is used at home, school and in the community. - Different technology has different purposes. - Buttons, icons and touch screens help us control devices. - Instructions can make programmable toys move. - Changing instructions changes the outcome. - Technology can help us create, communicate and find out information. - We should use technology safely and ask a trusted adult for help if needed.					

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Long Term Plan for Computing Year 1 and Year 2

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How do I use the technology around me?	How can you create the Word?	Can you get with the program? How do we begin to Scratch?		Can I be a digital composer?	How can I sort the data?
Key Learning	Information Technology	Digital Literacy	Computer Science		Information Technology	Computer Science
National Curriculum objectives	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	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.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school 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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs.

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Long Term Plan for Computing Year 1 and Year 2

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is IT?	Do you have the power to create a slide?	Can you be the boss of the robot? Can you be a chase creator?		How do you capture a moment?	How can pictures represent data?
Key Learning	Information Technology	Digital Literacy Microsoft PowerPoint	Computer Science		Digital Literacy	Information Technology
National Curriculum objectives	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	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. 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.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.

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Long Term Plan for Computing Year 3 and Year 4

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How are computers like a family?	How to you create the Word?	How do we continue to Scratch?		Where does the data go?	How can the picture move?
Key Learning	Information Technology	Digital Literacy Microsoft Word	Computer Science Coding		Information Technology	Information Technology Digital Literacy
National Curriculum objectives	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	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. 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. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.

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Long Term Plan for Computing Year 3 and Year 4

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How great is the internet?	How can a photo be changed?	How can a turtle make shapes? Are you the next Minecraft creator?		What information can be data logged?	Do you have the Power to create a slideshow?
Key Learning	Information Technology	Digital Literacy	Computer Science		Information Technology	Digital Literacy Microsoft PowerPoint
National Curriculum objectives	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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. Select, use and combine a variety of software (including internet services) on a range of digital devices to design	Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	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. 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. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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. Select, use and combine a variety of software (including internet services) on a range of digital devices to design	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 and respectfully, keeping personal information private; identify where to go for help and support

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	and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	when they have concerns about content or contact on the internet or other online technologies.
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Long Term Plan for Computing Year 5 and Year 6

2026 – 2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Do you know the power of search?	How much can you show about the Word?	How does the cookie crumble? Are you the Quiz Master?		How can a video be edited?	How does a flat file database work?
Key Learning	Information Technology	Digital Literacy Microsoft Word	Computer Science		Digital Literacy Information Technology	Information Technology
National Curriculum objectives	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	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.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact

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	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.				on the internet or other online technologies.
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Long Term Plan for Computing Year 5 and Year 6

2027 – 2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How does the data transfer?	How do you Excel?	What variable gets changed? Can you pass the microbit challenge?		What web page can you create?	Do you have the power to create the ultimate slideshow?
Key Learning	Information Technology	Information Technology Digital Literacy	Computer Science		Information Technology	Digital Literacy Microsoft PowerPoint
National Curriculum objectives	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	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. 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	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		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 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.

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