

Computing – Medium Term Plan 2026-27

Rowans

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Grouping data Y1	To label objects I can describe objects using labels I can match objects to groups I can identify the label for a group of objects	To identify that objects can be counted I can count objects I can group objects I can count a group of objects	To describe objects in different ways I can describe an object I can describe a property of an object I can find objects with similar properties	To count objects with the same properties I can group similar objects I can group objects in more than one way I can count how many objects share a property	To compare groups of objects I can choose how to group objects I can describe groups of objects I can record how many objects are in a group	To answer questions about groups of objects I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found
Moving a robot Y1	To explain what a given command will do I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device	To act out a given word I can follow an instruction I can recall words that can be acted out I can give directions	To combine forwards and backwards commands to make a sequence I can compare forwards and backwards movements I can start a sequence from the same place I can predict the outcome of a	To combine four direction commands to make sequences I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving	To plan a simple program I can explain what my program should do I can choose the order of commands in a sequence I can debug my program	To find more than one solution to a problem I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place

Computing – Medium Term Plan 2026-27

			sequence involving forwards and backwards commands	up to four commands		
Digital photography Y2	To use a digital device to take a photograph I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain what I did to capture a digital photo	To make choices when taking a photograph I can explain the process of taking a good photograph I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format	To describe what makes a good photograph I can identify what is wrong with a photograph I can discuss how to take a good photograph I can improve a photograph by retaking it	To decide how photographs can be improved I can explore the effect that light has on a photo I can experiment with different light sources I can explain why a picture may be unclear	To use tools to change an image I can recognise that images can be changed I can use a tool to achieve a desired effect I can explain my choices	To recognise that photos can be changed I can apply a range of photography skills to capture a photo I can recognise which photos have been changed I can identify which photos are real and which have been changed
Pictograms Y2	To recognise that we can count and compare objects using tally charts I can record data in a tally chart I can represent a tally count as a total	To recognise that objects can be represented as pictures I can enter data onto a computer I can use a computer to view data in a different format	To create a pictogram I can organise data in a tally chart I can use a tally chart to create a pictogram	To select objects by attribute and make comparisons I can tally objects using a common attribute I can create a pictogram to	To recognise that people can be described by attributes I can choose a suitable attribute to compare people I can collect the data I need	To explain that we can present information using a computer I can use a computer program to present information in different ways

Computing – Medium Term Plan 2026-27

	I can compare totals in a tally chart	I can use pictograms to answer simple questions about objects	I can explain what the pictogram shows	arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute	I can create a pictogram and draw conclusions from it	I can share what I have found out using a computer I can give simple examples of why information should not be shared
Robot algorithms Y2	To describe a series of instructions as a sequence I can follow instructions given by someone else I can choose a series of words that can be enacted as a sequence I can give clear instructions	To explain what happens when we change the order of instructions I can use the same instructions to create different algorithms I can use an algorithm to program a sequence on a floor robot I can show the difference in outcomes between two sequences that consist of the same commands	To use logical reasoning to predict the outcome of a program I can follow a sequence I can predict the outcome of a sequence I can compare my prediction to the program outcome	To explain that programming projects can have code and artwork I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable	To design an algorithm I can explain what my algorithm should achieve I can create an algorithm to meet my goal I can use my algorithm to create a program	To create and debug a program that I have written I can test and debug each part of the program I can plan algorithms for different parts of a task I can put together the different parts of my program

Computing – Medium Term Plan 2026-27

Digital music Y2	To say how music can make us feel I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about a piece of music	To identify that there are patterns in music I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans	To experiment with sound using a computer I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music	To use a computer to create a musical pattern I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer	To create music for a purpose I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm	To review and refine our computer work I can review my work I can explain how I changed my work I can listen to music and describe how it makes me feel
------------------	--	---	---	---	---	---

Sycamores

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Branching databasesY3	To create questions with yes/no answers I can investigate questions with yes/no answers I can make up a yes/no question	To identify the attributes needed to collect data about an object I can select an attribute to separate objects into groups I can create a group of objects	To create a branching database I can select objects to arrange in a branching database	To explain why it is helpful for a database to be well structured I can create yes/no questions using given attributes I can compare two branching	To plan the structure of a branching database I can independently create questions to use in a branching database	To independently create an identification tool I can create a branching database that reflects my plan I can work with a partner to test my identification tool

