



HALLGATE PRIMARY SCHOOL
COMPUTING LONG TERM PLAN

CYCLE A 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y12	<p><u>Creating media – Digital writing</u></p> <p>Google Docs (or use Pic Collage or Draw & Tell app or Book Creator - whichever tool is easiest to type with)</p>	3 weeks to incorporate and consolidate this skill into another subject	<p><u>Computing systems and networks – Technology around us</u></p> <p>(Ensure clear distinction between technology and IT Technology)</p>	3 weeks to incorporate and consolidate a computing skill into another subject	<p><u>Data and information – Pictograms</u></p> <p>J2E</p>	3 weeks to incorporate and consolidate this skill into another subject
Y34	<p><u>Computing systems and networks – Connecting computers</u></p> <p>Amalgamate with <u>Computing systems and networks – The Internet</u></p>	3 weeks to incorporate and consolidate a computing skill into another subject	<p><u>(Yr3) Programming A - Sequencing sounds</u></p> <p>Scratch</p>	<p>Barefoot Computing lesson - Repetition in Scratch.</p> <p>2 weeks to incorporate and consolidate this skill into another subject</p>	<p><u>Creating media - Stop-frame animation</u></p> <p>Stop Frame Animation</p>	3 weeks to incorporate and consolidate this skill into another subject
Y56	<p><u>Computing systems and networks - Communication and Collaboration</u></p>	3 weeks to incorporate and consolidate a computing skill into another subject	<p><u>Creating media – Introduction to vector graphics</u></p> <p>Google Drawing</p>	3 weeks to incorporate and consolidate this skill into another subject	<p><u>Y5 Programming B – Selection in quizzes</u></p> <p>Scratch</p>	<p>(Barefoot Computing Lesson - focus on variables)</p> <p>2 weeks to incorporate and consolidate this skill into another subject</p>



HALLGATE PRIMARY SCHOOL
COMPUTING LONG TERM PLAN

CYCLE B 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y12	<u>Creating media – Digital painting</u> Paintz App (ensure review of keyboard skills)	3 weeks to incorporate and consolidate this skill into another subject	<u>Y1 - Programming B - Programming animations</u> Scratch Jr	3 weeks to incorporate and consolidate this skill into another subject	<u>Y2 - Programming B - Programming quizzes</u> Scratch Jr	3 weeks to incorporate and consolidate this skill into another subject
Y34	<u>Creating media - Audio production</u>	3 weeks to incorporate and consolidate this skill into another subject	<u>(Yr 4) Programming A – Repetition in shapes</u> Logo	3 weeks to incorporate and consolidate this skill into another subject	<u>Data and information – Data logging</u> Or <u>Data and information – Branching databases</u> J2e - data (link to Science topic in Summer 2)	3 weeks to incorporate and consolidate this skill into another subject
Y56	<u>Creating media – Web page creation</u> Google Sites	3 weeks to incorporate and consolidate this skill into another subject	<u>Data and information - Introduction to Spreadsheets</u> Google Sheets	3 weeks to incorporate and consolidate this skill into another subject	<u>Y6 Programming B - Sensing movement</u> Micro:bits (includes a focus on selection and variables)	3 weeks to incorporate and consolidate this skill into another subject

The Teach Computing curriculum is structured into units; each unit is broken down into lessons. Units can generally be taught in any order, with the exception of programming, where concepts and skills rely on prior knowledge and experiences. Lessons must be taught in numerical order.



The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for computing.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design
- Literacy
- Communication and Language
- Mathematics

Computing		
Three and Four-Year-Olds	Personal, Social and Emotional Development	Remember rules without needing an adult to remind them.
	Physical Development	Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	Explore how things work.
Reception	Personal, Social and Emotional Development	Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.



**HALLGATE PRIMARY SCHOOL
COMPUTING LONG TERM PLAN**

	Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Literacy	Communication and Language	Give precise instructions verbally, such as through giving instructions to a sandwich making robot, with links made to the importance of using the correct vocabulary, along with speaking clearly and precisely. Sequence a story about the Bee Bot's journey, such as around a local area or a country being studied.
	Mathematics		Controlling devices to develop pupils' understanding of left and right, along with directional language.



HALLGATE PRIMARY SCHOOL
COMPUTING LONG TERM PLAN

CYCLE A 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Myself & My Family (Autumn & Harvest)	Celebrations (Bonfire Night, Diwali & Christmas)	Hot & Cold (Winter, The South Pole & Africa)	Fairy Tales (Little Red Riding Hood & The Gingerbread Man)	New Life (Spring, life cycle of chick & a frog. Beans)	Minibeasts (Life cycle of a butterfly, The Hungry Caterpillar)
Suggested links (Hyperlinks to Barefoot - Computing at school)	<u>BUSY BODIES</u> Concepts & Approaches: Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction Provides four activities that help children discover how bodies move and grow. Using the resources provided they explore and learn about parts of the body, growth and movement. Simple algorithms are created and adapted to form a routine of movements.		<u>WINTER WARMERS</u> Concepts & Approaches: Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.	<u>BOATS AHOY</u> Concepts & Approaches: Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating Takes children on a journey of discovery as they investigate boats. Four activities make up this set of resources. Includes different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.	<u>SPRINGTIME</u> Concepts & Approaches: Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition Three Spring themed activities see the children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.	
Teach Computing Ideas		<u>Data and information – Grouping data</u> Counting objects. Grouping objects. Labelling groups.				<u>Digital Photography</u> Use a tablet to take a photo. Focus on landscape and portrait. J2E - digital painting tool
Physical Devices	Camera, microscope, recordable pegs		Thermometers - inside and outside. Recording sounds of birds. E.g. bird.net		Video - recording chicks. Draw and Tell, Pic Collage Hungry Caterpillar. Code-a-pillar	



**HALLGATE PRIMARY SCHOOL
COMPUTING LONG TERM PLAN**

CYCLE B 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Myself and Cottingham	Light and Dark	Hot and Cold	Fairy Tales	New Life	Transport
Suggested links (Hyperlinks to Barefoot - Computing at school)	<u>AWESOME AUTUMN</u> Concepts & Approaches: Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.				<u>SUMMER FUN</u> Concepts & Approaches: Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams, in these three fun activities.	<u>BOATS AHOY</u> Concepts & Approaches: Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating Takes children on a journey of discovery as they investigate boats. Four activities make up this set of resources. Includes different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.
Teach Computing Ideas / General ideas		<u>Digital Music</u> Use the Kandinsky tool from Chrome Music Lab. Children mark-make and listen to their drawings/markings. (Links into the TCC unit Digital Music)	<u>Digital Art</u> Children create digital art using the paint tool on J2e.	Y1 <u>Programming A – Moving a robot</u> Beebots		
Physical Devices	J2e Paint, Draw and Tell,	Tablets	Tablets	Beebots - map related to traditional tales.		