





Whitminster Endowed C of E Primary School

Computing

Written by: L Hinkley
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Our Ethos:
'Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.'



This policy sets out Whitminster School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the analytical team in consultation with the SENCO and teachers. This policy is based on government recommended/statutory programmes of study.

Aims

Whitminster School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instill critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: On-line Safety

Online safety has a high profile at Whitminster School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy (part of our safeguarding policies) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility and strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Assessment

- Pupil attainment is assessed using Sonar class markbook
- Teachers keep accurate records of pupil attainment
- Tracking of attainment is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash.

Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.

- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Lead.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Lead.
- Audits of school resources are conducted by the Computing lead and IT technician which informs the following school budget
- The Computing Lead keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Lead.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior Leads before the budget setting period

Inclusion

At Whitminster School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEND. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Lead. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.

Evaluation and Feedback will be achieved through:

- Dedicated Computing Lead and Assessment Lead time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Lead in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have:

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Lead's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's development plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Lead, a long-term vision for Computing which includes forecasted expenditure and resources.
- Ensuring any government legislation is being met.

Computing Lead

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Lead and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff

- Maintains the school website content.
- Posts approved requests to the school's social media accounts.
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

Health and Safety

Whitminster School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

Appendix – Curriculum overview (from Long Term Plan 2023-24)

SPRING 2023	EYFS	KS1	LKS2	UKS2
Computing including eSAFETY	<p>He/she knows that information can be retrieved from computers.</p> <p>He/she shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>He/she shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>He/she knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>Children can use IT to create their own art based upon a particular style.</p> <p><i>Unit 2.6 Creating Pictures (Weeks – 5)</i></p> <p><i>Programs – 2PaintAPicture</i></p> <p>Children can navigate around a spreadsheet.</p> <p>Children can explain what rows and columns are.</p> <p>Children can save and open sheets.</p> <p>Children can enter data into cells.</p> <p>Children can open the Image toolbox and find and add clipart.</p> <p>Children can use the ‘move cell’ tool so that images can be dragged around the spreadsheet.</p> <p>Children can use the ‘lock’ tool to prevent changes to cells</p> <p>Children can give images a value that the spreadsheet can use to count them.</p> <p>Children can add the count tool to count items.</p> <p>Children can add the speak tool so that the items are counted out loud.</p> <p>Children can use a spreadsheet to help work out a fair way to share items.</p> <p><i>Unit 1.8 Spreadsheets (Weeks – 3)</i></p> <p><i>Programs – 2Calculate</i></p>	<p>Children understand what is meant by – top row, home row, bottom row and space bar</p> <p>Children can use two hands to type the letters on the keyboard.</p> <p>Children can type full words using the correct fingering.</p> <p>Children can type a series of words with speed and accuracy.</p> <p><i>Unit 3.4 Touch Typing (Weeks – 4)</i></p> <p><i>Programs – 2Type</i></p> <p>Children can list a range of different ways to communicate.</p> <p>Children can open an email and respond to it.</p> <p>Children have sent emails to other children in the class.</p> <p>Children have written rules about how to stay safe using email.</p> <p>Children can attach work to an email.</p> <p>Children know what CC means and how to use it.</p> <p>Children can read and respond to a series of email communications.</p> <p>Children can attach files appropriately and use email communication to explore ideas</p> <p><i>Unit 3.5 Email (including email safety) (Weeks – 6)</i></p> <p><i>Programs – 2Email, 2Connect, 2DIY</i></p>	<p>Children can use these calculations to solve a real-life problem</p> <p>Children can create simple formulae that use different variables.</p> <p>Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.</p> <p><i>Unit 5.3 Spreadsheets (Weeks – 5)</i></p> <p><i>Programs – 2Calculate</i></p> <p>Children understand the different ways to search a database.</p> <p>Children can search a database in order to answer questions correctly.</p> <p>an avatar for a class database.</p> <p>Children can create their own database on a chosen topic.</p> <p>Children can add records to their database.</p> <p>Children know what a database field is and can correctly add field information.</p> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p> <p><i>Unit 5.4 Databases (Weeks – 4)</i></p> <p><i>Programs – 2Question, 2Investigate</i></p>
SUMMER 2023	EYFS	KS1	LKS2	UKS2
COMPUTING including	He/she completes a simple program on a computer.	Children can explain what coding means.	Children can choose a suitable topic for a branching database.	Children can review and analyse a computer game.