Computing – Medium Term Plan 2026-27

	about a collection of objects I can create two groups of objects separated by one attribute	within an existing group I can arrange objects into a tree structure	I can group objects using my own yes/no questions I can test my branching database to see if it works	database structures I can explain that questions need to be ordered carefully to split objects into similarly sized groups	I can create questions that will enable objects to be uniquely identified I can create a physical version of a branching database	I can suggest real-world uses for branching databases
Sequencing sounds Y3	To explore a new programming environment I can identify the objects in a Scratch project (sprites, backdrops) I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks	To identify that commands have an outcome I can identify that each sprite is controlled by the commands I choose I can create a program following a design I can choose a word which describes an on-screen action for my plan	To explain that a program has a start I can start a program in different ways I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code	To recognise that a sequence of commands can have an order I can explain what a sequence is I can combine sound commands I can order notes into a sequence	To change the appearance of my project I can build a sequence of commands I can decide the actions for each sprite in a program I can make design choices for my artwork	To create a project from a task description I can identify and name the objects I will need for a project I can relate a task description to a design I can implement my algorithm as code
Events and actions in programs Y3	To explain how a sprite moves in an existing project	To create a program to move a sprite in four directions	To adapt a program to a new context	To develop my program by adding features	To identify and fix bugs in a program	To design and create a maze-based challenge

Computing – Medium Term Plan 2026-27

	I can explain the relationship between an event and an action I can choose which keys to use for actions and explain my choices I can identify a way to improve a program	I can choose a character for my project I can choose a suitable size for a character in a maze I can program movement	I can use a programming extension I can consider the real world when making design choices I can choose blocks to set up my program	I can identify additional features (from a given set of blocks) I can choose suitable keys to turn on additional features I can build more sequences of commands to make my design work	I can test a program against a given design I can match a piece of code to an outcome I can modify a program using a design	I can make design choices and justify them I can implement my design I can evaluate my project
Data logging Y4	To explain that data gathered over time can be used to answer questions I can choose a data set to answer a given question I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time	To use a digital device to collect data automatically I can explain what data can be collected using sensors I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded	To explain that a data logger collects ‘data points’ from sensors over time I can recognise that a data logger collects data at given points I can identify the intervals used to collect data I can talk about the data that I have captured	To recognise how a computer can help us analyse data I can view data at different levels of detail I can sort data to find information I can explain that there are different ways to view data	To identify the data needed to answer questions I can propose a question that can be answered using logged data I can plan how to collect data using a data logger I can use a data logger to collect data	To use data from sensors to answer questions I can interpret data that has been collected using a data logger I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger

Computing – Medium Term Plan 2026-27

Desktop publishing Y3	To recognise how text and images convey information I can explain the difference between text and images I can recognise that text and images can communicate messages clearly I can identify the advantages and disadvantages of using text and images	To recognise that text and layout can be edited I can change font style, size, and colours for a given purpose I can edit text I can explain that text can be changed to communicate more clearly	To choose appropriate page settings I can define the term 'page orientation' I can recognise placeholders and say why they are important I can create a template for a particular purpose	To add content to a desktop publishing publication I can choose the best locations for my content I can paste text and images to create a magazine cover I can make changes to content after I've added it	To consider how different layouts can suit different purposes I can identify different layouts I can match a layout to a purpose I can choose a suitable layout for a given purpose	To consider the benefits of desktop publishing I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful I can compare work made on desktop publishing to work created by hand
Repetition in games (L2-6) Y4	To explain that in programming there are infinite loops and count controlled loops I can modify loops to produce a given outcome I can choose when to use a count-	To develop a design that includes two or more loops which run at the same time I can choose which action will be repeated for each object	To modify an infinite loop in a given program I can identify which parts of a loop can be changed I can explain the effect of my changes	To design a project that includes repetition I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design	To create a project that includes repetition I can refine the algorithm in my design I can build a program that follows my design	

Computing – Medium Term Plan 2026-27

	controlled and an infinite loop I can recognise that some programming languages enable more than one process to be run at once	I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program	I can re-use existing code snippets on new sprites	I can develop my own design explaining what my project will do	I can evaluate the steps I followed when building my project	
--	---	--	--	--	--	--

