Prestolee Multi Academy Trust

Computing

Curriculum Design Document

Springside Rules
Safe
Respectful
Ready

Springside Primary School

Where every child matters and is prepared for a future of possibilities

SPRINGSIDE PRIMARY SCHOOL
GROWING TOGETHER

RESPECT

RESPONSIBILITY

RELATIONSHIPS

RESILIENCE

RESOURCEFULNESS

Curriculum Design Document

School Context

- School- Context of our school including data and pupil profile
- Brief Context- One-page Context drawn from Context slides
- Curriculum Drivers- 5 key Drivers drawn from the previous slides (Confident Communicators, Life-Long Learners, Global Citizens, Real-Life Specialists, Inquisitive Thinkers)
- Keeping Children Safe in Education- specific details for this subject

Curriculum

- Intent- Core intent of the subject (drawn from previous SoW)
- Induction Guide- key information for staff
- Steps to Success/Model lesson- Demonstrating what an average lesson in this subject would look like
- Vocab and Concepts- detailing long-term plans, key vocabulary and concepts taught at each stage
- Flashback 4- Highlighting key recall and retention questions for each stage
- End Points- Detailing what pupils need to achieve to be end stage ready at key points

Area Context

- Bury- Historical and Geographical information about Bury
- Walmersley- Context, Statistical, Historical and Geographical information about Walmersley

Number on Roll – Oct 24
246 pupils

SEN summary- Oct 24
14.3% All SEN
3.7% EHCP
10.6% SEN Support

Free School Meals summary Oct 24
25.6%

Looked After Children Summary Oct 24
1.2%

	2021	2022	2023
School % stability	N/A 83	N/A 83	Close to average 81
Pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Below average	Below average	Below average

Ethnicities

Ethnicity	School %	National %
White - British	80	63
Asian or Asian British - Pakistani	7	4

	% Pupils
White - British	77.2%
Pakistani	8.9%
Any Other Asian Background	2.8%
Any Other Mixed Background	2.4%
White and Asian	2.4%
White and Black Caribbean	1.6%
Any Other White Background	1.2%
Any Other Black Background	0.8%
Black - African	0.8%
Bangladeshi	0.4%
Chinese	0.4%
White and Black African	0.4%

2023-24 OFSTED Inspection Dashboard

	2021		2022		2023	
School number on roll	Close to average	246	Close to average	245	Close to average	241
School % FSM	Above average	26	Above average	27	Close to average	25
School % SEND support	Close to average	13	Close to average	13	Below average	12
School % EHC plan	Above average	2	Close to average	2	Above average	2.9
School % EAL	Above average	11	Close to average	9	Close to average	11

EHC plan (7)

SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	1	0	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	1	1	3
Speech, Language and Communication Needs	1	0	0	0	0	0	0	1
Physical Disability	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	1	0	0	0	0	1
Year group totals	**2**	**0**	**1**	**0**	**1**	**1**	**2**	**7**

SEND support (27)

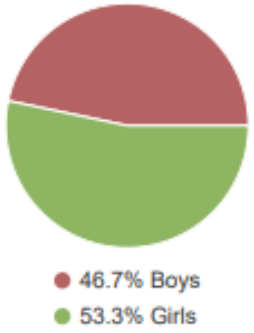
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	2	3
Social, Emotional and Mental Health	0	0	0	1	1	2	0	4
Speech, Language and Communication Needs	0	2	5	0	3	1	4	15
Hearing Impairment	0	0	0	1	0	0	0	1
Visual Impairment	1	0	0	1	0	0	0	2
Autistic Spectrum Disorder	0	0	0	0	2	0	0	2
Year group totals	**1**	**2**	**5**	**3**	**6**	**4**	**6**	**27**

School Demographics

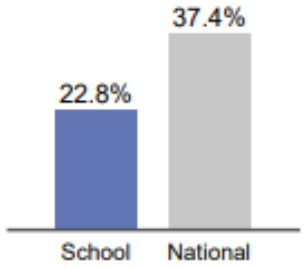
Demographics of Springside Primary School

