



St. Mary's Catholic Federation
Long Term Plan - Computing 2023-24



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Throughout the year:</p> <p>Skills: Find on and off switch/button.</p> <p>Select and use appropriate buttons on technology.</p> <p>Take pictures using the iPad.</p> <p>Learning how to operate a camera to take photographs of meaningful creations or moments.</p> <p>Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</p> <p>Recognising and identifying familiar letters and numbers on a keyboard.</p> <p>Developing basic mouse skills such as moving and clicking.</p> <p>Using logical reasoning to understand simple instructions and predict the outcome.</p> <p>Following instructions as part of practical activities and games.</p> <p>Learning to give simple instructions.</p> <p>Experimenting with programming a Bee-bot and learning how to give simple commands.</p> <p>Learning to debug instructions, with the help of an adult, when things go wrong.</p>	<p>Improving Mouse Skills</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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.</p> <p>E-safety</p> <p>Skills: Learning how to explore and tinker with hardware to find out how it works.</p> <p>Learning where keys are located on the keyboard.</p> <p>Using a basic range of tools within graphic editing software.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p> <p>Recognising devices that are connected to the internet.</p> <p>Logging in and out.</p>	<p>What is a computer?</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p>Skills: Understanding what a computer is and that it's made up of different components.</p> <p>Recognising that buttons cause effects and that technology follows instructions.</p> <p>Learning how we know that technology is doing what we want it to do via its output.</p> <p>Using greater control when taking photos with cameras, tablets or computers.</p> <p>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Using word processing software to type and reformat text.</p> <p>Creating and labelling images.</p> <p>Learning how computers are used in the wider world</p>	<p>CS First Characterisation</p> <p>Link to English</p> <p>NC: Use technology safely, responsibly and responsibly.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Skills: Write ordered instructions to scripts, they're making use of sequence in programs.</p> <p>Use logical reasoning to explain how some simple algorithms work,</p> <p>Debug their scripts, detect and correct errors in algorithms and programs.</p> <p>E-Safety</p>	<p>HTML- Discovery Education Coding 2.0</p> <p>Link to - Digital Literacy</p> <p>NC: Use search technologies effectively,</p> <p>Appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Use technology safely, responsibly and recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Understand computer networks including the internet: how they provide multiple services, such as the world wide web: and the opportunities they offer in communication and collaboration</p> <p>Skills:</p> <p>Design structured and presented HTML mark-up and CSS.</p> <p>Add tags, images and links to bring your own web pages to life.</p> <p>Use logical reasoning to explain how simple algorithms work</p> <p>Detect and correct errors in algorithms and programs Understand computer networks</p>	<p>We are architects</p> <p>Links with Art</p> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (Virtual systems.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Select use and combine a variety of software on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals.</p> <p>Skills:</p> <p>Understand the work of architects, designers and engineers working in 3D, develop familiarity with a simple Sketchup for schools) tool within G-Suite to develop spatial awareness by exploring and experimenting with a 3D virtual environment and develop greater aesthetic awareness.</p> <p>E-Safety Typing skills</p>	<p>CS First Pitch your Passion</p> <p>Linked to History and French</p> <p>NC:Use technology safely, responsibly and responsibly.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>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 simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Skills:</p> <p>Create a project about an issue or cause related to the history topic.</p> <p>Use event blocks, loops, sequence, motion, add-on features and conditional statements to create an animated scratch project.</p> <p>Translate Scratch messages into other languages E.g. French</p> <p>E-Safety</p>

