



## Long Term Plan - Computing

Computing	End of KS1	End of Lower KS2	End of Upper KS2
<p><b>To code</b></p>	<ul style="list-style-type: none"> <li>• Control motion by specifying the number of steps to travel, direction and turn.</li> <li>• Add text strings, show and hide objects and change the features of an object.</li> <li>• Select sounds and control when they are heard, their duration and volume.</li> <li>• Control when drawings appear and set the pen colour, size and shape.</li> <li>• Specify user inputs (such as clicks) to control events.</li> <li>• Specify the nature of events (such as a single event or a loop).</li> <li>• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> </ul>	<ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> <li>• Control the shade of pens.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> <li>• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> <li>• Use variables to store a value.</li> <li>• Use the functions define, set, change, show and hide to control the variables.</li> <li>• Use the Reporter operators</li> </ul> <p>() + ()</p>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables.</li> <li>• Use the Boolean operators</li> </ul> <p>() &lt; ()</p>



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		<p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p>	<p>() = ()</p> <p>() &gt; ()</p> <p>() and()</p> <p>() or()</p> <p>Not()</p> <p>to define conditions.</p> <p>• Use the Reporter operators</p> <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p>
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			<p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>
<b>To connect</b>	<ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>
<b>To communicate</b>	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> </ul>



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			<ul style="list-style-type: none"><li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li></ul>
<b>To collect</b>	<ul style="list-style-type: none"><li>• Use simple databases to record information in areas across the curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li></ul>