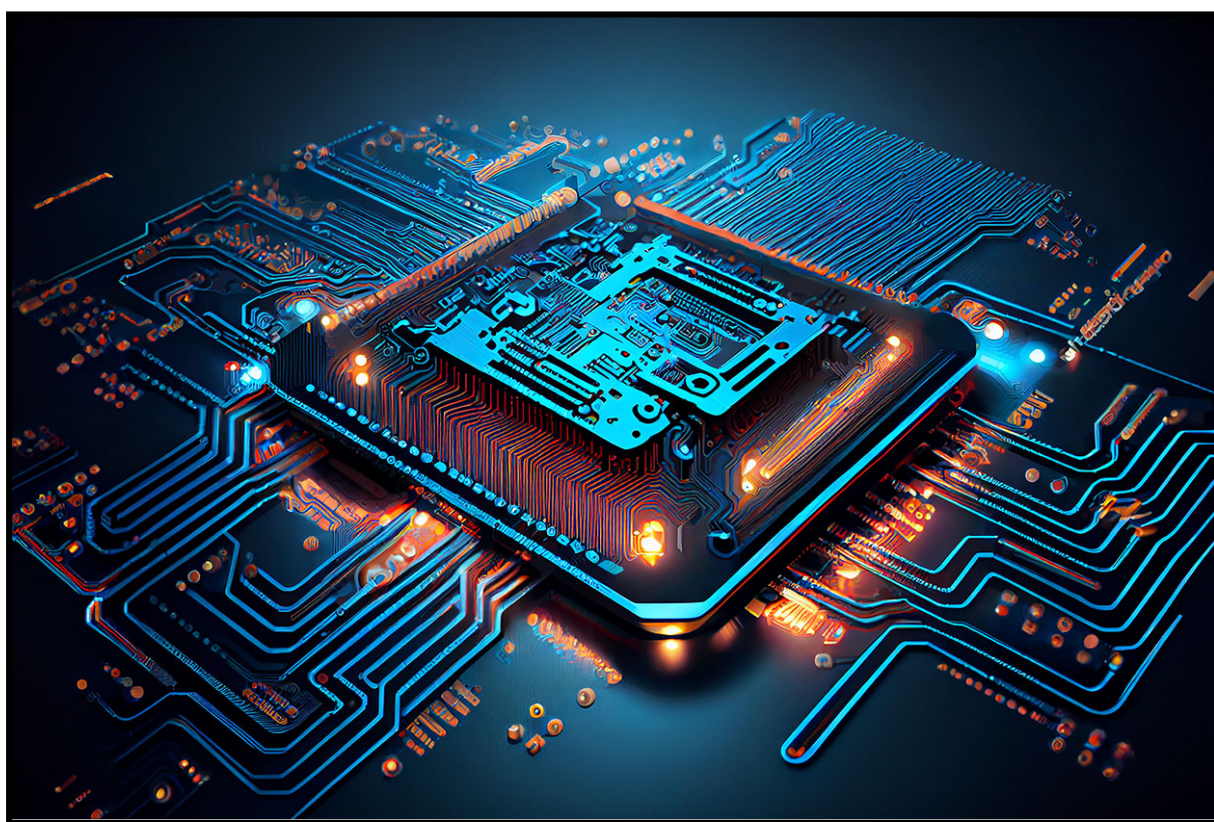




Computing

Curriculum Handbook



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Computing Curriculum Statement

Intent	At Tower Hill Community Primary School we aim 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 technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology
Implementation	All classes teach at least one high-quality, standalone computing lesson per week with at least one detailed unit of lessons to be delivered during each half term throughout the course of the year. In addition, computing lessons are timetabled as joint lessons with other subjects to maximise teaching time. Computing is an almost universally popular lesson with the children, so the aim is to harness the students enthusiasm (and knowledge that they might bring from their own experience). In addition, computing lessons use a variety of techniques to further nurture and encourage the children's engagement: online learning games, creative or artistic digital tasks, and open-ended projects (like 3D game design on Purple Mash) where the children enjoy significant autonomy.