<p>Recognising that a range of technology is used for different purposes.</p> <p>Learning to log in and log out.</p>		<p>E-Safety</p>		<p>E-Safety Typing skills</p>		
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<p>Algorithms Unplugged</p> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Skills: Recognising that some devices are input devices and others are output devices.</p> <p>Learning that decomposition means breaking a problem down into smaller parts.</p> <p>Using decomposition to solve unplugged challenges.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p> <p>E-Safety</p>	<p>Algorithms and Debugging</p> <p>NC: Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Skills: Developing confidence with the keyboard and the basics of touch typing.</p> <p>Articulating what decomposition is.</p> <p>Decomposing a game to predict the algorithms used to create it.</p> <p>Learning that there are different levels of abstraction.</p> <p>Explaining what an algorithm is.</p> <p>Following an algorithm.</p> <p>Creating a clear and precise algorithm.</p> <p>Learning that programs execute by following precise instructions.</p> <p>Incorporating loops within algorithms.</p> <p>Using logical thinking to explore software, predicting, testing and explaining what it does.</p> <p>Using an algorithm to write a basic computer program.</p> <p>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p>	<p>We are network engineers</p> <p>Links to E-Safety</p> <p>NC: Understand computer networks including the internet: how they provide multiple services, such as the world wide web: and the opportunities they offer in communication and collaboration</p> <p>Use technology safely, responsibly and responsibly.</p> <p>Skills: Understand the physical hardware connections necessary for computer networks to work,</p> <p>Understand some features of internet protocols, understand some diagnostic tools for investigating network connections,</p> <p>Develop a basic understanding of how domain names are converted to IP addresses.</p> <p>E-Safety</p>	<p>We are toy designers</p> <p>Links to English</p> <p>NC: Use technology safely, respectively and responsibly.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Skills: 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</p>	<p>CS First - Art</p> <p>Link to Art and History</p> <p>NC: Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use technology safely, respectively and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.</p> <p>Skills:</p> <p>Create animations, interactive artwork, photograph filters using multiple frames, famous paintings talk, interactive graffiti, use pixels and 'if else' statements and build their own architecture.</p> <p>Use programming, sequencing, loops, events, variables, conditionals and cloning for their interactive artwork and animations.</p>	<p>Python -Discovery Education</p> <p>NC: Design, write and debug programs that accomplish specific goals.</p> <p>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 simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Skills:</p> <p>Learn some of the syntax of a text-based programming language</p> <p>Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list</p> <p>Plan a text-based adventure with multiple 'rooms' and user interaction</p> <p>E-Safety</p>
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		E-Safety				
	<p>Programming Bee-bots</p> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of</p>	<p>Word Processing</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Recognise common uses of information technology beyond school</p>	<p>CS First Sport</p> <p>Links to PE</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and</p>	<p>CS First - Narration</p> <p>Link to English</p> <p>NC: Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs</p>	<p>We are programme controllers</p> <p>Links with DT and Maths</p> <p>NC: Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts,</p> <p>Use technology safety,</p>	<p>We are travel writers</p> <p>Links with History and Geography</p> <p>NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Opportunities for communication and</p>