Elms

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
The internet Y4	To describe how networks physically connect to other networks I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting	To recognise how networked devices make up the internet I can describe networked devices and how they connect I can explain that the internet is used to provide many services I can recognise that the World Wide Web	To outline how websites can be shared via the World Wide Web (WWW) I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW I can explain the types of media that	To describe how content can be added and accessed on the World Wide Web (WWW) I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to	To recognise how the content of the WWW is created by people I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content	To evaluate the consequences of unreliable content I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I

Computing – Medium Term Plan 2026-27

		contains websites and web pages	can be shared on the WWW	create content online		share or reshare content
Audio production Y4	To identify that sound can be recorded I can identify the input and output devices used to record and play sound I can use a computer to record audio I can explain that the person who records the sound can say who is allowed to use it	To explain that audio recordings can be edited I can inspect the soundwave view to know where to trim my recording I can discuss what sounds can be added to a podcast I can re-record my voice to improve my recording	To recognise the different parts of creating a podcast project I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast	To recognise the different parts of creating a podcast project I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast	To combine audio to enhance my podcast project I can open my project to continue working on it I can arrange multiple sounds to create the effect I want I can explain the difference between saving a project and exporting an audio file	To evaluate the effective use of audio I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording I can choose appropriate edits to improve my podcast
Data logging Y4	To explain that data gathered over time can be used to answer questions I can choose a data set to answer a given question I can suggest questions that can	To use a digital device to collect data automatically I can explain what data can be collected using sensors	To explain that a data logger collects 'data points' from sensors over time I can recognise that a data logger collects data at given points	To recognise how a computer can help us analyse data I can view data at different levels of detail I can sort data to find information	To identify the data needed to answer questions I can propose a question that can be answered using logged data I can plan how to collect data using a data logger	To use data from sensors to answer questions I can interpret data that has been collected using a data logger I can draw conclusions from

Computing – Medium Term Plan 2026-27

	be answered using a given data set I can identify data that can be gathered over time	I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded	I can identify the intervals used to collect data I can talk about the data that I have captured	I can explain that there are different ways to view data	I can use a data logger to collect data	the data that I have collected I can explain the benefits of using a data logger
Repetition in games Y4	To develop the use of count-controlled loops in a different programming environment I can list an everyday task as a set of instructions including repetition I can predict the outcome of a snippet of code I can modify a snippet of code to create a given outcome	To explain that in programming there are infinite loops and count controlled loops I can modify loops to produce a given outcome I can choose when to use a count-controlled and an infinite loop I can recognise that some programming languages enable more than one process to be run at once	To develop a design that includes two or more loops which run at the same time I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program	To modify an infinite loop in a given program I can identify which parts of a loop can be changed I can explain the effect of my changes I can re-use existing code snippets on new sprites	To design a project that includes repetition I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design I can develop my own design explaining what my project will do	To create a project that includes repetition I can refine the algorithm in my design I can build a program that follows my design I can evaluate the steps I followed when building my project
Video production Y5	To explain what makes a video effective	To identify digital devices that can record video	To capture video using a range of techniques	To create a storyboard I can outline the scenes of my video	To identify that video can be improved through reshooting and editing	To consider the impact of the choices made when making and sharing a video

Computing – Medium Term Plan 2026-27

	I can explain that video is a visual media format I can identify features of videos I can compare features in different videos	I can identify and find features on a digital video recording device I can experiment with different camera angles I can make use of a microphone	I can suggest filming techniques for a given purpose I can capture video using a range of filming techniques I can review how effective my video is	I can decide which filming techniques I will use I can create and save video content	I can store, retrieve, and export my recording to a computer I can explain how to improve a video by reshooting and editing I can select the correct tools to make edits to my video	I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact on the quality of the final outcome I can evaluate my video and share my opinions
Flat-file databases Y5	To use a form to record information I can create a database using cards I can explain how information can be recorded I can order, sort, and group my data cards	To compare paper and computer-based databases I can explain what a field and a record is in a database I can navigate a flat-file database to compare different views of information I can choose which field to sort data by to answer a given question	To outline how you can answer questions by grouping and then sorting data I can explain that data can be grouped using chosen values I can group information using a database I can combine grouping and	To explain that tools can be used to select specific data I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can choose multiple criteria to	To explain that computer programs can be used to compare data visually I can select an appropriate chart to visually compare data I can refine a chart by selecting a particular filter I can explain the benefits of using a	To use a real-world database to answer questions I can ask questions that will need more than one field to answer I can refine a search in a real-world context I can present my findings to a group

