HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
COMPUTING MEDIUM TERM PLAN TERM 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog (Y1)	**Technology in our classroom** To locate examples of technology in the classroom and be able to explain how these technology examples help us.	**Using technology** To switch on and log into a computer and be able to use a mouse to click and drag.	**Developing mouse skills** To use a mouse to open a program, click and drag to make objects on a screen and use a mouse to create a picture.	**Using a computer keyboard** To type their name on a computer and save their work to a file.	**Developing keyboard skills** To open their work from a file, use the arrow keys to move the cursor and delete letters.	**Using a computer responsibly** To identify rules to keep safe and healthy when using technology and give examples of some of these rules.	**POP task**
Fox (Y2)	**What is IT?** Describe some uses of computers and identify that a computer is a part of IT.	**IT in school** Identify that some IT can be used in more than one way.	**IT in the world** Talk about uses of information technology.	**The benefits of IT** Demonstrate how IT devices work together.	**Using IT safely** Talk about different rules for using IT and say how rules can help keep them safe.	**Using IT in different ways** Use IT for different types of activities.	**POP task**
Badger (Y3)	**How does a digital device work?** Explain that digital devices accept inputs and produce outputs.	**What parts make up a digital device?** Classify input and output devices and describe a simple process.	**How do digital devices help us?** Recognise similarities between using digital devices and non-digital tools.	**How am I connected?** Explain how messages are passed through multiple connections and discuss why we need a network switch.	**How are computers connected?** Explain the role of a switch, server, and wireless access point in a network.	**What does our school network look like?** Identify how devices in a network are connected and identify benefits of computer networks.	**POP task**
Otter (Y4)	**Connecting networks** Describe the internet as a network of	**What is the internet made of?**	**Sharing information**	**What is a website?**	**Who owns the web?**	**Can I believe what I read?**	**POP task**

	networks, demonstrate how information is shared across the internet and discuss why a network needs protecting.	Explain that the internet is used to provide many services and recognise that the World Wide Web contains websites and web pages.	Describe where websites are stored when uploaded and describe how to access websites on the WWW.	Recognise that they can add content to the WWW and explain that internet services can be used to create content online.	Explain that websites and their content are created by people and explain that there are rules to protect content.	Explain that not everything on the World Wide Web is true and why they need to think carefully before they share or reshare content.	
Robin (Y5)	**Systems** Learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.	**Computer systems and us** Learners consider how larger computer systems work. They see how devices and processes are connected, and reflect on how computer systems help them.	**Searching the web** Learners are introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, learners are introduced to the two most common methods of searching: using a search engine and using the address bar.	**Selecting search results** Learners gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They conduct their own searches and break down, in detail, the steps needed to find things on the web. Learners then emulate web crawlers to create an index of their own classroom. Finally, they consider why some searches return more results than others.	**How search results are ranked** Learners take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, learners create paper-based webpages on a topic that they are familiar with. They then discover how their webpages would rank when searching for keywords relating to their content.	**How are searches influenced?** Learners explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching. They also explore some of the limitations of searching and discuss what cannot be searched.	**POP task**

Deer (Y6)	**Internet addresses** Learners explore what is necessary for effective communication and the importance of agreed protocols. They apply this understanding to IP addresses and the rules (protocols) that computers have for communicating with one another. Learners also use a Domain Name Server (DNS) to translate web addresses into IP addresses.	**Data packets** Learners are introduced to the concept of packets. They complete an activity based on transferring an image across the internet, to see that as well as messages (text), other types of data (images, video, and audio) are also transferred over the internet. They gain an understanding of the key parts of a packet: the header and the data payload.	**Working together** Learners consider how people can work together when they are not in the same location. They discuss ways of working and complete a collaborative online project. The online activity assumes that learners can make simple slides, including text and images. If your learners are unsure how to do this, you may wish to spend some time on the Year 3 – 'Desktop publishing' unit before this lesson.	**Shared working** Learners are introduced to another approach to online working: reusing and modifying work done by someone else. (Note: Using someone else's work needs to be within the bounds of copyright and with the relevant permissions.) This lesson involves the Scratch programming tool, which allows learners to use other people's work.	**How we communicate** Learners deepen their understanding of the term 'communication'. They explore different methods of communication, before they consider internet-based communication in more detail. Finally, learners evaluate which methods of communication suit particular purposes.	**Communicating responsibly** Learners use information provided in the lesson and their own prior knowledge to categorise different forms of internet communication. They then choose which method(s) they would use for the scenarios discussed in the previous lesson. Through these activities, learners explore issues around privacy and information security.	**POP task**