2024-2025: 246 Pupils

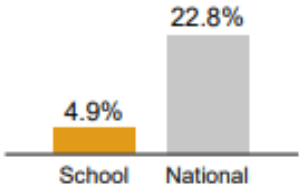
Gender



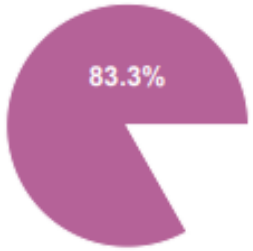
Minority Ethnic Background



EAL

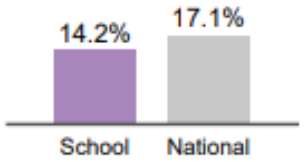


Homegrown Pupils



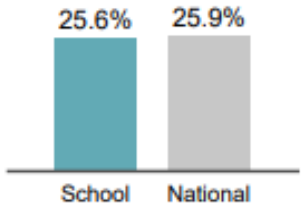
Only includes pupils in Reception and above.

Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	26	10.6%	14.1%
EHC Plan	9	3.7%	3.0%

Ever 6 FSM



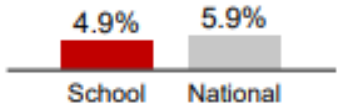
Only includes pupils in Reception and above.

Information for consideration in our curriculum

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- Above average free school meals
- School locality is classed as 'less deprived' of all schools (NB, this is because the school is classed as being in the Tottington and Ramsbottom ward which is misleading)
- 83% White British
- 8% Asian/ Asian British/Pakistani
- Speech, Language and Communication Needs is by far the highest SEND primary area of need

School Demographics

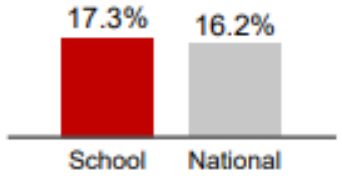
Absence Rates



	School	National
Overall absence rate	4.9%	5.9%
- Authorised absence rate	3.5%	4.2%
- Unauthorised absence rate	1.4%	1.6%

School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	19	8	11	0	2	2	0	0	5.5%
Reception	30	19	11	0	15	1	2	1	5.7%
Year 1	34	20	14	0	14	5	2	1	5.2%
Year 2	35	15	20	0	16	8	5	3	5.3%
Year 3	25	10	15	3	5	8	3	0	3.0%
Year 4	35	17	18	3	5	17	7	1	4.8%
Year 5	33	12	21	4	14	6	4	1	6.7%
Year 6	35	14	21	2	10	13	3	2	4.2%

School Demographics

Ethnicities

	# Pupils	% Pupils
White - British	190	77.2%
Pakistani	22	8.9%
Any Other Asian Background	7	2.8%
Any Other Mixed Background	6	2.4%
White and Asian	6	2.4%
White and Black Caribbean	4	1.6%
Any Other White Background	3	1.2%
Any Other Black Background	2	0.8%
Black - African	2	0.8%
Bangladeshi	1	0.4%
Chinese	1	0.4%
N/S	1	0.4%
White and Black African	1	0.4%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	20	8.1%
Social, Emotional and Mental Health	7	2.8%
Autistic Spectrum Disorder	4	1.6%
Moderate Learning Difficulty	4	1.6%
Vision Impairment	2	0.8%
Hearing Impairment	1	0.4%
Severe Learning Difficulty	1	0.4%
Specific Learning Difficulty	1	0.4%

- **Average Size (1 form), Above average FSM, Average School SEND, Above Average EHCP, Average EAL, Average stability**
- School locality is classed as 'less deprived' (misleading due to grouping in North Manor)
- Speech, Language and Communication Needs is highest SEND primary area of need (and identified on Baseline EYFS)

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- 83% White British
- 8% Asian/ Asian British/Pakistani

School Data 2022-23

EYFS

	2022	2023	2024
School	70%	69%	68%
National	65%	67%	68%

Phonics

	2022	2023	2024
School	76%	95%	40%
National	76%	79%	80%

Year 4 Multiplication Check

	2022 25/25	2022 15+	2023 25/25	2023 15+	**2024 25/25**	**2024 15+**
School	56%	97%	28%	73%	24%	93%
National	30%				34%	