	<p>simple programs</p> <p>Skills: Learning how to explore and tinker with hardware to find out how it works.</p> <p>Learning how to operate a camera to take photos and videos.</p> <p>Using decomposition to solve unplugged challenges.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p> <p>Programming a floor robot to follow a planned route.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Using programming language to explain how a floor robot works.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p> <p>Taking and editing photographs.</p> <p>E-Safety- Internet Safety Day 9/2/21</p>	<p>Skills: Developing confidence with the keyboard and the basics of touch typing.</p> <p>Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Using word processing software to type and reformat text.</p> <p>Searching for appropriate images to use in a document.</p> <p>Understanding what online information is.</p> <p>Identifying whether information is safe or unsafe to be shared online.</p> <p>E-Safety- Internet Safety Day 9/2/21</p>	<p>detect and correct errors in algorithms and programs.</p> <p>Skills: Students create a variety of sports themed events using add-on features with mini coding challenges for their event.</p> <p>Students add sprites and backdrops and variables to their chosen event</p> <p>E-Safety- Internet Safety Day 9/2/21</p> <p>Typing skills</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</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> <p>Opportunities for communication and collaboration</p> <p>Skills: Students work with a partner to create a project that tells the same story from two different points of view. (1st Person VS 3rd Person.0</p> <p>Use sequence, event, wait, motion blocks, sound effects to create narration story.</p> <p>E-Safety - Internet Safety Day 9/2/21 Typing skills</p>	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour;and identify a range of ways to report concerns about content and contact.</p> <p>Skills: Crumble - Use sequence, selection, and repetition in programs to create a moving vehicle using a motor, controller, cables and ; 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.</p> <p>E-Safety - Internet Safety Day 9/2/21 Typing skills</p>	<p>collaboration</p> <p>Use search technologies effectively 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> <p>Skills: Research a location online using a range of resources appropriately, understand the safe use of mobile technology, including GPS, capture images, audio and video while on location and showcase shared media content through a mapping layer.</p> <p>Collaboration in groups to create a Google Site based on their history topic.</p> <p>E-Safety - Internet Safety Day 9/2/21</p>
	<p>Rocket to the Moon</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Skills: Learning where keys are located on the keyboard.</p> <p>Learning how to operate a camera to take photos and</p>	<p>Scratch Jr</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs</p> <p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>We are Communicators</p> <p>Links with History</p> <p>NC: Opportunities for communication and collaboration</p> <p>Use search technologies effectively and be discerning in evaluating digital content.</p> <p>Use technology safely,</p>	<p>CS First - Music and Sound</p> <p>Links to Music and Science</p> <p>NC: Design, write and debug programs that accomplish specific goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to</p>	<p>We are web developers</p> <p>Links with E-Safety</p> <p>NC: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Understand computer networks including the internet: how they provide</p>	<p>We are travel writers (continued)</p> <p>Links with History and Geography</p> <p>NC Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.</p>

