Long Term KS2 ICT Plan – Cycle A

Computing NC content	- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Computer Science – CS) - use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) - 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 (CS) - 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 (Information Technology - IT) - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Digital Literacy - DL)					
Cycle A	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
	Courageous Castles	**Feel the Force**	**Our Cool World**	**Green Granger**	**Out of this World**	**Journeys: Rotten Romans**
	Bee bots – programming (CS) Debugging using the bee bots. Setting each other tasks to complete. (can you get to the shops using only 4 commands? What is the highest score you can get?) Skills: To use sequence selection and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Recognise common uses of IT beyond school	Scratch – coding (CS) Working through scratch to understand the basics of programming. That computers do not think do you need to be precise with instructions (Jam sandwich instructions) Skills: Design write and debug programs that accomplish specific goals...solve problems by decomposing them in smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Recognise common uses of IT beyond school	Creating animations using Keynote (IT) Time to create their own animations using Key note. Adding in sound and video as the term progresses. Skills: 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 collective, evaluating and presenting data and information,.	Photography using iPads and editing photographs (IT) Taking photos of our environment and using different apps to edit our photographs. Conversation about how many photos online are edited and people do not look the same. CBBC video. Skills: 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 collective, evaluating and presenting data and information,.	Green Screen (IT) Using Green Screens to create clips of them in outer space. Skills: 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 collective, evaluating and presenting data and information,.	What is data? (CS) What makes it different to information? Top trumps branching database in J2e Create their own top trumps using the idea of data to help them. Link into the ideas of cookies on computers. Skills: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software on a range of digital devices to present data and information,. Recognise common uses of IT beyond school
	Y3 Powerful passwords (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour;	Y4 Private and personal information (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour;	Y3 Things for sale + SID (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Y4 The key to keywords (DL) Skills: Use technology safely, respectfully and responsibly; Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content	Y3 Writing good emails (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Watching Jigsaw video + DIGITAL 5 (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Using Interland		Band Runner on School 360 Online Safety		Reading Esafety stories throughout the year	

Long Term KS2 ICT Plan – Cycle B

Computing NC content	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Computer Science – CS) • use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) • 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 (CS) • 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 (Information Technology - IT) • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Digital Literacy - DL)					
Cycle B	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
	Savage Stone Age	**Marvellous Mega structures**	**Travellers Tales: Mysterious Maya**	**Wonderful Waterworld**	**Inside and Out – Living Things**	**What's In The News?**
	Using apps to present information story creator sock puppets keynote (IT) Presenting key information about what they have learned over the topic. Skills: 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 collective, evaluating and presenting data and information,. <u>Recognise common uses of IT beyond school</u>	How do search engines work? (CS) Thinking about when we are being advertised to on the Internet – Google ads and youtube ads Why do things appear at the top of the search engines. Can we trust everything that we find? Make your own wrapping paper on Keynote Skills: 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 on a range of digital devices to design and create <u>Recognise common uses of IT beyond school</u>	Hour of code (CS) Working through units of Hour of Code Skills: Design write and debug programs that accomplish specific goals...solve problems by decomposing them in smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>Recognise common uses of IT beyond school</u>	Garage band – making sound effects of water? (IT) Using Garage band can they create their own piece of music inspired by water? The sea, rain, calm rivers. Skills: 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 collective, evaluating and presenting data and information,. <u>Recognise common uses of IT beyond school</u>	What is a network? (CS) Thinking about our school networks – how do all of our devices connect and work? Can we link these networks to the networks in nature? Skills: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>Recognise common uses of IT beyond school</u>	iMovie and Adobe Spark video (IT) Creating their own news reader clips using iMovie and Adobe Spark video. Comparing the two resources. Skills: 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 collective, evaluating and presenting data and information,. <u>Recognise common uses of IT beyond school</u>
	Y4 ring of responsibility (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour	Y3 My online community (DL) Skills: identify a range of ways to report concerns about content and contact.	Y4 the power of words + SID (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Y3 show respect (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour;	Y4 Whose is it anyway? (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour;	Watching Jigsaw video + DIGITAL 5 (DL) Skills: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Using Interland		Band Runner on School 360 Online Safety		Reading Esafety stories throughout the year	