Key Stage 1

Reading - expected	2022	2023	2024	Reading - higher	2022	2023	2024	Writing - expected or above	2022	2023	2024	Writing - higher standard	2022	2023	2024
School	63%	64%	67%	School	19%	15%	29%	School	48%	55%	58%	School	0%	6%	17%
National	67%	69%	71%	National	18%	19%	19%	National	58%	60%	62%	National	8%	8%	8%

Maths - expected	2022	2023	2024	Maths - higher standard	2022	2023	2024	Combined RWM expected	2022	2023	2024	Combined RWM higher	2022	2023	2024
School	63%	67%	67%	School	22%	12%	21%	School	48%	52%	46%	School	0%	6%	17%
National	68%	70%	71%	National	15%	10%	16%	National	53%	56%	57%	National	6%	6%	6%

Key Stage 2

Reading - expected	2022	2023	2024	Reading - higher	2022	2023	2024	Writing - expected or above	2022	2023	2024	Writing - higher standard	2022	2023	2024
School	69%	60%	74%	School	20%	20%	23%	School	60%	71%	66%	School	0%	6%	6%
National	75%	73%	74%	National	28%	29%	28%	National	69%	71%	72%	National	13%	13%	13%

Maths - expected	2022	2023	2024	Maths - higher	2022	2023	2024	Combined RWM expected	2022	2023	2024	Combined RWM higher	2022	2023	2024
School	74%	57%	74%	School	6%	20%	34%	School	57%	47%	54%	School	0%	6%	6%
National	71%	73%	73%	National	22%	24%	24%	National	59%	59%	61%	National	7%	8%	8%

-23% are semi-skilled, unskilled or on benefits
-8% consider their health to be 'fair' or 'bad'
-26% have no GCSEs or equivalent
-16% have 1-4 GCSEs only

-24% do not have a passport
-74% are Christian
-20% no religion
-99% White British

-70% employed full time, part time or self employed
-33% of employed people are employed in education or health

- Curriculum Offer

We have spent a lot of time on this over the last couple of years but everything needs pulling together and have a similar format for all subjects. This is going to be the main area we are working on this year and Prestolee are supporting us with this. We have been linked to Krystyna Forester at Bowness Primary.

- Pastoral Offer

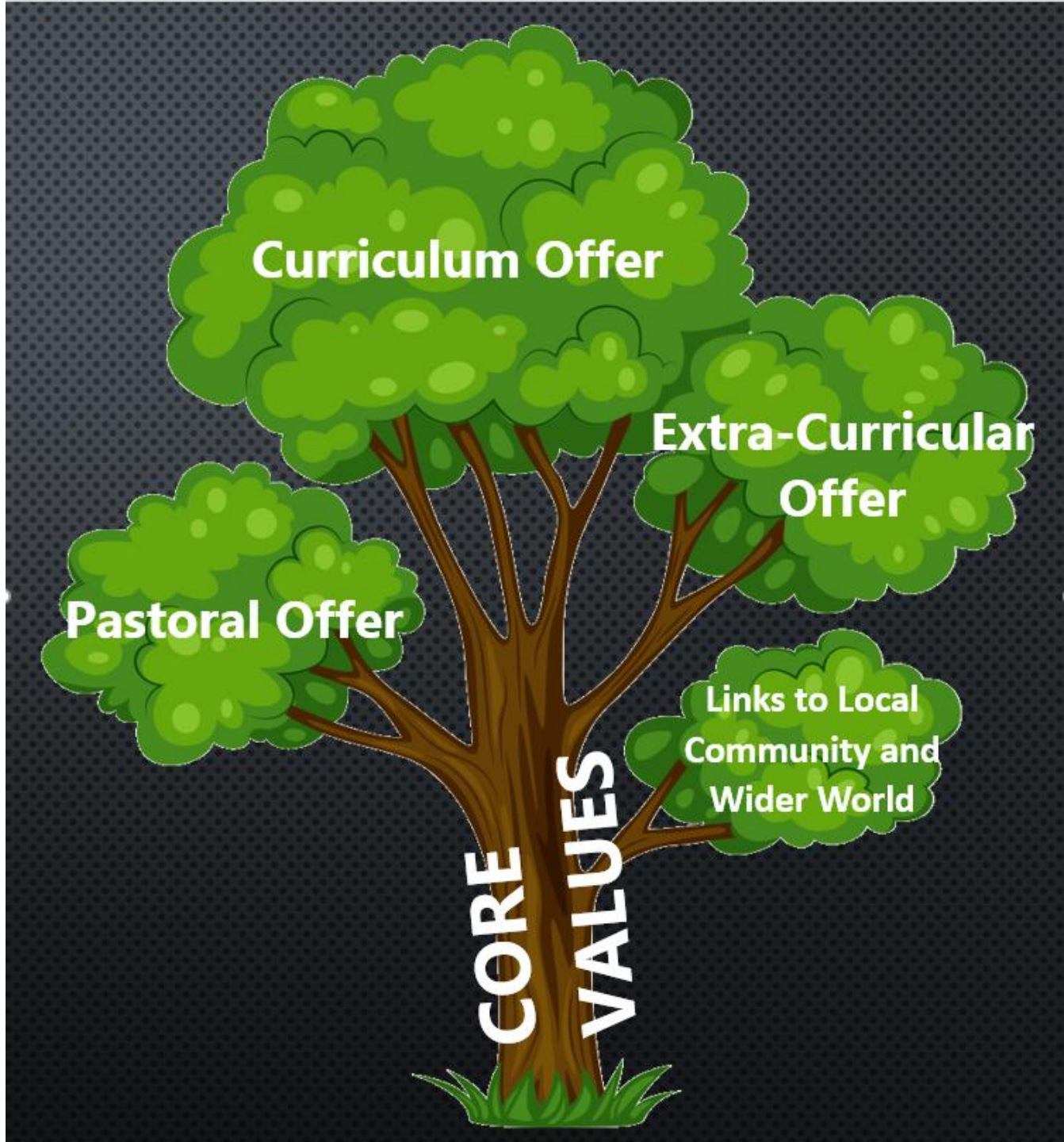
This area of our provision is very strong. We have Mrs. Griffiths who is our Pastoral Lead and staff have attended training. There are also 2 fully qualified SENCOs in school.