<p>eSAFETY</p>	<p>He/she uses ICT hardware to interact with age-appropriate computer software. He/she recognises that a range of technology is used in places such as homes and schools. He/she selects and uses technology for particular purposes.</p>	<p>Children know that for the computer to make something happen, it needs to follow clear instructions. Children can explain what a block of code is. Children can read through combined blocks of code. Children can design and write a simple program. Children can write a program that controls how a character will move. <i>Unit 1.7 Coding (Weeks – 6)</i> <i>Programs – 2Code</i> Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions. Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use. Children can include a button in their programs. Children can explain what debug (debugging) means. Children have a clear idea of how to use a design document to start debugging a program. Children can debug simple programs. Children can explain why it is important to save their work after each functioning iteration of the program they are making. Children can plan and use algorithms in programs successfully to achieve a result. Children can plan and use algorithms in programs successfully to achieve the desired a result.</p>	<p>Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own branching database. <i>Unit 3.6 Branching Databases (Weeks – 4)</i> <i>Programs – 2Question</i></p> <p>Children can give some examples of simulations used for fun and for work. Children can give suggestions of advantages and problems of simulations. Children know that a computer simulation can represent real and imaginary situations Children can use a simulation to try out different options and to test predictions. Children can begin to evaluate simulations by comparing them with real situations and considering their usefulness. Children can recognise patterns within simulations and make and test predictions. Children can identify the relationships and rules on which the simulations are based and test their predictions. Children can evaluate a simulation to determine its usefulness for purpose. <i>Unit 3.7 Simulations (Weeks – 3)</i> <i>Programs – 2Simulate, 2Publish</i></p> <p>Children can produce and share graphs made on the computer. <i>Unit 3.8 Graphing (Weeks – 3)</i> <i>Programs – 2Graph</i></p>	<p>Children can describe some of the elements that make a successful game. Children can begin the process of designing their own game. Children can design the setting for their game so that it fits with the selected theme. •Children can upload images or use the drawing tools to create the walls, floor and roof. Children can design characters for their game. Children can decide upon, and change, the animations and sounds that the characters make. •Children can make their game more unique by selecting the appropriate options to maximise the playability. <i>Unit 5.5 Game Creator (Weeks – 5)</i> <i>Programs – 2DIY 3D</i> <i>Unit 5.6 3D Modelling (Weeks – 4)</i> <i>Programs – 2Design and Make</i></p> <p>Children can make connections between thoughts and ideas. Children can see the importance of recording concept maps visually. Children understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections’. Children can create a basic concept map. <i>Unit 5.7 Concept Maps (Weeks – 4)</i> <i>Programs – 2Connect</i></p>
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		Children can code a program using a variety of objects, actions, events and outputs successfully. <i>Unit 2.1 Coding (Weeks – 5) Programs – 2Code</i>		
AUTUMN 2023	EYFS	KS1	LKS2	UKS2
COMPUTING eSAFETY	He/she knows that information can be retrieved from computers. He/she shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. He/she shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. He/she knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Children can add their name to a picture they created on the computer. Children are beginning to develop an understanding of ownership of work online. Children can save work into the My Work folder and understand that this is a private saving space just for their work. Children have become familiar with some of the key icons: Save, Print, Open and New. <i>Unit 1.1 Online Safety & Exploring Purple Mash (Weeks – 4) Programs – Various</i> Children know how to use the direction keys to move forwards, backwards, left and right. Children know how to add a unit of measurement to the direction Children know how to undo their last move. Children know how to move their character back to the starting point Children can use diagonal direction keys to move the characters in the right direction. Children know how to create a simple algorithm. Children know how to debug their algorithm. Children can use the additional direction keys to create a new algorithm. <i>Unit 1.5 Maze Explorers (Weeks – 3)</i>	Children can explain what Object, Action, Output, Control and Event are in computer programming. Children can explain which commands they included in their program and what they achieve. Children can make use of the X and Y properties of objects in their coding. Children can create an if statement in their program. Children can use a timer and if statement to introduce selection in their program. Children can explain what a variable is in programming. Children can explain why variables need to be named. Children can create a variable in a program. Children can set/change the variable values appropriately to create a timer. Children can show how their character repeats an action and explain how they caused it to do so. Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code. Children can explain how they made objects repeat actions. Children can create an 'if/else' statement. Children understand what a variable is in programming. Children can set/change the variable values appropriately.	Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Children can follow through plans to create the program. Children can debug when things do not run as expected. Children can explain what functions are and how they can be created and labelled Children can explain how to move code from one tab to another. Children can explain how they organised code in a program into functions to make it easier to read Children can explain what a variable is in programming. Children can set/change the variable values appropriately. Children know some ways that text variables can be used in coding. <i>Unit 6.1 Coding (Number of Weeks – 6) Main Programs – 2Code Designing and writing a more complex program – Year 6 Lessons 1 and 2 Introducing text variables – Year 5 Lesson 3 Introducing Functions – Year 6 Lesson 3 Flowcharts and control simulations – Year 6, Lesson 5 Text Adventure – Year 6 Lesson 6</i> Children have used the example game and further research to