	<p>videos.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p> <p>Using a basic range of tools within graphic editing software.</p> <p>Taking and editing photographs.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p> <p>Recognising devices that are connected to the internet.</p> <p>Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.</p> <p>Logging in and out.</p> <p>E-Safety</p>	<p>Skills: Recognising that buttons cause effects and that technology follows instruction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Using software (and unplugged means) to create story animations.</p> <p>E-Safety</p>	<p>respectively and responsibly.</p> <p>Skills: Develop a basic understanding of how email works, Gain skills in using email be aware of broader issues surrounding email, including 'netiquette' and e-safety Work collaboratively with a remote partner Experience collaborative learning through Google Slides.</p> <p>E-Safety</p>	<p>explain how simple algorithms work and detect and correct errors in algorithms and programs</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Skills: Create a music video and build an interactive music display while learning how programming is used to create music. Use a repeating pattern , repeating loop of background music, make a slider that speeds up and slows down a sound, use procedures which are new commands made up of a set of instructions. Create a project where a sprite bounces off another or add in a music video project.</p> <p>E-Safety</p>	<p>multiple services, such as the world wide web: and the opportunities they offer in communication and collaboration</p> <p>Use technology safely, responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.</p> <p>Skills: Develop their research skills to decide what information is appropriate, understand some elements of how search engines select and rank results, question the plausibility and quality of information, develop and refine their ideas and text collaboratively and develop their understanding of e-safety and responsible use of technology.</p> <p>E-Safety</p>	<p>Opportunities for communication and collaboration</p> <p>Use search technologies effectively and be discerning in evaluating digital content.</p> <p>Use technology safely, responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.</p> <p>Skills: Research a location online using a range of resources appropriately, understand the safe use of mobile technology, including GPS, capture images, audio and video while on location and showcase shared media content through a mapping layer.</p> <p>Collaboration in groups to create a Google Site based on their history topic.</p> <p>E-Safety Typing Skills</p>
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	<p>Creating media:</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Skills: Learning how to explore and tinker with hardware to find out how it works.</p> <p>Learning where keys are located on the keyboard.</p> <p>Learning how to operate a camera to take photos and videos.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Using a basic range of tools within graphic editing software.</p> <p>Taking and editing photographs.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p> <p>Searching and downloading images from the internet safely.</p>	<p>Creating media: stop motion</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Skills: Using greater control when taking photos with cameras, tablets or computers.</p> <p>Using logical thinking to explore software, predicting, testing and explaining what it does.</p>	<p>CS First Storytelling</p> <p>Link to English</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Skills:</p> <p>Students create a Story linked to their english topic using add-on features with mini coding challenges for their story.</p> <p>Students add sprites and backdrops and variables to their chosen event</p> <p>E-safety</p>	<p>CS First - Interactive Presentation</p> <p>Links with History and Geography</p> <p>NC: Understand computer networks including the internet and opportunities for communication and collaboration.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Skills:</p> <p>Use Scratch alongside Google Slides to create an interactive history presentation.</p> <p>Use sequence, event, wait, motion blocks, sound effects to create an interactive history presentation.</p> <p>E-Safety Typing skills</p>	<p>CS First - Game Design</p> <p>NC: Use technology safely, respectfully and responsibly.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Skills: Create a gaming story in Scratch, a 2 player racing game with players controlling movement using keyboard, maze game and escape and quest game.</p> <p>Use events, movement, repeat blocks, 'if then' statements, conditions, variables, randomness, cloning, increasing game difficulty and broadcast events.</p> <p>E-Safety</p>	<p>We are publishers (Cross-curricular Links)</p> <p>NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Opportunities for communication and collaboration</p> <p>Use search technologies effectively 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> <p>Skills: Manage or contribute to large collaborative projects, facilitated using online tools</p> <p>Write and review content source digital media while demonstrating safe, respectful and responsible use</p> <p>Design and produce a high-quality Google Site</p> <p>E-Safety</p>
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	<p>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</p> <p>E-safety</p>					
	<p>Data handling</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school</p> <p>Skills: Learning how to explore and tinker with hardware to find out how it works.</p> <p>Recognising that some devices are input devices and others are output devices.</p> <p>Learning where keys are located on the keyboard.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p> <p>Recognising devices that are connected to the internet.</p> <p>Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.</p> <p>Using data representations to answer questions about data.</p>	<p>Data handling: International space station</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Skills Developing confidence with the keyboard and the basics of touch typing.</p> <p>Creating and labelling images.</p> <p>Collecting and inputting data into a spreadsheet.</p> <p>Interpreting data from a spreadsheet.</p> <p>Learning how computers are used in the wider world.</p> <p>E-Safety</p>	<p>We are opinion pollsters</p> <p>Link to Geography</p> <p>NC: Select, use and combine a variety of software 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.</p> <p>Skills: Understand some elements of survey design,</p> <p>Understand some ethical and legal aspects of online data collection,</p> <p>Use Google Forms to facilitate data collection,</p> <p>Gain skills in using charts to analyse data and gain skills in interpreting results.</p> <p>E-Safety</p> <p>Typing skills</p>	<p>CS First - Fashion and Design</p> <p>Link to History and DT</p> <p>NC: Understand computer networks including the internet and opportunities for communication and collaboration.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Skills: Create a Fashion Show using loops, motion blocks, events, conditionals, variables, objects or clones, procedures and broadcasts.</p> <p>Create an interactive project where users can vote for their favourite sprite</p>	<p>CS First - Game Design (Continued)</p> <p>NC: Use technology safely, respectfully and responsibly.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs.</p> <p>Skills: Create a gaming story in Scratch, a 2 player racing game with players controlling movement using keyboard, maze game and escape and quest game.</p> <p>Use events, movement, repeat blocks, 'if then' statements, conditions, variables, randomness, cloning, increasing game difficulty and broadcast events.</p> <p>E-Safety</p>	<p>We are publishers (Cross-curricular Links)</p> <p>NC: Use search technologies effectively, technology safety, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Opportunities for communication and collaboration</p> <p>Use search technologies effectively 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> <p>Skills: Manage or contribute to large collaborative projects, facilitated using online tools</p> <p>Write and review content source digital media while demonstrating safe, respectful and responsible use</p> <p>Design and produce a high-quality Google Site</p> <p>E-Safety</p> <p>Typing skills</p>

Using software to explore
and create pictograms and
branching databases.
E-Safety

Build a window display that
changes when users
interact with it.

Design own patterns

E-Safety
Typing skills