Beaconhill Community Primary School

Computing at Beaconhill - Based on the Purple Mash scheme of work

Curriculum Intent

At Beaconhill Primary School, we believe a high-quality computing education equips all children, including disadvantaged children and children with SEND, with the skills and knowledge in computational thinking and creativity to help them to understand the world that they live in and be able to be ambitious, successful young people. Computing is a significant part of everyone's lives and we believe that children should be at the forefront of new technology to complement and enhance their learning and experiences in a broad and balanced way.

We recognise that pupils are entitled to quality software and hardware and a structured and progressive approach to the learning of the skills needed, to enable them to use it effectively. We also recognise the importance of responding to new developments in technology and aim to equip pupils with the confidence and capability to use a range of different devices to enhance their experiences. We strive to provide a relevant, progressive and enjoyable curriculum for all pupils, as well as using it for a tool to enhance learning throughout the wider curriculum.

Computing as a stand-alone subject has a number of key components, each of which we aim to teach and fully instill the value of amongst our pupils. These are:

- **Computer Science** – Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- **Information Technology** – Pupils are equipped to purposefully create programs, systems and a range of content in order to develop products and solutions. They will be able to collect, analyse, evaluate and present data and information.
- **Digital Literacy** – Pupils are taught to use, access and express oneself through digital technology, including a critical understanding of technology's impact on the individual and society, at a level suitable for the future and as active participants in a digital world.

We also firmly believe the importance of delivering a high-quality E-Safety curriculum, alongside the core values of these three stands. E-safety is embedded throughout the computing curriculum and supports and consolidates the strong presence of E-safety within our PSHE curriculum. As technology develops, so does the need for a better understanding of how to use it in a responsible manner. The education of E-saftey is therefore essential, to ensure children are equipped with the skills to recognise risks online, to be critically aware of the materials and content they access online, along with guidance on how to accurately validate information accessed via the internet. We are also very aware of the need to inform parents so that they are able to make informed decisions when using technology with their children.

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Curriculum Overview - Digital Literacy, Information Technology, Computer Science

	Autumn One -	Autumn Two -	Spring One -	Spring Two -	Summer One	Summer Two -
Year One	Online Safety* Technology outside of school Typing Skills* Logging onto a computer and using Purple Mash		Lego Builders Maze Explorers	Animated Story Books	Coding	
Year Two	Online safety*	Coding	Spreadsheets	Questioning	Effective searching	Creating Pictures
Year Three	Coding	Online Safety*	Touch Typing	Email (inc. safety)	Spreadsheets	Simulations Graphing
Year Four	Coding	Online Safety*	Writing for different audiences	Logo	Animation (2animate and iMovie)	Effective Searching Hardware Investigation
Year Five	Coding	Online Safety*	Google slides- Pirates*	Game Creator	3D Modelling	Word Processing- Google Docs
		Spreadsheets				
Year Six	Coding	Online Safety*	Spreadsheets- Google Sheets	Blogging	Networks Using Binary	

*not Purple Mash

Online safety units are covered through the Twinkl scheme of work.

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Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	• 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.		• 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			
	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program. Children can work out what is wrong with a simple algorithm when the steps are out of order, and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. 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 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. 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.	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. 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. Children understand how variables can be used to store information while a program is executing. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps	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. 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. Children's designs for their programs show	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. 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. When children code, they are beginning to think about their code structure in terms of	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

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			and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. 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. They can describe appropriate email conventions when communicating in this way.	that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. 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.	the ability to debug and interpret the code later. 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.	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 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.
Information Technology	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		• 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			
	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.	Children demonstrate an ability to organise data and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data. 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 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. Children can collect, analyse, evaluate and present data and information using a selection of software. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. 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.	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. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. 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. They are able to create a	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.

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					presentation for an audience using Google Slides linked to their work in History. They are able to use key features within Google Slides to create impact.	They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.
Digital Literacy	• 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.		• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
	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. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.	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. 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. They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.	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. They know more than one way to report unacceptable content and contact.	Children can explore key concepts relating to online safety using concept mapping. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	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.	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. They recognise the value in preserving their privacy when online for their own and other people's safety.