



Computing Long Term Plan

Online Safety Lessons are to be taught on the first day of every new half term and recapped at the start of each computing lesson and before pupils use devices.

New RSHE guidance (2026) covered in addition to Kapow, BIL or Commonsense Media:

- **The Legal Age Limit Objective:** The RSHE guidance explicitly states that pupils must know "that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact...".
- **Video Game Monetisation & Financial Harm:** The health guidance mandates teaching "the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms...". Yellow highlighted activities dive more deeply into modern video game design traps like loot boxes, in-app purchases, or micro-transactions.

Online Safety							
	Year 1	Year 2	Year 3		Year 4	Year 5	Year 6
	Autumn 1						
Online safety content	Kapow Using the internet safely	Kapow What happens when I post online?	BIL: SHARP Think Before You Share Is it OK to share? Commonsense media: Who is in your online community?		BIL: SHARP Think Before You Share Whose profile is it anyway? How do others see us? Commonsense media: Making healthy Media Choices	BIL: SHARP Think Before You Share Keeping it private That's not what I meant!	BIL: SHARP Think Before You Share Frame it

Learning Objectives	To recognise what the internet is and how to use it safely.	To decide which information is safe to share online	To understand what kinds of personal information should be kept private		To identify ways information can be found online about people To understand the importance of asking the question: How might others see this message differently from me?	To see privacy concerns from different people's points of view To understand the perspectives of other people when you're deciding whether or not to share information online	To understand media makers make choices about what to show and what to keep inside the frame
Key Vocabulary	Device, going online, internet, online safety, pop-up, responsible digital citizen, report, unkind	consent, offline, online, permission, personal information, sharing online, trusted adult	Online privacy, personal information, reputation		privacy, code, context, interpret, representation, frame	social media, assumption, curate, digital footprint, digital presence, fact, opinion	social media, assumption, curate, digital footprint, digital presence, fact, opinion, oversharing
	Autumn 2						
Online safety content	Kapow Online emotions	Kapow How do I keep my things safe online?	BIL: ALERT Check It's for Real Don't bite that phishing hook!		BIL: ALERT Check It's for Real Who are you really?	BIL: ALERT Check It's for Real It's not really true?	BIL: ALERT Check It's for Real If we were a search engine

					Commonsense media: Perfectly Altered	Spotting disinformation online Commonsense media: Gone Phishing	Practising how to search online
Learning Objectives	To identify how people's feelings and emotions can be affected by online content	To practise keeping information safe and private online	To recognise signs of scam attempts		To understand that people contacting you may not be Who they say they are	To consider how certain things like expertise and motive affect credibility To know that checking multiple sources often helps you to see whether information is credible	To understand how a search engine works. To explore using a search engine and practise creating more effective search queries
Key Vocabulary	Device, internet, personal information, pop-up, stranger, trusted adult	password, personal information, private information	Catfishing, malicious, phishing, scam, authentic, spearphishing, trustworthy		Catfishing, malicious, phishing, scam, authentic, spearphishing, trustworthy	credible, expertise, motive, source, vlogger, deceptive, deceptive news, disinformation, evidence,	Clickbait, keyword, query, search engine, internet search, search results

						misinformation, sceptical	
	Spring 1						
Online safety content	Kapow Always be kind and considerate	Kapow It's my choice	BIL: SECURE Protect Your Stuff But it wasn't me!		BIL: SECURE Protect Your Stuff How to build a great password	BIL: SECURE Protect Your Stuff Shh...Keep it to yourself!	BIL: SECURE Protect Your Stuff Taking care of yourself and others
Learning Objectives	To recognise how to treat others, both online and in person	To recognise when to deny permission online	To learn that sharing your password gives others control of your digital footprint To understand what can happen when someone logs in as you		To recognise the importance of sharing passwords only with your parents or guardians To understand the importance of screen lock that protects devices to know how to create passwords that are hard to get yet easy to remember	To customise privacy settings for online services you use To make decisions about information sharing on the different sites and services you use To understand what 2-factor and two-step verification is mean, and why to use them	To use a deceive to demonstrate where to look, and what to look for, when you're customising your privacy settings.
Key Vocabulary	feelings, in-person	Accepting, denying	Privacy, security,		Privacy, security,	Privacy, security,	Privacy, security,

