

2025-2026						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Digital Literacy</p> <p>Why should we keep personal information private? Understand why we should keep personal information private. Keep personal information private.</p>	<p>Digital Literacy</p> <p>What is inappropriate online content? Understand what is inappropriate online content and know to report it to a trusted adult. Recognise inappropriate content.</p>	<p>Information Technology</p> <p>How do they use technology in the wider world? Understand how information beyond school can help us. Recognise common uses of information technology beyond school (in the real world)</p>	<p>Information Technology</p> <p>How can digital content be changed? Understand how and why digital content can be changed. Use technology to purposefully to change pre-made digital content.</p>	<p>Control Systems</p> <p>What are algorithms? Understand what algorithms are (and how they are implemented as programs on a digital device) Write a simple program (including unplugged/plugged)</p>	<p>Control Systems</p> <p>How do you write a simple program? Understands that programs need precise instructions. Write a simple program (which follows precise instructions)</p>
Year 2	<p>Digital Literacy</p> <p>Why are usernames and passwords important? Understand what usernames and passwords are and why they are important.</p>	<p>Digital Literacy</p> <p>How do we respond to inappropriate online content? Understand we can respond to inappropriate online content in different ways. Respond appropriately to inappropriate online content.</p>	<p>Information Technology</p> <p>How do we use information technology in school? Understand how information technology is used within school to help us. Recognises common uses within school.</p>	<p>Information Technology</p> <p>How do we use technology to create, organise and retrieve content? Understand how we can use technology to create, organise, store and retrieve digital content.</p>	<p>Control Systems</p> <p>How do you know what will happen on a simple program? Understand how we can use logical reasoning to predict the behaviour of a simple program. Use logical reasoning to predict the behaviour of a simple program.</p>	<p>Control Systems</p> <p>How do you identify and debug a simple program? Understand what debugging is and how it affects how a programme runs. Identify and debug a simple program.</p>
Year 3	<p>Digital Literacy</p> <p>How can we stay safe online? Understand how to use safely, respectfully and responsibly. Demonstrate an ability to use technology safely, respectfully and responsibility.</p>	<p>Control systems (Community project)</p> <p>How can we use programs to control everyday devices? Understand how programs are used to control everyday devices. (e.g. toys, drones, traffic lights etc.) Create a program which can control/replicate everyday/real world devices. (e.g. toy/traffic lights).</p>	<p>Information technology (York Blitz data)</p> <p>How can we use software to present information? Understand how software can be used to collect and present data. Select, use and combine a variety of softwares to accomplish given goals (collecting and presenting data/information)</p>	<p>Information technology (famous structures)</p> <p>How can we use search technologies effectively? Understand how to use search technologies effectively. Use search technologies effectively.</p>	<p>Control systems (creating islamic patterns through code)</p> <p>What is input and output in programming? Understand how programs can run using various forms of input and output (e.g. Bee bots/ micro bits). Use various forms of input and output.</p>	<p>Digital Literacy</p> <p>How can I report concerns online? Understand that there are a range of ways to report concerns online about content and contact. Identify and report concerns appropriately about online content and contact.</p>