- Extra-Curricular Offer

This area of our provision is strong (Gold Award this year for Sports Mark). We need some more provision which is not sport as we only have the Art Club and Choir.

- Links with Community and Wider World

All schools in the MAT are working on developing this further. We have just started developing more links with the Local Church. We want to get some more community groups using our grounds and community room.



Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:

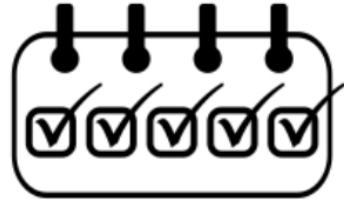
Confident Communicators

· Passionately continue independent learning outside the classroom
· Are avid readers who read fiction and non-fiction to continuously learn more about the world
· Are engaged and motivated to learn
· Are ambitious and want to further their life choices
· Fail well, responding to set-backs by continuing to work hard and face challenges

Global Citizens

· Understand their place and position in the world
· Have strong knowledge of their local area
· Have pride in themselves and their local area
· Have a sense of community
· Show respect and empathy towards other cultures, beliefs and religions
· Have a good understanding of British values
· Can demonstrate respectful, suitable behaviour in a range of settings

Real-life Specialists



· Are ready to face the challenges of the “real world”
· Can communicate effectively
· Can apply their numeracy skills to everyday problems
· Demonstrate good organisational skills
· Demonstrate practical life-long skills
· Understand positive choices which represent a healthy lifestyle and wellbeing

Life-long Learners

· Passionately continue independent learning outside the classroom
· Are avid readers who read fiction and non-fiction to continuously learn more about the world
· Are engaged and motivated to learn
· Are ambitious and want to further their life choices
· Fail well, responding to set-backs by continuing to work hard and face challenges

Inquisitve Thinkers

· Solve Problems through logical thinking
· Apply learning in different contexts
· Have a thirst for knowledge
· Are resilient in the face of set-backs
· Try to solve the problem but ask for help if needed
· Work independently, applying knowledge to new challenges

Keeping Children Safe In Education

All staff should be aware that technology is **a significant component** in many safeguarding and wellbeing issues.

Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy). Online safety concerns should be reported to the DSL or a deputy.