		<p><i>Programs – 2Go</i> Children understand what is meant by a binary tree. Children have designed a binary tree to sort pictures Children understand that questions are limited to 'yes' and 'no' in a binary tree. Children understand what is meant by a database. Children have used a database to answer simple and more complex search questions <i>Unit 2.4 Questioning (Weeks – 5)</i> <i>Programs – 2Question, 2Investigate</i></p> <p>Children are beginning to understand how things can be shared electronically for others to see on the Internet. Children can open and send an email Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad. Children can explain what a digital footprint is. Children can give examples of things that they wouldn't want to be in their digital footprint. <i>Unit 2.2 Online Safety (Weeks – 3)</i> <i>Programs – Various</i></p>	<p>Children can show how a character repeats an action and explain how they caused it to do so. Children can make a character respond to user keyboard input. <i>Coding Number of (Weeks – 6)</i> <i>Main Programs – 2Code</i> <i>Review previous coding, Y4, lesson 1</i> <i>Introducing 'if' statements – Year 3, Lesson 3 'if/else' statements – Year 4, Lesson 2</i> <i>Repetition – Year 3, Lesson 5</i> <i>Repeat until - Year 4, Lesson 3</i> <i>Variables – Year 3, Lesson 4</i></p> <p>Children have created some online safety materials. Children have helped to plan a presentation on online safety. Children have investigated ways to share this information online. <i>Unit 4.2 Online safety (Weeks – 4)</i> <i>Programs – Various</i></p>	<p>refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams. Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software. Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views. <i>Unit 6.2 Online safety (Weeks – 3)</i> <i>Programs - Various</i></p> <p>Children can use a spreadsheet to model a real-life situation and come up with solutions. Children can make practical use of a spreadsheet to help plan actions. Children can use a spreadsheet to</p>
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				model a real-life situation and come up with solutions that can be applied to real life. <i>Unit 6.3 Spreadsheets (Weeks – 5)</i> <i>Programs – 2Calculate</i>
SPRING 2024	EYFS	KS1	LKS2	UKS2
COMPUTING including eSAFETY	He/she completes a simple program on a computer. He/she uses ICT hardware to interact with age-appropriate computer software.	Children know the difference between a traditional book and an e-book. Children can use the different drawing tools to create a picture on the page. Children can add text to a page and change the colour, font and size of the text. Children can save their work. Children can open work that they saved in their last lesson. Children can add an animation to their picture. Children can play the pages they have created. Children can save their changes and overwrite the file. Children can add a sound to the page. Children can add their own voice recording to the page. Children can create their own music and add it to their page. Children can add a background to the page. Children can copy and paste a page in the book. Children can enhance the features of their story book by adding additional pages and animations. <i>Unit 1.6 Animated Story Books (Weeks – 5)</i> <i>Programs – 2Create A Story</i> Children have used the different sounds within 2Sequence to create a tune.	Children can use a number formatting tools to appropriately format numbers. Children can add a formula to a cell to automatically make a calculation in that cell. Children can combine tools to make fun ways to explore number. Children can use a series of data in a spreadsheet to create a line graph. Children can make practical use of a spreadsheet to help them plan actions. Children can allocate values to images and use these to explore place value. Children can use a spreadsheet to check their understanding of a mathematical concept. <i>Unit 4.3 Spreadsheets (Weeks – 6)</i> <i>Programs – 2Calculate</i> Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text. Children have used text formatting to make a piece of writing fit for its audience and purpose Children have assessed their texts using criteria to judge their suitability for the intended audience. <i>Unit 4.4 Writing for different audiences (Weeks – 5)</i> <i>Programs – 2Email, 2Connect, 2DIY</i>	Children understand how a blog can be used as an informative text. Children understand the key features of a blog. Children can work collaboratively to plan a blog. Children can create a blog with a specific purpose. Children understand that the way in which information is presented has an impact upon the audience. Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement. Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Children can comment on and respond to other blogs. Children can assess the effectiveness and impact of a blog. <i>Unit 6.4 Blogging (Weeks – 5)</i> <i>Programs – 2Blog</i> Children can describe what a text adventure is. Children can map out a story-based text adventure.