	interactions, kindness, online interactions	permission, giving permission, permission, pressure, trusted adult	settings, digital footprint, reputation		settings, hacker, password, passcode	settings, two-step verification	settings,
	Spring 2						
Online safety content	Kapow Posting and sharing online	Kapow Is it true? Commonsense media: Understanding ads	BIL: KIND Respect Each Other Noticing feeling		BIL: KIND Respect Each Other Your kindness gram	BIL: KIND Respect Each Other Turning negative into positive Mixed messages	BIL: KIND Respect Each Other How words can change the whole picture
Learning Objectives	To recognise the importance of being careful when posting and sharing online	To recognise that not everything online is true	To understand what empathy is To recognise why it's important to practise empathy online		To define kindness To recognise how kindness can affect people's feeling To identify ways to show kindness	To express feelings and opinions to, active ways To respond to negativity in constructive and civil ways To identify situations when waiting to communicate you are	To understand how caption can change what we think a picture is communicating To understand how to be a responsible media maker To develop the habit of asking, 'who posted this and why?'

						face-to-face with a peer is preferable to texting or messaging	
Key Vocabulary	app, appropriate, digital footprint, going online, posting online, sharing online, website	Fake, pop-up, real, reliable, source	empathy, feelings, emotions, online, digital empathy, clues, conversation		kindness, effect, feelings, online, off-line, Empathy, Insult, trash talk	feelings, opinions, positive, negative, constructive, civil, interaction, conflict, bullying, cyberbullying, harassment	Responsible, media maker, meaning, context, caption
	Summer 1						
Online safety content	Kapow How much time should we spend on technology?		BIL: BRAVE When in Doubt, Discuss Upstanders have options		BIL: BRAVE When in Doubt, Discuss Upstander options Seeing upsetting stuff (3.1) Commonsense media: Level Up	BIL: BRAVE When in Doubt, Discuss Seeing Upsetting Stuff (3.2) What to do about mean stuff online	BIL: BRAVE When in Doubt, Discuss When to get help Report it online too PSHE association: Digital Deepfakes

Learning Objectives	To discuss ways to balance time spent online and offline	To discuss ways to balance time spent online and offline	To identify situations of harassment or bullying online To evaluate what it means to be a bystander or upstander online		To understand that being an upstander is a choice To learn there are different ways to intervene and be an upstander in a specific situation To understand what to do when I encounter upsetting content To create a plan for talking about what upset you with a trusted adult	To understand I can refuse to watch or engage with upsetting content To learn some strategies for refusing upsetting content. To understand it's okay to feel scared or sad if I see something upsetting on or off screen To know I can refuse to watch upsetting things in a show, game or video	To discuss the 'when in doubt, discuss' principle. To discuss how to respond in a range of scenarios and understand when we should report issues online.
Key Vocabulary	internet, online activity, online experience, offline activity, screen time, technology		Media, choices, bullying, aggressor, supportive, harassment, Bystander, upstander,		Media, trust, upstander, intervene, safe, witness, publicly, privately, bullying,	Media, content, refuse, reporting, trusted adult, report abuse	Media online, disrespectful, gossip, racist, homophobic, conflict, compromised, threatening,

			audience, target, report abuse, trust		support, content, trusted adult, uncomfortable, report abuse		fake profile, report abuse, courageous
	Summer 2						
	Assessment: Computing Year 1 Online Safety	Assessment: Computing Year 2 Online Safety	Assessment: what they remember from the online safety lessons over the year.				

- **Learning Objectives in Bold must be taught**, the others are optional to add to the learning experience if time allows.

Computing Units of Work							
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Context Continuous Provision / Enhance Provision / Child-led Activities Learning Objectives To explore and tinker with different hardware Two explore and tinker with hardware and identify where technology is used in familiar places such as home and school To learn what a keyboard is and how to locate relevant keys		Autumn 1					
	Context	<i>Computing systems and networks:</i> Seesaw Sketchpad	<i>Computing systems and networks:</i> What is a computer? Sketchpad	<i>Computing systems and networks:</i> Networks	<i>Computing systems and networks:</i> Collaborative Learning Google docs, slides, forms, sheets	<i>Computing systems and networks:</i> Search Engines Sketchpad	<i>Computing systems and networks:</i> Bletchley Park Scratch Google slides, Tinkercad
	Learning Objectives	To log into and use the Seesaw Eraser and Pen Tools To use the Seesaw Pen & Back Tool and Move Tool To use the Camera and Mic Tools	To recognise the parts of a computer To recognise how technology is controlled To recognise technology To create and design an invention	To recognise what a network is To demonstrate how information moves around a network To demonstrate how a website works	To understand that software can be used collaboratively online collaboratively To understand how to contribute to someone else's work effectively	To understand what a search engine is and how to use it To be aware that not everything online is true To search effectively To create an	To understand that there are many different types of secret codes To understand the importance of having a secure password