Elements of the Computing Curriculum address Online Safety as part of regular lessons.

School also takes part in annual Online Safety days which further promote the safe use of internet-enable devices.

School has an anonymous reporting system via QR codes which allows children to seek help if needed.

Individual cases of online safety issues or peer on peer issues are dealt with promptly, with parental involvement where necessary.

online-safety-within-kcsie-2021.pdf (theeducationpeople.org)

SEND Pupils

Pupils with SEND take part in all Computing lessons, where appropriate.

Reasonable adjustments are made, for example large-print Keyboards with high contrast, larger buttons are used where needed to support pupils with eyesight or fine motor needs.

If necessary, SEND pupils will be introduced to new Software or Hardware prior to a new unit, with pre teaching so that they are able to access the lesson if appropriate

Computing at Springside

Where every child matters and is prepared for a *future* of possibilities

"The computer was born to solve problems that did not exist before." - Bill Gates

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world." National Curriculum 2014

"Computers themselves, and software yet to be developed, will revolutionize the way we learn." – Steve Jobs

"Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world." National Curriculum 2014

Computing at Springside

Where every child matters and is prepared for a *future* of possibilities

Computing Intent Statement

At Springside, we value Computing as an important part of the children's **entitlement** to a *broad and balanced* curriculum.

Computing provides the children with the **opportunities** to *develop and extend* skills and an opportunity to *express their individual interests*, thought and ideas through the use of a range of technology.

Studying Computing teaches pupils **how to solve issues** by *looking at the bigger picture*, and then develop ways of how to break them down into smaller and more manageable tasks.

Coding helps children to be in a position to relate what they have learned in Computing directly to the developing technological culture.

Computing at Springside

Where every child matters and is prepared for a *future* of possibilities

Induction Guide			
Subject Leadership	Subject Lead	Subject Team	Previous Lead
	Ben Connor	-	-
Equipment	Laptops	iPads	BeeBots etc.
	ICT Suite/Junior Library *tall cabinet*	ICT Suite/Junior Library *short cabinet*	ICT Suite/Junior Library *In boxes on top of cupboards*
Curriculum Resources	Vocabulary/Progression Maps	Scheme of Work	Planning
	Teacher Drive *Springside Curriculum > 3. Progression Documents*	teachcomputing.org *u: b.connor@bury.gov.uk p: Springside1! Admin: B Connor*	Unit Plan Powerpoints *Springside Curriculum > 5. Unit Plans*
Recall and Vocabulary	Flashback Four	Vocabulary	Display
	4 questions shared each lesson *included in this PowerPoint*	4 terms shared each lesson *included in this PowerPoint*	No current Computing displays
Assessment	Individual Lesson	End of Unit/Term	End of Year
	Formative assessment *Questioning, paired work*	Sonar *Teacher judgement*	Sonar *Teacher judgement*

Computing at Springside

Where every child matters and is prepared for a *future* of possibilities

Steps to Success

1. Purpose (Why *this*? Why *now*?)

- Share the Learning Question, either written, shared on the board, verbally or all of the above.

- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?

2. Vocabulary (What language do they need to express their learning?)

- Share 4 key terms with the children (identified by the Subject Lead)

- Give them an opportunity to recall and define these

3. Recall (How are you supporting pupils to learn more/remember more?)

- Flashback Four: Where does this fit with the last lesson, unit, term?

- Help the children to remember the work from last lesson.

- Create concrete links to previous learning in this subject from the rest of the unit, previous units or previous terms/year groups. Where does it fit?

4. Presentation (How are children going to record their work effectively and with pride?)

- Model good handwriting on the board.

- Demand high standards and expect pupils to demonstrate these.

- Ensure that, where possible, work is saved so that children develop a portfolio of work to be proud of.