Computing Long Term Plan 2025-26, 2026-27

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Digital Literacy</p> <p>What is acceptable and unacceptable online? Understand what is acceptable and unacceptable behaviour online.</p> <p>Recognise acceptable and unacceptable behaviours online and act accordingly.</p>	<p>Control systems (link to natural disasters - disasters in code)</p> <p>How can we detect errors in algorithms? Understand how to detect and correct errors in algorithms and programs (for various purposes).</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs (for various purposes).</p>	<p>Information technology (code breaking linked to technology)</p> <p>How can we use technology to communicate and collaborate? Understand how the internet and the world wide web can provide opportunities for collaboration and communication.</p> <p>Collaborate and communicate effectively for a specific purpose.</p>	<p>Information technology (research linked to scientific enquiry)</p> <p>How are search results selected and ranked? To appreciate how results are selected and ranked using search technologies.</p> <p>Use filters to find specific information.</p>	<p>Control systems (creating overlapping patterns)</p> <p>How can we break programs down into smaller parts and why? Understand how to break programs down into smaller parts (decomposition) and why that is useful.</p> <p>Use decomposition (breaking things down) to solve problems linked to programs.</p>	<p>Digital Literacy</p> <p>How can we be aware of scams, spamming and hackers? Understand what scams, spams and hackers are and the corresponding dangers.</p> <p>Recognise if a/my device has been scammed, spammed or hacked.</p>
Year 5	<p>Digital Literacy</p> <p>What is your digital footprint? Understand what a digital footprint is and how it can impact your life. Identify positive and negative digital footprints.</p>	<p>Digital Literacy</p> <p>How do people influence online activity? Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising). Act on personal judgement to determine whether to allow/deny cookie usage.</p>	<p>Information Technology</p> <p>What do we use software for? Understand how software can be used to analyse and evaluate data. Select, use and combine a variety of softwares to accomplish given goals (analyse and evaluate data/information)</p>	<p>Information Technology</p> <p>How do we make digital content reliable? To understand how we can evaluate digital content based on reliability and authenticity. Evaluate digital content.</p>	<p>Control Systems</p> <p>What is sequencing and how is it used in a computer program? Understand how sequencing can be used within programs. Use sequencing effectively within programs.</p>	<p>Control Systems</p> <p>Why would you use a repetition loop? Understand how repetition (loops) can be used within programs. Use repetition (loops) effectively within programs.</p>
Year 6	<p>Digital Literacy</p> <p>How can we be a responsible digital citizen?. Understand that we are all digital citizens and how we can impact and influence the wider world.</p>	<p>Digital Literacy</p> <p>What happens if you plagiarise? Plagiarism and Copyright</p>	<p>Information Technology</p> <p>What is the difference between WWB and the Internet? Understand the difference between the internet and the world wide web and what they do.</p>	<p>Information Technology</p> <p>What would you put in a database? To understand what databases are and how they are used to store information.</p>	<p>Control Systems</p> <p>What is selection and how is it used in a computer program? Understand how selection can impact a program. Use selection purposefully within programs.</p>	<p>Control Systems</p> <p>How would you use a variable to achieve your goals? Understand how variables can impact programs.</p>

Computing Long Term Plan 2025-26, 2026-27

	Be a responsible digital citizen (including social media usage).		Identify the parts within the schools computer network (eg. servers, router, ports)	Select, use and combine a variety of software to create a database for a specific goal.		Use variables purposefully within programs to achieve specific goals.
--	--	--	---	---	--	---

2026-2027

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Digital Literacy</p> <p>Why should we keep personal information private? Understand why we should keep personal information private. Keep personal information private.</p>	<p>Digital Literacy</p> <p>What is inappropriate online content? Understand what is inappropriate online content and know to report it to a trusted adult. Recognise inappropriate content.</p>	<p>Information Technology</p> <p>How do they use technology in the wider world? Understand how information beyond school can help us. Recognise common uses of information technology beyond school (in the real world)</p>	<p>Information Technology</p> <p>How can digital content be changed? Understand how and why digital content can be changed. Use technology to purposefully to change pre-made digital content.</p>	<p>Control Systems</p> <p>What are algorithms? Understand what algorithms are (and how they are implemented as programs on a digital device) Write a simple program (including unplugged/plugged)</p>	<p>Control Systems</p> <p>How do you write a simple program? Understands that programs need precise instructions. Write a simple program (which follows precise instructions)</p>
Year 2	<p>Digital Literacy</p> <p>Why are usernames and passwords important? Understand what usernames and passwords are and why they are important.</p>	<p>Digital Literacy</p> <p>How do we respond to inappropriate online content? Understand we can respond to inappropriate online content in different ways. Respond appropriately to inappropriate online content.</p>	<p>Information Technology</p> <p>How do we use information technology in school? Understand how information technology is used within school to help us. Recognises common uses within school.</p>	<p>Information Technology</p> <p>How do we use technology to create, organise and retrieve content? Understand how we can use technology to create, organise, store and retrieve digital content.</p>	<p>Control Systems</p> <p>How do you know what will happen on a simple program? Understand how we can use logical reasoning to predict the behaviour of a simple program. Use logical reasoning to predict the behaviour of a simple program.</p>	<p>Control Systems</p> <p>How do you identify and debug a simple program? Understand what debugging is and how it affects how a programme runs. Identify and debug a simple program.</p>