To learn what the mouse/ touchpad is and developed control when using the mouse/ touchpad To to follow instructions as part of practical activities and games To learn to give simple instructions To learn to operate basic camera to take photographsOf their independent play To learn the meaning of directional arrows and follows simple sequence of instructions To experiment with programming Bee-Bot		To use Mic & Drawing Tools and Video Tools To use the Shape & Move Tools and the Label & Move Tools	To understand the role of computers	To explore the role of a router. To identify the role of packet data.	To understand how to create effective presentations To understand how to create and share Google Forms To understand how to use a shared spreadsheet to explore data	informative poster To understand how search engines work	To understand the importance of Bletchley Park to the World War II war effort To research historical figures that contributed to technological advances in computing To research and present information about historical figures in computing
	Key Vocabulary	account, clip art, computer, log on, log off, mouse, password, resize, screen, software, tool,	buttons, camera, computer, desktop, device, digital recorder, input,	component, file, network, network map, network switch, packet data, route, router,	average, bar chart, collaborate, data, data representation, document, email insert (file), link,	copyright, correct, credit, data leak, data privacy, deceive, fair, fake news, inaccurate information,	Acrostic code, brute force hacking, Caesar cipher, cipher, chip and pin system, code, combination,

To tinker with hardware to develop the familiarity To be introduced to relevant vocabulary To begin to understand how to debug, with the help of an adult, when things go wrong To sort and categorise objects To learn to interpret a basic pictogram Key Vocabulary Sort, organise, groups, questions, pictogram, Keyboard, keys, mouse, touchpad, click, drag, Camera, photographs,		username	keyboard, laptop, monitor, mouse, output, robot, role, scanner, system, technology, till, video	server, the cloud, User, user request, website, wi-fi, wired, wireless, wireless access point	multiple choice, numerical data, pie chart, presentation, share, slide, software, spreadsheet, survey, teamwork, theme, transition	inappropriate, keywords, network, online, real, search engine, TASK, website	date shifts cipher, encrypt, invention, Nth letter cipher, password, pigpen cipher, scrambled, secret, secure, technological advancement, trial and error
	Spring 1						
	Context	<i>Programming:</i> Algorithms unplugged	<i>Programming:</i> Algorithms and debugging Scratch	<i>Computing systems and networks:</i> Journey inside a computer Sketchpad	<i>Programming:</i> Further coding with Scratch	<i>Data handling:</i> Mars Rover 1	<i>Data handling:</i> Big Data 1 Google sheets
	Learning Objectives	To understand what an algorithm is To follow instructions precisely to carry out an action	To decompose a game to predict the algorithms that are used To understand the	To recognise basic inputs and outputs To identify the components inside a laptop To understand	To recall key features of scratch To understand how a Scratch game works by using decompositio	To identify how and why data is collected from space To read and calculate numbers using binary	To identify how barcodes and QR codes work To know how infrared waves transmit data To recognise

focus, selfie, Bee-bot, arrows, forward, backwards, left right, turn, debug			To understand that computers and devices around us use inputs and outputs To understand and be able to explain what decomposition is To know how to debug an algorithm	computers can use algorithms to make predictions (machine learning) The plan algorithms that will solve problems To understand what abstraction is To understand what debugging is	the purpose of computer parts To understand the purpose of computer parts To decompose a tablet computer	n to identify key features To understand what a variable is To understand how to make variable in Scratch To create a quiz using variables	code To identify the computer architecture of the Mars rovers To use simple operations to calculate bit patterns To represent binary as text	the uses of RFID To input and analyse real-world data To analyse and evaluate data
		Key Vocabulary	algorithm, bug, chunks, code, computer, correct, debug, decompose, directions, instructions, manageable, order,	algorithm, abstraction, artificial intelligence, bug, correct, data, debug, decomposition, error, key features, predict, unnecessary	components, computer, computer program, CPU - Central Processing Unit, data, disassemble, GPU-graphics processing unit, hard drive, input, keyboard, RAM	code, code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation,	addition, binary code, binary numbers, 8-bit binary, data, data transmission, decimal numbers, discovery, distance, input, Mars Rover,	algorithm, barcode, brand, chip, column, commuter, contactless, data, encrypt, infrared, input, QR code, QR scanner, radio waves, RFID - Radio Frequency

