



Subject Overview 2024/2025: Computing



Curriculum and Pedagogy

We know that our children start school with different levels of computing understanding. Our curriculum is designed to ensure that all children have access to progressive, creative and engaging opportunities in computing; preparing them for their future as a lifelong learner. Specific language development will enable them to understand the technical vocabulary linked to computing and the skills they are learning.

Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum. Children must be taught in the art form of 'Computational Thinking' in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

	Year 3	Year 4	Year 5	Year 6
Curriculum	<p><u>PROGRAMMING</u></p> <p>Programming: P3.1 I can refine a program by using the repeat command P3.2 I can create a procedure (group of commands) to do a specific task, draw a specific shape P3.3 I can solve problems by breaking them into smaller parts</p> <p>Simulations: P3.4 I can explain how to control a simulation P3.5 I can explain how a simulation is and isn't realistic</p> <p><u>DATA</u></p> <p>Databases: D3.1 I can create a branching database to sort and organise items D3.2 I can filter and sort records in a database to answer questions D3.3 I can design a questionnaire to collect information, and display the information in a graph or table</p> <p><u>COMMUNICATION</u></p> <p>Word processing: C3.1 I can use cut, copy and paste to reorder content C3.2 I can use and resize graphics within my work</p>	<p><u>PROGRAMMING</u></p> <p>Programming: P4.1 I can use if...then command within a series of instructions P4.2 I can test existing programs to see how they could be improved P4.3 I can write a program for a specific purpose, incorporating features such as inputs, repetition and procedures</p> <p><u>DATA</u></p> <p>Graphs: D4.1 I can present data in a graph, selecting the most appropriate layout D4.2 I understand the difference between discrete and continuous data D4.3 I can answer questions relating to graphs, and pose my own questions D4.4 I can use my graph in a document / presentation to share findings with others</p> <p>Spreadsheets: D4.5 I can add text and numbers to spreadsheet cells D4.6 I can add simple formulae: +*/ D4.7 I can change the appearance of cells, e.g. size, borders and colours D4.8 I can copy and paste formulae within a spreadsheet</p> <p><u>COMMUNICATION</u></p> <p>Word processing: C4.1 I can different layouts and effects (such as text box, columns, tables, justification, borders, background colour) to refine and improve my work</p>	<p><u>PROGRAMMING</u></p> <p>Programming: P5.1 I can plan and test my algorithms and programs, detecting and correcting errors as needed P5.2 I can use variables in programs P5.3 I can design and write a program that controls or simulates physical systems and sensors</p> <p><u>DATA</u></p> <p>Databases: D5.1 I can interrogate a database using more complex searches D5.2 I can design and create a database D5.3 I can use information in a database to create a graph in order to answer questions</p> <p>Spreadsheets: D5.4 I can use simple functions, e.g. SUM, AVERAGE, to solve problems D5.5 I can use brackets to organise formulae D5.6 I can change data in a formula to answer 'What if?' questions D5.7 I can change the format of cells appropriately D5.8 I can create a graph using spreadsheet data</p> <p><u>COMMUNICATION</u></p> <p>Word processing: C5.1 I can develop consistency across the document</p> <p>Presentations: C5.2 I can add multimedia elements, e.g. sounds, animation C5.3 I can trigger animations or link to other slides when objects are pressed</p>	<p><u>PROGRAMMING</u></p> <p>Programming: P6.1 I can design and create a game, app and / or model, incorporating variables and different forms of input and output P6.2 I can test, debug and modify a program to improve it</p> <p><u>DATA</u></p> <p>Spreadsheets: D6.1 I can design and create a spreadsheet for a specific purpose, incorporating different features of design and function</p> <p><u>COMMUNICATION</u></p> <p>Word processing: C6.1 I can discuss and evaluate my documents, and make amendments as needed</p> <p>Presentations: C6.2 I can create a consistent design for my presentation, and present to others</p> <p>Online collaboration: C6.3 I know that some websites have age restrictions, and why these might be in place C6.4 I can describe the opportunities computer networks and the internet offer for communication and collaboration C6.5 I know different ways to report concerns about content & contact</p>

C3.3 I can use spell check to aid my writing

Presentations:

C3.4 I can type text and insert images onto pages

C3.5 I can add text effects and move items around to find the best layout

Online collaboration:

C3.6 I can send and reply to online messages, such as email, respectfully
C3.7 I can add and open attachments

C3.8 I know not to open messages and attachments from strangers

DIGITAL LITERACY & RESEARCH

Research:

R3.1 I can type in a URL to find a website

R3.2 I can search online for images and information safely

R3.3 I can talk about the reliability of information on the internet

E-safety:

R3.4 I can present the information I have found and share it with others

R3.5 I know why we need to keep passwords safe and secure

MULTIMEDIA

Creating images:

M3.1 I can use the print screen function to capture an image

M3.2 I can select and use a certain area of an image

Video:

M3.3 I can zoom in and out on subjects appropriately

M3.4 I can download the video files from the video camera

M3.5 I can combine video clips to create a video

M3.6 I can add simple titles and credits

Audio:

M3.7 I can re-record an audio recording to improve clarity

M3.8 I can download and save a recording

Presentations:

C4.2 I can add a background colour to improve my work

C4.3 I can add slide transitions and animation effects

Online collaboration:

C4.4 I know how and why to keep my personal information private

C4.5 I can display myself appropriately online, e.g. avatar, code name

C4.6 I can act appropriately & respectfully online

C4.7 I know how to deal with cyberbullying

DIGITAL LITERACY & RESEARCH

Research:

R4.1 I can use more complex search criteria to narrow down my search

R4.2 I know that not all websites are accurate and can check information using a different site

R4.3 I can make notes from information found on websites to present my findings

R4.4 I know what plagiarism is and when I can use the work of others

MULTIMEDIA

Creating images:

M4.1 I can group, copy and move shapes within a picture

M4.2 I can order shapes / images by sending them to the back / front

Photography:

M4.3 I can crop and / or rotate an image where needed

M4.4 I can adjust the colours on a photo

Animation:

M4.5 I can plan an animation using a storyboard

M4.6 I can shoot frames to combine into an animation

M4.7 I can edit an animation to improve it / make it more realistic

M4.8 I can put sounds over an animation

M4.9 I can add titles and photos into an animation

M4.10 I can plan and create an animation for a given purpose

Online collaboration:

C5.4 I understand that information I put online leaves a trail, or digital footprint

C5.5 I know how and why to create secure passwords for online accounts

C5.6 I know what spam is, and how to deal with it

DIGITAL LITERACY & RESEARCH

Research:

R5.1 I know the information found on some sites will be biased

R5.2 I know that images and text found on websites is subject to copyright

R5.3 I know how to credit the use of websites in my work, and why this should be done

E-safety:

R5.4 I know different ways of reporting concerns about content

MULTIMEDIA

Creating images:

M5.1 I can add and combine shapes to design a 3D model

M5.2 I can add detail to my 3D model

Photography:

M5.3 I can improve a photo with editing tools e.g. blur, filters, add border

Video:

M5.4 I can edit the video; trimming and re-ordering clips

M5.5 I can add a voice-over and / or background music to a video

M5.6 I can add titles and credits to my video

Audio:

M5.7 I can create an audio recording and add it to other software

DIGITAL LITERACY & RESEARCH

Research:

R6.1 I understand how computer networks work, including the internet

R6.2 I understand the difference between the internet and an internet service, e.g. the world wide web, VOIP

R6.3 I can use search engines effectively, and I know how search results are selected and ranked

MULTIMEDIA

Photography:

M6.1 I can take photos for a given purpose and use them in my work

Animation:

M6.2 I can plan and create an animation for a given purpose

M6.3 I can edit an animation to improve it / make it more realistic

M6.4 I can combine an animation with other software

Multimedia overall:

M6.5 I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence

Approach to Computing

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technology, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Computers are now part of everyday life. At Alexandra Junior School, we teach our children 'computational thinking' which enables them to be ready to participate effectively in this digital world.

Through Computing, we teach our children how computers and computer systems work, and how they are designed and programmed. Computing is very much a practical subject where invention is encouraged. The ideas of computing are applied to understanding real-world systems. E-Safety plays a very large part in the Computing curriculum.

Children need to understand general internet safety before moving into the elements of what they use the internet for, therefore E-Safety is the first we will cover each half term, in each year group. We know that our children are more often corresponding with each other through chat and instant messaging with many of them using social software including online gaming.