Impact	We aim to foster a creative, innovative attitude to computing, with a focus on invention and problem-solving. Children will grow in confidence, building on their technical skills year-on-year, and taking on increasingly challenging and stimulating projects. They will progressively develop a deep understanding of how information is stored and retrieved from computers, be able to create and debug increasingly complex programs that serve a purpose, using precise and unambiguous logical language (algorithms). They will use technology to interact with a range of age-appropriate software, including regular opportunities for communication and collaboration via the school's Google ecosystem (Google Classroom & Google Drive), and other high-quality platforms like Purple Mash. The children will also develop a strong understanding of how to use technology safely and respectfully, knowing what to be wary of and how to report concerns.
Coverage	In order to ensure thorough coverage, we use the Purple Mash scheme of work, which breaks down the NC objectives into discrete, achievable projects for each year. Progression between years is clear and unambiguous, and the list of learning objectives uses up-to-date terminology. Year-specific key vocabulary is introduced and resurfaced regularly in computing lessons, and resources are deployed wherever appropriate to support all learners. Finally, regular screen breaks are encouraged in computing lessons to focus on and recap key learning.
Inclusion and SEND	We aim to identify, understand and overcome barriers to participation and belonging. We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background. Also in the back of our minds is the gender disparity in computing (and other STEM industries), and so special attention is paid to encouraging and enabling girls to have high aspirations in computing.
Assessment	Pupils' experiences and achievements in computing are recorded in a variety of ways on the Purple Mash platform. This will be both throughout, and at the end of, each phase.

Safety	All activities will take place with due regard to the health and safety of all participants. Risk Assessments are maintained and appropriate equipment is regularly checked. Pupils are taught explicitly and regularly about online safety (staying safe, using social media, protecting privacy, etc) and online awareness (maintaining a healthy degree of scepticism about information found online).
Review	This statement will be reviewed regularly by the subject leader.

Computing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting	Unit 1.3 Pictograms Unit 1.8 Spreadsheets	Unit 1.4 Lego Builders Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.9 Technology outside school
2	Unit 2.1 Coding	Unit 2.2 Online Safety Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.5 Effective Searching	Unit 2.6 Creating Pictures	Unit 2.7 Making Music Unit 2.8 Presenting Ideas
3	Unit 3.1 Coding	Unit 3.2 Online safety Unit 6.9 Spreadsheets (Lesson 1 & 2)	Unit 3.4 Touch Typing Unit 3.5 Email (inc. email safety)	Unit 3.6 Branching Databases	Unit 3.7 Simulations Unit 3.8 Graphing	Unit 3.9 Presenting
4	Unit 4.1 Coding	Unit 4.2 Online Safety Unit 6.9 Spreadsheets (Lesson 3 & 4)	Unit 4.4 Writing for Different Audiences	Unit 4.5 Logo	Unit 4.6 Animation Unit 4.7 Effective Searching Unit	4.8 Hardware Investigators Unit 4.9 Making Music Unit 4.10 Introducing AI
5	Unit 5.1 Coding	Unit 5.2 Online Safety Unit 6.9 Spreadsheets (Lesson 5 & 6)	Unit 5.4 Databases Unit 5.5 Game Creator	Unit 5.6 Modelling Unit 5.7 Concept Maps	Unit 5.8 Word Processing	Unit 5.9 External Devices

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Unit 6.1 Coding	Unit 6.2 Online Safety Unit 6.9 Spreadsheets (Lesson 7 & 8)	Unit 6.4 Blogging Unit 6.5 Text Adventures	Unit 6.6 Networks Unit 6.7 Quizzing	Unit 6.8 Understanding Binary	Unit 6.9 Spreadsheets

Computing Progression of Skills

Year 1

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	<i>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand</i>	<i>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</i>	<i>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</i>	<i>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash <u>2Quiz</u> example (sorting shapes), <u>2Code</u> design mode (manipulating backgrounds) or using pictogram software such as <u>2Count</u>.</i>	<i>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</i>	<i>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</i>

Year 2

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence . Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template . Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations , interactive code and programs .	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

Year 3

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug 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.	Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</i>	<i>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</i>	<i>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i>	<i>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</i>	<i>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</i>

Year 4

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug 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.	Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</i>	<i>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</i>	<i>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</i>	<i>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</i>	<i>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</i>

Year 5

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug 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.	Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</i>	<i>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</i>	<i>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</i>	<i>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</i>	<i>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</i>	<i>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</i>	<i>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</i>

Year 6

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug 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.	Use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem .	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions .	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole .	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school .	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Knowledge Organisers

	Learning Mats	Knowledge Organisers
Y1	Learning Mats Y1.pdf	Year 1 - All units - Knowledge Organisers.pdf
Y2	Learning Mats Year 2.pdf	Year 2 Knowledge Organisers All Units 02 2023 f.pdf
Y3	Learning Mats Y3.pdf	Year 3 - Knowledge Organiser - All Units 24.05.24.pdf
Y4	Learning Mats Y4.pdf	Year 4 - Knowledge Organisers - All Units 24.5.24.pdf
Y5	Learning Mats Y5.pdf	Year 5 - Knowledge Organiser - All Units.pdf
Y6	Learning Mats Y6.pdf	Year 6 - Knowledge Organiser - All Units.pdf