Computing – Medium Term Plan 2026-27

			sorting to answer specific questions	answer a given question	computer to create charts	
--	--	--	--------------------------------------	-------------------------	---------------------------	--

Mighty Oaks

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Flat-file databases Y5	To use a form to record information I can create a database using cards I can explain how information can be recorded I can order, sort, and group my data cards	To compare paper and computer-based databases I can explain what a field and a record is in a database I can navigate a flat-file database to compare different views of information I can choose which field to sort data by to answer a given question	To outline how you can answer questions by grouping and then sorting data I can explain that data can be grouped using chosen values I can group information using a database I can combine grouping and sorting to answer specific questions	To explain that tools can be used to select specific data I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can choose multiple criteria to answer a given question	To explain that computer programs can be used to compare data visually I can select an appropriate chart to visually compare data I can refine a chart by selecting a particular filter I can explain the benefits of using a computer to create charts	To use a real-world database to answer questions I can ask questions that will need more than one field to answer I can refine a search in a real-world context I can present my findings to a group
Selection in quizzes Y5	To explain how selection is used in computer programs I can recall how conditions are used in selection	To relate that a conditional statement connects a condition to an outcome	To explain how selection directs the flow of a program I can explain that program flow can	To design a program which uses selection I can outline a given task	To create a program which uses selection I can implement my algorithm to create the first	To evaluate my program I can identify ways the program could be improved

Computing – Medium Term Plan 2026-27

	I can identify conditions in a program I can modify a condition in a program	I can use selection in an infinite loop to check a condition I can identify the condition and outcomes in an 'if... then... else...' I can create a program with different outcomes using selection	branch according to a condition I can design the flow of a program which contains 'if... then... else...' I can show that a condition can direct program flow in one of two ways	I can use a design format to outline my project I can identify the outcome of user input in an algorithm	section of my program I can test my program I can share my program with others	I can identify the setup code I need in my program I can extend my program further
3d modelling Y6	To recognise that you can work in three dimensions on a computer I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another	To identify that digital 3D objects can be modified I can resize an object in three dimensions I can lift/lower 3D objects I can recolour a 3D object	To recognise that objects can be combined in a 3D model I can rotate objects in three dimensions I can duplicate 3D objects I can group 3D objects	To create a 3D model for a given purpose I can accurately size 3D objects I can show that placeholders can create holes in 3D objects I can combine a number of 3D objects	To plan my own 3D model I can analyse a 3D model I can choose objects to use in a 3D model I can combine objects in a design	To create my own digital 3D model I can construct a 3D model based on a design I can explain how my 3D model could be improved I can modify my 3D model to improve it
Spreadsheets Y6	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be	To apply formulas to data	To create a spreadsheet to plan an event	To choose suitable ways to present data

Computing – Medium Term Plan 2026-27

	I can collect data I can suggest how to structure my data I can enter data into a spreadsheet	I can explain what an item of data is I can choose an appropriate format for a cell I can apply an appropriate format to a cell	used to produce calculated data I can explain which data types can be used in calculations I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs	I can calculate data using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it	I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions	I can produce a chart I can use a chart to show the answer to questions I can suggest when to use a table or chart
Variables in games Y6	To define a 'variable' as something that is changeable I can identify examples of information that is variable I can explain that the way a variable changes can be defined I can identify that variables can hold numbers or letters	To explain why a variable is used in a program I can identify a program variable as a placeholder in memory for a single value I can explain that a variable has a name and a value I can recognise that the value of a variable can be changed	To choose how to improve a game by using variables I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can recognise that the value of a variable can be used by a program	To design a project that builds on a given example I can choose the artwork for my project I can create algorithms for my project I can explain my design choices	To use my design to create a project I can create the artwork for my project I can choose a name that identifies the role of a variable I can test the code that I have written	To evaluate my project I can identify ways that my game could be improved I can use variables to extend my game I can share my game with others

Computing – Medium Term Plan 2026-27

Using the micro:bit Y6	To understand how variables and inputs can be used on the micro:bit to create a sports counter To create an algorithm for a sport counter, and code, run and evaluate the use of the micro:bit to count activities	To create a countdown timer on the micro:bit using variables To evaluate the effectiveness of the LED display on the micro:bit when used as a timer To modify a program using true and false statements and an if...else command To create an activity completion using a micro:bit counter and a micro:bit timer				
-----------------------------------	--	---	--	--	--	--