		<p>Children have explored how to speed up and slow down tunes.</p> <p>Children understand what happens to the tune when sounds are moved.</p> <p>Children have added sounds to a tune they've already created to change it.</p> <p>Children have considered how music can be used to express feelings.</p> <p>Children can change the volume of the background sounds.</p> <p>Children have created two tunes which depict two feelings.</p> <p>Children have uploaded and used their own sound chosen from a bank of sounds.</p> <p>Children have created, uploaded and used their own recorded sound.</p> <p>Children have created their own tune using some of the chosen sounds</p> <p><i>Unit 2.7 Making Music (Weeks – 3)</i></p> <p><i>Programs – 2Sequence</i></p>		<p>Children can split their adventure-game design into appropriate sections to facilitate coding it.</p> <p>Children can code, test and debug the sections.</p> <p>Children can map out an existing text adventure.</p> <p>Children can contrast a map-based game with a sequential story-based game.</p> <p>Children can create their own text-based adventure based upon a map.</p> <p>Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</p> <p>Children make logical attempts to debug their code when it does not work correctly.</p> <p><i>Unit 6.5 Text Adventures (Weeks – 5)</i></p> <p><i>Programs – 2Code, 2Connect</i></p>
SUMMER 2024	EYFS	KS1	LKS2	UKS2
COMPUTING eSAFETY	He/she selects and uses technology for particular purposes.	<p>Children can explain what rows and columns are in a spreadsheet.</p> <p>Children can open, save and edit a spreadsheet.</p> <p>Children can use copying a pasting to help make spreadsheets.</p> <p>Children can use tools in a spreadsheet to automatically total rows and columns.</p> <p>Children can use images in a spreadsheet.</p> <p>Children can create a table of data on a spreadsheet.</p> <p><i>Unit 2.3 Spreadsheets (Weeks – 4)</i></p> <p><i>Programs – 2Calculate</i></p> <p>Children can contribute to a class pictogram.</p>	<p>Children know what the Onion Skin tool does in animation.</p> <p>Children can use the Onion Skin tool to create an animated image.</p> <p>Children can use backgrounds and sounds to make more complex and imaginative animations</p> <p>Children know what 'stop motion' animation is and how it is created.</p> <p>Children have used ideas from existing 'stop motion' films to recreate their own animation.</p> <p>Children have shared their animations and commented on each other's work</p> <p><i>Unit 4.6 Animation (Weeks – 3)</i></p> <p><i>Programs – 2Animate</i></p> <p>Children can structure search queries</p>	<p>Children know the difference between the World Wide Web and the internet.</p> <p>Children know about their school network.</p> <p>Children have researched and found out about Tim Berners-Lee.</p> <p>Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.</p> <p>Children know the difference between the World Wide Web and the internet</p> <p><i>Unit 6.6 Networks (Weeks – 3)</i></p> <p>Children have created a picture-</p>

		<p>Children can discuss what the pictogram shows. <i>Unit 1.3 Pictograms (Weeks – 3)</i> <i>Programs – 2Count</i></p> <p>Children know that digital content can be represented in many forms. Children know that data can be structured in tables to make it useful. Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages. <i>Unit 2.8 Presenting Ideas (Weeks – 4)</i> <i>Programs – Various</i></p>	<p>to locate specific information. Children have used search to answer a series of questions. Children have written search questions for a friend to solve Children can analyse the contents of a web page for clues about the credibility of the information. <i>Unit 4.7 Effective Search (Weeks – 3)</i> <i>Programs – Browser</i></p> <p>Children can name the different parts of a desktop computer. Children know what the function of the different parts of a computer is <i>Unit 4.8 Hardware Investigators (Weeks – 2)</i></p>	<p>based quiz. Children have considered the audience’s ability level and interests when setting the quiz. Children have shared their quiz and responded to feedback. Children understand the different question types Children have ideas about what sort of questions are best suited to the different question types. Children have considered the audience’s ability level and interests when setting the quiz. Children have shared their quiz with peers. Children have given and responded to feedback. As a class, children have collaborated on a quiz. Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area. <i>Unit 6.7 Quizzing (Weeks – 6)</i> <i>Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</i></p>
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