Hilderthorpe Primary School Computing Long Term Plan 2022-23						
Long Term Plan	**Autumn 1 (8 weeks)**	**Autumn 2 (7 weeks)**	**Spring 1 (6 weeks)**	**Spring 2 (6 weeks)**	**Summer 1 (5 weeks)**	**Summer 2 (7 weeks)**
Nursery	Acting out experiences from home using ICT equipment during role play.	ICT in our environment. Turning on and using ICT equipment. Eg Torches, keyboards, calculators	Exploring Mini Mash activities	To complete simple ICT programmes on the large tablet/IWB Internet safety	Operating simple equipment like a CD player & Sound Buttons	Beebots- basic programming Recording/taking photos of our work using an ipad
EYFS	**Introducing ICT into the classroom** Classroom laptops Coomber Battery operated toys/games/cars	**PurpleMash** **Beebots** **Remote controlled car** Coomber *Media Balance Is Important*	**Technology and the home** Coomber **Using Sound buttons for storytelling** Maths / Science games	**To control Catbots** **Using software independently** *I understand that a grown up needs to be near me when I am using a tablet/phone/laptop* *Pause For People*	**Complete and select an activity on a tablet or laptop for a purpose.** Label a minibeast	**Able to navigate a simple piece of software** Using Mini Mash to access phonic games and other exercises *Safety in My Online Neighbourhood*
Year 1	Online safety and exploring Purple Mash Grouping and Sorting	Pictograms Lego Builders *Pause and Think Online*	Maze Explorers	Animated Story Books *How Technology Makes You Feel*	Coding	Spreadsheets Technology Outside School *Internet Traffic Light*
Year 2	Coding *We the Digital Citizens*	Coding *Device Free Moments*	Spreadsheets *That's Private*	Questioning Creating pictures *Digital Trails*	Creating pictures Effective searching *Who is in your online community?*	Making Music Presenting ideas *Putting a STOP to Online Meanness* *Let's Give Credit*

Year 3	Coding *Rings of Responsibility*	Spreadsheets *Password Power Up*	Touch typing *This Is Me*	Email *The Power of Words*	Branching databases Simulations *Our Digital Citizenship Pledge*	Simulations continued Graphing *Is Seeing Believing?*
Year 4	**Coding** *My Media Choices*	Spreadsheets *Private and Personal Information*	Writing for different audiences *Our Online Tracks*	Logo *Keeping Games Fun and Friendly*	Hardware Investigators Effective search *Be a Super Digital Citizen*	Animation - VIKING CHARACTER *A Creators Rights and Responsibilites*
Year 5	Coding *Finding My Media Balance*	Spreadsheets *You Won't Believe This*	Databases *Beyond Gender Stereotypes*	Game Creator *Digital Friendships*	3d Modelling Word Processing (Google Docs) *Is it Cyberbullying?*	Concept Maps *Reading News Online*
Year 6	Quizzing *Finding Balance in a Digital World*	Spreadsheets *Don't Feed the Phish*	Blogging *Who Are You Online?*	Text adventure *Chatting Safely Online*	Networks *Digital Drama Unplugged*	Coding Crash Course *Finding Credible News*

Supporting Pupils with SEND
Pupils to give consideration to: xxxxxxxxx
Strategies (taken from NASEN)
Planning Inclusive Lessons
All children including SEND benefit from:
Familiarity - Use of the same software apps through the Purple Mash scheme and terminology from the Common Sense Media scheme.
Physical Activity - unplugged ideas for coding activities
Progression - The Purple Mash scheme of work is targeted from Early Years to Key Stage 1 and Key Stage 2 and has recurring themes of computer science, information technology and digital literacy. The Common Sense Media scheme has six themes that are taught from Early Years to Year 6.

Creating an inclusive environment
Pre-teach new ideas and concepts to allow time for children to become familiar with the software or hardware so they are not confronted with something new. The Purple Mash software is used throughout school so that children are familiar with the general operation of software such as opening apps and saving files into their own portal. The computers are all Chromebooks to create consistency.
Accessing Tasks

Share specific vocabulary and discuss with the children.
Create a template for children when they are accessing a file eg a spreadsheet, a word processing file etc that will scaffold specific ideas.
For visually impaired children, use software such as screen reading or a magnifier to magnify icons or information or text on screen. Consider the text colour of the resources that might help them.

