WESTON FAVELL ACADEMY

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Getting ready for a digital environment. Online Safety.	Scratch	Learn how to count like a computer.	Computational Thinking and Flow Charts	Hardware and Computer Systems	Representing Data: Images, sound and text.
Unit length:	7 weeks	7 weeks	7 weeks	7 weeks	7 weeks	7 weeks
Key concepts:	Cyber bullying Online safety Support agencies	Programming Sequence Selection Iteration	Binary Denary Binary addition	Computational Thinking Flow Charts Decomposition Thinking ahead	Hardware Software Network Topologies Communications	Who we represent data. Images, sound and text.
Knowledge/ Skills:	Cyber bullying Online safety Support agencies	Procedural Programming Sequence Selection Iteration	Number bases Addition Multiplication	Decomposition Pattern recognition Abstraction Thinking ahead	Configuration Communication technologies	To understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits.
End points covered:	Cyber bullying Online safety Support agencies	Creating working programmes using Sequence, Selection loops	Convert binary to denary and visa versa Binary addition	The students are able to use the 4 pillars of computational thinking	Understand how LANs, WANs and electronic devices communicate	Understand of different types of real-world data are represented.
NC/Spec coverage:	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online	Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational	Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how	Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare	Understand the hardware and software components that make up computer systems, and how they communicate with	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds

	identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions	numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	the utility of alternative algorithms for the same problem	one another and with other systems	and pictures) can be represented and manipulated digitally, in the form of binary digits
Cross-curricular links:	PSHE	Maths and Enterprise	Maths and Science.	Maths and Enterprise	Maths and Science.	Maths and Science.
Assessments:	Bench Mark Assessment Unit test.	Ongoing lesson assessment via live marking and feedback. Unit test.	Ongoing lesson assessment via live marking and feedback. Unit test.	Ongoing lesson assessment via live marking and feedback. Unit test. .	Ongoing lesson assessment via live marking and feedback. Unit test.	Ongoing lesson assessment via live marking and feedback. Unit test.
Other academy intent priorities						
Curriculum Careers - Gatsby 4	Careers available in the areas covered during the unit.	Careers available in the areas covered during the unit.	Careers available in the areas covered during the unit.	Careers available in the areas covered during the unit.	Careers available in the areas covered during the unit.	Careers available in the areas covered during the unit.
Culturally rich – broadening horizons	Only virtual tours and visits to organisations websites during the covid pandemic.	Only virtual tours and visits to organisations websites during the covid pandemic.	Only virtual tours and visits to organisations websites during the covid pandemic.	Only virtual tours and visits to organisations websites during the covid pandemic.	Only virtual tours and visits to organisations websites during the covid pandemic.	Only virtual tours and visits to organisations websites during the covid pandemic.