We ask that teachers spend the first lesson of each half term with a focus on E-Safety in order to show the importance of the topic when using computers or devices which allow access to the internet.

Each year group will focus on elements relevant to their year group's age and needs according to current issues using Project Evolve in order to ensure progression throughout the year groups. Where digital literacy objectives are not covered through the PSHE or Computing curriculum these will be covered using Project Evolve as per the timetable below:

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Self Image and Identity	Self Image and Identity	Online Bullying	Self Image and Identity
Autumn 2	Online Relationships	Online Relationships	Managing Online Information <i>Part 1</i>	Online Relationships
Spring 1	Online Reputations	Online Reputations	Managing Online Information <i>Part 2</i>	Managing Online Information <i>Part 1</i>
Spring 2	Managing Online Information	Online Bullying	Managing Online Information <i>Part 3</i>	Managing Online Information <i>Part 2</i>
Summer 1	Health, well-being and lifestyle	Health, well-being and lifestyle	Health, well-being and lifestyle	Health, well-being and lifestyle
Summer 2	Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
Units covered elsewhere	<p>PSHE - Online bullying</p> <p>Computing - Copyright and ownership</p>	<p>Computing - Copyright and ownership</p> <p>Managing online information</p>	<p>PSHE - Online relationships</p> <p>Computing - Self Image and Identity</p> <p>Online Reputation</p> <p>Copyright and ownership</p>	<p>Computing - Copyright and ownership</p>

Safer Internet Day will focus on online reputations and online bullying will be a focus during anti-bullying week.

We use Teach Computing to support the planning and teaching of computing lessons as this programme has been created with progression of skills in mind. Units have been selected carefully to ensure progression in evident throughout the key stage with children building upon skills learn in previous year groups. Some units do stand alone, but the key computing skills the children will be learning will continue to progress through these units too. See end of document for unit order.

Our school delivers the Computing curriculum through topic areas and discrete lessons. We have a range of equipment to enable us to do this: interactive whiteboards, laptops, kindles and iPads.

- We use Teach Computing to help us to ensure we appropriately cover the national curriculum objectives in our Computing lessons. Teach Computing includes lesson plans, slides, activity sheets and assessments that staff can access in order to meet the requirements of the National Curriculum. It is built around an innovative progression framework where computing content has been organised into interconnected networks we call learning graphs and was created by subject experts, using the latest pedagogical research and teacher feedback.

The computing lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children.

Please see the progression document to see how Computing at Alexandra Junior School builds upon Key Stage 1 Computing learning and prepares the children for future Computing learning in Key Stage 3 and beyond.

We use the 'thinking moves' metacognition symbols in our Computing lessons to develop the children's thinking skills and developing their problem solving abilities.

Literacy in Computing

Speaking and Listening

Children are encouraged to discuss their Computing tasks in order for the teacher to assess whether the children understand the concepts that they are learning. When working in mixed ability pairs, it is this discussion that supports the lower ability child and develops their digital literacy.

Reading

Through the use Accelerated Reader, to complete comprehension quizzes and pass up through book levels, the children are engaging more with reading. Selected children use Lexia, an online early reading tool to support the development of early reading.

Children are given the opportunity to use research skills through the use of online texts, sometimes given and sometimes found through the use of search engines. Children are taught to be digitally literate, understanding how to extract important information from the texts or websites and deciding if what they are reading can be trusted or not.

Writing

The children will use their writing skills in a variety of ways in the Computing curriculum: through note taking in research sessions, writing programs in coding sessions and creating presentations to show off their understanding of a concept.

Vocabulary

In Computing, there are so many technical words for the children to get used to hearing and using in order to understand the concepts that they are learning about. Teachers ensure that the children know and use the key vocabulary for the area of computing that they are learning about in order to build upon it as the children progress throughout their school career.

Adaptive Teaching/SEND

Scaffolding in Computing is through adaptation of tasks rather than providing the children with completely separate tasks to complete. All children are expected to achieve the objectives with the appropriate level of adaptation and support.

Teachers will sometimes decide, that in order to best support a child who requires further support, mixed ability pairs or groupings will be used with the activity packs to give the children peer support and allow for discussion between the children.