Computing Long Term Plan 2025-26, 2026-27

Year 3	<p>Digital Literacy</p> <p>How can we stay safe online?</p> <p>Understand how to use safely, respectfully and responsibly.</p> <p>Demonstrate an ability to use technology safely, respectfully and responsibility.</p>	<p>Digital Literacy</p> <p>How can I report concerns online?</p> <p>Understand that there are a range of ways to report concerns online about content and contact.</p> <p>Identify and report concerns appropriately about online content and contact.</p>	<p>Information technology (getting to school - healthy links)</p> <p>How can we use software to present information?</p> <p>Understand how software can be used to collect and present data.</p> <p>Select, use and combine a variety of softwares to accomplish given goals (collecting and presenting data/information)</p>	<p>Information technology (festivals)</p> <p>How can we use search technologies effectively?</p> <p>Understand how to use search technologies effectively.</p> <p>Use search technologies effectively.</p>	<p>Control systems (Stone age game)</p> <p>What is input and output in programming?</p> <p>Understand how programs can run using various forms of input and output (e.g. Bee bots/ micro bits).</p> <p>Use various forms of input and output.</p>	<p>Control systems (Sos micro bits for Kenseuke)</p> <p>How can we use programs to control everyday devices? Understand how programs are used to control everyday devices. (e.g. toys, drones, traffic lights etc.)</p> <p>Create a program which can control/replicate everyday/real world devices. (e.g. toy/traffic lights).</p>
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Digital Literacy</p> <p>What is acceptable and unacceptable online?</p> <p>Understand what is acceptable and unacceptable behaviour online.</p> <p>Recognise acceptable and unacceptable behaviours online and act accordingly.</p>	<p>Digital Literacy</p> <p>How can we be aware of scams, spamming and hackers?</p> <p>Understand what scams, spams and hackers are and the corresponding dangers.</p> <p>Recognise if a/my device has been scammed, spammed or hacked.</p>	<p>Information technology (professional emails)</p> <p>How can we use technology to communicate and collaborate?</p> <p>Understand how the internet and the world wide web can provide opportunities for collaboration and communication.</p> <p>Collaborate and communicate effectively for a specific purpose.</p>	<p>Information technology (festivals)</p> <p>How are search results selected and ranked?</p> <p>To appreciate how results are selected and ranked using search technologies.</p> <p>Use filters to find specific information.</p>	<p>Control systems (Pebble in my pocket - rock journey)</p> <p>How can we break programs down into smaller parts and why?</p> <p>Understand how to break programs down into smaller parts (decomposition) and why that is useful.</p> <p>Use decomposition (breaking things down) to solve problems linked to programs.</p>	<p>Control systems (link to right and wrong - debugging)</p> <p>How can we detect errors in algorithms?</p> <p>Understand how to detect and correct errors in algorithms and programs (for various purposes).</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs (for various purposes).</p>
Year 5	<p>Digital Literacy</p> <p>What is your digital footprint?</p> <p>Understand what a digital footprint is and how it can impact your life.</p> <p>Identify positive and negative digital footprints.</p>	<p>Digital Literacy</p> <p>How is your online activity tracked?</p> <p>Understand that algorithms are used to track online activity in order to influence</p>	<p>Information Technology</p> <p>What do we use software for?</p> <p>Understand how software can be used to analyse and evaluate data.</p>	<p>Information Technology</p> <p>What is digital content?</p> <p>To understand how we can evaluate digital content based on reliability and authenticity.</p> <p>Evaluate digital content.</p>	<p>Control Systems</p> <p>What is the difference between programs and sequencing?</p> <p>Understand how sequencing can be used within programs.</p>	<p>Control Systems</p> <p>What is a loop?</p> <p>Understand how repetition (loops) can be used within programs.</p> <p>Use repetition (loops) effectively within programs.</p>

Computing Long Term Plan 2025-26, 2026-27

		us (e.g. cookies = advertising). Act on personal judgement to determine whether to allow/deny cookie usage.	Select, use and combine a variety of softwares to accomplish given goals (analyse and evaluate data/information)		Use sequencing effectively within programs.	
Year 6	Digital Literacy How can you be a responsible Social Media user? Understand that we are all digital citizens and how we can impact and influence the wider world. Be a responsible digital citizen (including social media usage).	Digital Literacy How can you be a responsible Social Media user? Understand that we are all digital citizens and how we can impact and influence the wider world. Be a responsible digital citizen (including social media usage).	Information Technology What is the difference between WWB and the Internet? Understand the difference between the internet and the world wide web and what they do. Identify the parts within the schools computer network (eg. servers, router, ports)	Information Technology What is the best way to store information? To understand what databases are and how they are used to store information. Select, use and combine a variety of software to create a database for a specific goal.	Control Systems What is selection and how is it used in a computer program? Understand how selection can impact a program. Use selection purposefully within programs.	Control Systems How can we use variables in computer games? Understand how variables can impact programs. Use variables purposefully within programs to achieve specific goals.