

# Computing LTP 2025-2026

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	Interactive whiteboard and programmes  Continuous provision	Interactive whiteboard and programmes  Continuous provision	Interactive whiteboard and programmes  Handwriting programme on iPad  Continuous provision	Interactive whiteboard and programmes  Handwriting programme on iPad  Programming Beebots  Continuous provision	Interactive whiteboard and programmes  Handwriting programme on iPad  Virtual tour and information (museums)  Continuous provision	Interactive whiteboard and programmes  Handwriting programme on iPad  Continuous provision
<b>E-Safety Theme</b>	Self-Image and Identity	Online Relationships	Online Reputation  Online Bullying	Managing Online Information  Privacy & Security	Health, Wellbeing & Lifestyle	Copyright & Ownership
<b>ICT</b>	KS1 ICT Strand - To be woven in throughout the year as it fits across the other strands.					
<b>1</b>	<b>Computer Science: Beebots</b> <i>Writing an algorithm to direct a Beebot around a route to find the gingerbread man.</i>		<b>Digital Literacy: Digital Painting</b> <i>Developing mouse control to create art digitally linking to Marwell Zoo and animals</i>		<b>Digital Literacy: Digital Writing</b> <i>Develop typing skills to publish work linking this to The Great Fire of London and the beach.</i>	
<b>2</b>	<b>Digital Literacy: Digital Photography</b> <i>Taking photos and manipulating them digitally linked to healthy foods.</i>	<b>Digital Literacy: Digital Writing</b> <i>Developing typing skills linked to castles.</i>	<b>Digital Literacy: Digital Art</b> <i>Drawing shapes using software to compose a picture linked to Kandinsky art.</i>	<b>Computer Science: Beebots</b> <i>Writing algorithms and debugging linked to maths – position and debugging</i>	<b>Computer Science: Scratch Junior</b> <i>Developing writing an algorithm for a given outcome linked to instruction writing.</i>	
<b>3</b>	<b>Digital Literacy: Word Processing</b> <i>Develop use of more sophisticated mouse and keyboard skills.</i>	<b>ICT: Networks</b> <i>Explore how devices can form a network.</i>	<b>Computer Science: Kodu – Game</b> <i>Create a sequence of commands for an outcome.</i>	<b>Digital Literacy: Branching Databases</b> <i>Organising data using branching databases</i>	<b>Computer Science: Scratch - Crab Maze</b> <i>Write algorithms, including sub-routines</i>	
<b>4</b>	<b>Digital Literacy: Animation</b> <i>Capture images and use software to create an animation.</i>		<b>Digital Literacy: Digital Publishing</b> <i>Develop techniques within publishing software.</i>	<b>ICT: Internet</b> <i>Recognise how information is transferred across the internet.</i>	<b>Computer Science: BBC micro:bit - the next generation</b> <i>Coding for a given outcome</i>	
<b>5</b>	<b>Computer Science: Crumble – Physical Computing</b> <i>Use conditional statements when writing algorithms Moon buggy crumbles for earth and space.</i>		<b>Digital Literacy: Presenting Data</b> <i>An introduction to using a spreadsheet to organise data in a table</i>	<b>ICT: World Wide Web</b> <i>Understand what the world wide web is and what it is used for.</i>	<b>Digital Literacy: Multimedia Presentations</b> <i>Creating a presentation including sound and videos.</i>	

<b>6</b>	<b>ICT: Online Communication and Media</b> <i>Identify methods of communication that use the internet and those that do not.</i>	<b>Digital Literacy: Presenting Data</b> <i>Using formula to calculate data within a spreadsheet.</i>	<b>Computer Science: Scratch – Online Game, with Score</b> <i>Introduce variables in an algorithm to create a digital game.</i>	<b>Digital Literacy: HTML</b> <i>Exploring the relationships between HTML code and visual display of a webpage.</i>	<b>Digital Literacy: Given Goal Challenge</b> <i>Choose which software is suitable for a given outcome to apply skills from across KS2.</i>
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