Moral/Social and Cultural Development

At Alexandra Junior, we use computing to support our children's spiritual development by helping them to develop deep thinking and question the way in which the computing world works. Moral development is supported through discussion about computing understanding and challenging assumptions, supporting children to question information and data that they are presented with. Self-esteem and building self-confidence is integral to social development and we use growth mind-set, metacognition and our differentiation model to support this. Collaborative learning is encouraged at Alexandra Junior in the form of listening and learning from each other and paired discussion and working with partners.

Assessment

Listening to the children is an important way of assessing what they really understand and may identify misconceptions to aid future planning.

This form of assessment can take place:

- i) Between teacher and child in private conversation
- ii) Between children in a group
- iii) Between teacher and class
- iv) Completion of the assessment activity from Teach Computing website

Assessment in computing comes is evident throughout the learning sequence and 'I can' statements have been designed for each objective that will be evident in the floor book for each lesson. Where a child has achieved the objective green will be used to indicate this. If a child has not achieved the objective, then the space will be left blank.

If a child is focusing on computer skills rather than the objectives that the rest of the class are using their assessment will be on the progression skill tracker (**see *computing skills assessment document***). These progression skill trackers, which focus on key computing skills such as mouse control and opening and saving documents) are set out in year groups and will move up with the children as they move year groups to enable each teacher to set the appropriate level of challenge for each child.

Visitors/Trips/Whole school

We were lucky to have set up in our school hall, Gaming throughout the Years was an opportunity for the children to be able to use different gaming consoles that they may not otherwise be able to use and gave them some understanding of how gaming has developed throughout time. It also gave them the opportunity to try out 'future' gaming including the use of virtual reality.

We have had the opportunity to use virtual reality (VR) goggles to 'go' on trips to various places linked to our Geography and History units. The children were able to step back in time or find themselves at the edge of a volcano. Something we could never do without the help of technology.

The order in which the Computing units should be delivered is as shown on the next page.

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (3.4)	Desktop publishing (3.5)	Events and actions in programs (3.6)
Year 4	The internet (4.1)	Audio editing (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
Year 5	Sharing information (5.1)	Video editing (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Vector drawing (5.5)	Selection in quizzes (5.6)
Year 6	Internet communication (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing (6.6)

Key Vocabulary	Computing systems and networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
Year 3	input, output, process, device, digital, network, wi-fi, wireless access point, systems	storyboard, flip book, sequence, frames, onion skinning, animation, media, stop-frame, setting, character event,	sprite, backdrop, object, attribute, commands, blocks, sequence, algorithm, design, debug	attributes, database, order, branching database	templates, orientation, placeholders, text, images, publishing, edit, font, communication, content	directions, blocks, designing, code, coding, debug, event, action, decomposing
Year 4	network, World Wide Web, routers, network device, website, webpage, media, misleading, web searches, accurate	audio, microphone (input), speaker (output), record, ownership, copyright, background, soundwave, align, podcast	planning, modifying, testing, command, programming, algorithm, debug, repeat, count-controlled loops, procedure	data, sensor, monitor, data logger, data points, regular intervals, capture	digital images, editing, crop, filters, scenarios, effects, cloning, retouched	infinite loops, repetition, block-based, snippet, modify, animate, algorithm
Year 5	systems, input, process, output, components, tasks, refine, search engine, web search, index, rank	visual media, capture, edit, manipulate, camera angle, storyboard, content, reshooting, store, retrieve	microcontroller, connect, LED, flow, repetition, conditions, circuit, infinite loop, count-controlled loop, sequence	organise, order, sort, group, flat-file, graph, records, values, combine, field, criteria	vector, object, resizing, rotating, duplicate, layer, group, ungroup	selection, conditions, modify, outcomes, branching, algorithm, if, then, else, design format
Year 6	data, agreed protocols, communication, collaboration, data packet, addresses,	website, copyright, copyright-free, aesthetics, navigation path, HTML code, hyperlinks	variables, simulation, placeholder, program, algorithm, code	data set, spreadsheet, column, row, formatting, formulas, cells, duplicate	3D modelling, three dimensions, perspectives, life/lower, rotate, duplicate, group, size, combine	sequence, repetition, selection, variables, transfer, conditions, operand, modify, algorithm