		organising, problem, solution, specific, task		- Random Access Memory, monitor, mouse, output, ROM - Read Only Memory,	position, program, project, Scratch, script, sprite, stage, tinker, variable, variable panel, quiz	numerical data, output, planet, radio signal, scientist, sequence, signal, subtraction	Identification Device, row, spreadsheet, systems analyst, wireless
	Spring 2						
	Context	<i>Creating media:</i> Digital imagery Google photos, slides, sketchpad	<i>Data handling:</i> International space Station Sketchpad	<i>Creating media:</i> Video trailers Google vids or wevideo or imovie	<i>Data handling:</i> Investigating weather Sketchpad Google sheets iMovie or google vids (optional)	<i>Creating media:</i> Stop motion animation Stop motion studio app	<i>Creating media:</i> History of computers Scratch, Google slides, Tinkercad
	Learning Objectives	To understand and create a sequence of pictures To take clear photos To edit photos	To understand how computers can help humans survive in space To create the digital drawing	To plan a book trailer To take photos or videos to tell story To edit a video	To log data taken from online sources in a spreadsheet To design a weather station To design an automated	To understand what animation is To understand what stop motion animation is	To tinker with audio recording To record, edit and add sound effects to radio play To understand

			The search for and import images To create a photo collage	of essential items for life in space To understand the role of sensors on the ISS To create an algorithm for growing plant space To interpret data	To add text and transitions to a video To evaluate video editing	machine to respond to sensor data To understand how weather forecasts are made To use tablets or digital cameras to present a weather forecast	To plan my stop motion video To create a stop motion animation To edit my stop motion animation	how computers have changed and the impact this has had on the modern world To research one of the computers that changed the world and present information about it to the class To design a computer of the future
		Key Vocabulary	camera, crop, delete, edit, editing software, image, photograph, photo story, sequence,	air conditioning, ammonia, astronaut, data, digital content, crew, Goldilocks zone, insulation,	application, cross dissolve, edit, fade to black, fade to white, film, film editing software, graphics, key events, plan,	accurate, climate zone, condensation, degrees Celsius, evaporation, extreme weather, forecast, wind	animation, decompose, flipbook, frame, moving image, onion skinning, still image, stop motion, storyboard,	computer, byte, computer, CPU - Central Processing Unit, device, gigabytes, GPU - Graphics Processing Unit, graphics, hard drive,

			interactive map, international space station (ISS), Interpret, monitor (verb), satellite, sensor, space, survival, temperature, thermometer, urine, waste water	recording (media), sound effects, storyboard, theme, time code, trailer, transition, video, voice over, wipe	speed, heat sensor, lightning, measurement, satellite, sensor data, weather	thaumatrope, zoetrope	kilobytes, megabytes, memory storage, mouse, operating system OS, RAM- Random Access Memory, ROM - Read Only Memory, terabytes, touch screen, trackpad
		Summer 1 or Summer 2					
		Context	<i>Programming:</i> Virtual Bee-Bot Terrapin logo - beebot	<i>Programming:</i> Scratch Jr	<i>Programming:</i> Scratch	<i>Programming:</i> Computational thinking Scratch	<i>Programming</i> Programming Music: Scratch Turtle academy Trinket, Scratch
		Learning Objectives	To explore a new device To create a demonstration video To plan and	To explore a new application To create an animation To use	To explore a programming application To use repetition (a loop) in a program	To understand the computational thinking is made up of four key strands	To tinker with Scratch music elements To create a program that plays themed

		follow a precise set of instructions To program a device To create a program that tells a story	characters as buttons To follow an algorithm To plan and use code to create an algorithm	To program an animation To program a story To program a game	To understand what decomposition is and how to apply it to solve problems To understand what pattern recognition and abstraction mean To understand how to create an algorithm and what it can be used for To combine computational thinking skills to solve the problem	music To plan a soundtrack program To program a soundtrack To program music	To understand basic Python commands To use loops when programming To understand the use of random numbers
	Key Vocabulary	algorithm, Bee-Bot,	algorithm, animation,	algorithm, coding, debug,	abstraction, algorithm	algorithm, basic	algorithm, code,

			clear, code, debug, program, explore, instructions, predict, review, test, tinker,	block, code, loop, repeat, scratch Jr, sequence	game, loop, predict, program, repetition, sprite, storytelling, tinker	design, code, computational thinking, decompose, input, logical reasoning, output, pattern recognition, variable	commands, bug, code, debug, decompose, loop, pitch, program language, repeat, rhythm, Scratch, soundtrack, tempo, timbre, tinker	command, design, import, indentation, input, instructions, loop, nested loop, pattern, repeat, shape
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