Problem solving

- Encourage children to think about their tasks by displaying the challenge on the whiteboard.
- Ask the children to use a learning buddy to ask (the children on their table or next to them) is encouraged to help one another when solving problems or when they face barriers to learning.
- Specific children are given adult support through careful scaffolded questions to help them think about each step they need to achieve.
- Use physical resources such as paper coding blocks to help them assemble code before they commit to the computer.

Children who need time to time to develop conceptual understanding

- Model answers and get learners to look at and discuss completed examples.
- Assess and use learners' prior knowledge to create links between old and new content.
- Walk through examples together, giving learners the opportunity to ask questions.
- Address misconceptions early.

Children who find it difficult to keep attention

- Familiarise children with the app or subject beforehand by discussing or showing
- Break up tasks into smaller parts and plan brain breaks into lessons.
- Seat children next to children that may be helpful partners to talk through problems.
- Target those children with adult support to help them keep on task and to check in what they are doing.
- Learn what hobbies or topics the learners are interested in. Find
- ways to incorporate this into lessons and questions. Use learners'
- names in written questions to further engage them in text.
- Give clear instructions within the form of a checklist. This will
- break down the task into more manageable chunks.
- Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset.
- Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers.
- Ensure instructions are clear and signposted.
- Be concise in teacher-led delivery. Chunk material in larger topics so learners can complete a range of engaging activities.
- Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.

Children who have Literacy difficulties:

- Model the correct use of vocabulary. Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- For those with appropriate access arrangements, encourage the use of a reader to support learners in reading and interpreting large sections of text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.

- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Consider your classroom display and how you can promote the definitions and use of specific terminology.
- Provide learners with a glossary of key terms which they can refer to during the lesson.

SMSC statement

Spiritual Development

Our children are continually reflecting on their own lives and the lives of others as they work through each unit of work on Purple Mash and our e-safety curriculum. Our children are able to share and nurture each other's talents through working and helping one another. We use and emphasise our Nurturing Principles displayed and taught in each classroom.

Computing provides opportunities for reflection of awe and wonder about the achievements in Computer Science, Information Technology and Digital Literacy today and the possibilities for the future. This lets our children have the opportunity to reflect on how computers can sometimes perform better in certain activities than people. To promote childrens' spiritual development, their sense of self and their will to achieve, the school community continually takes the opportunity to praise students for their contribution in lessons.

Moral Development

Through our access to the Common Sense Media scheme of work for e-safety, PSHE programme of study Jigsaw, our RE curriculum and through school assemblies, we promote discussion and debate around e-safety. Our children are taught that they are living in a digital world and they are digital citizens. As citizens we have rights and responsibilities that we have to bear such as keeping personal information safe, how we relate to each other online and how we present ourselves on digital platforms. Children are given scenarios in which to debate what best to do surrounding issues of cyberbullying, digital drama and hate speech, who to talk to when something is wrong and what action to take. We give children the tools to think about what they see and hear online and to consider if it is from a trusted source of information. These are taught through a consistent curriculum from Early Years to Year 6 and provide our children with the information they need to navigate the moral dilemmas that are presented in a fast changing digital world.

Social Development

Children are encouraged to work together through peer-to peer learning to solve problems together. We use our school values of kindness, resilience, perseverance and respect to promote this through our lessons to give children the tools when faced with a challenge. We ask children to collaborate with one another to help them listen and respect one another's point of view and work together to find solutions.

Cultural Development

Computational thinking encourages our children to develop and explore their problem solving skills. Computing empowers our children to apply their IT and computing skills and to gain knowledge of how to break down problems into small steps to help them rise to the challenge. Our children explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders. Computing involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and communicate through posting photographs, videos and messages. Whilst studying various aspects of computing students are asked to reflect on how different groups defined by gender or different groups are portrayed on the internet and why or who is portraying them in this way. For instance, UKS2 are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.