5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Ensure that pupils are effectively sharing resources

- Regular mini-plenary breaks to ensure pupils are on task and understand the work

- Use effective classroom management methods to ensure pupils engage with teacher-led parts of each lesson

Model Computing Lesson at Springside

Steps to Success

Pre-Lesson

1. Ensure that hardware such as Laptops/iPads are charged and ready
2. Ensure that apps or software needed are downloaded and available

Lesson

3. Hardware such as Laptops/iPads are handed out 1:2 and children turn these on/log in as appropriate
4. Ask pupils to open the relevant app/software to ensure these are ready when needed.
5. Ask pupils to close laptops/put iPads to one side so they concentrate on delivery
6. Remind pupils of the purpose of the unit: "This unit we are learning about Digital Writing because… "In the future, you may need this to…"
7. Put the 4 key vocabulary terms on the board. At the start of the unit, model giving each a definition and context. Throughout the unit, ask pupils to share their understanding.
8. Put the Flashback 4 for the Unit on the board. Talk through the 4 questions, asking relevant questions.
9. Talk through the Learning Questions then spend time on the new learning. Give opportunities for paired discussion.
10. Model the app or Software and remind pupils of expectations for learning behaviours.
11. Provide opportunity for pupils to use the app or software to achieve the Learning Question/purpose of lesson.
12. Use regular plenaries to ensure pupils are on task and to share/model any solutions to issues.
13. End the task and model how to save the work to the Y: Classwork folder.
14. Recap the Learning Question and purpose of lesson

Post-Lesson

15. Ensure that computer-based/written evidence is stored securely.
16. Make sure hardware is put back in the relevant place and charged ready for the next class.

Learning Overview

	Systems & Networks	Digital Media	Digital Media	Data	Programming A	Programming B
Year 1	Technology Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot	Programming Animations
Year 2	Information Technology around us	Digital Photography	Making Music	Pictograms	Robot Algorithms	Programming Quizzes
Year 3	Connecting Computers	Stop-Frame Animation	Desktop Publishing	Branching Databases	Sequencing Sounds	Events and Actions in Programs
Year 4	The Internet	Audio Editing	Photo Editing	Data Logging	Repetition in Shapes	Repetition in Games
Year 5	Systems and Searching	Video Editing	Vector Drawing	Flat-File Databases	Selection in Physical Computing	Selection in Quizzes
Year 6	Internet Communication	Webpage Creation	3D Modelling	Introduction to Spreadsheets	Variables in Games	Sensing

EYFS Computing Learning Links

Foundational Knowledge and Experiences	Foundational Skills
Key EYFS Vocabulary	Key EYFS Concepts
Possible Misconceptions	Key Transition Points for Year 1

Acorns and Oaks (EYFS) Computing

Nursery (Acorns)	**Personal, Social and Emotional Development**		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception (Oaks)	**Personal, Social and Emotional Development**		• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG (End of Rec)	**Personal, Social and Emotional Development**	**Managing Self**	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	**Creating with Materials**	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Learning in EYFS for Computing

The most relevant statements for computing are taken from the following areas of learning:

•Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

•Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

•Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

•Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

KS1 National Curriculum	Springside Curriculum Links			
	Year 1		Year 2	
▫ understand what algorithms are;	Moving a Robot	Programming Animations	Robot Algorithms	Programming Quizzes
how they are implemented as programs on digital devices;	Moving a Robot	Programming Animations	Robot Algorithms	Programming Quizzes
programs execute by following precise and unambiguous instructions	Moving a Robot	Programming Animations	Robot Algorithms	Programming Quizzes
▫ create and debug simple programs	Moving a Robot	Programming Animations	Robot Algorithms	Programming Quizzes
▫ use logical reasoning to predict the behaviour of simple programs	Moving a Robot	Programming Animations	Robot Algorithms	Programming Quizzes
▫ use technology purposefully to create, organise, store, manipulate and retrieve digital content	Grouping Data	Digital Painting/Digital Writing	Pictograms	Digital Photography /Making Music
▫ recognise common uses of information technology beyond school	Technology Around Us	Digital Painting/ Digital Writing	Information Technology around us	Digital Photography /Making Music
▫ 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.	Technology Around Us	*PSHCE Lessons/E-Safety Week*	Information Technology around us	*PSHCE Lessons/E-Safety Week*

KS2 National Curriculum	Springside Curriculum Links			
	Year 3		Year 4	
▫ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Sequencing Sounds	Events and Actions in Programs	Repetition in Shapes	Repetition in Games
▫ use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Sequencing Sounds	Events and Actions in Programs	Repetition in Shapes	Repetition in Games
▫ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Sequencing Sounds	Events and Actions in Programs	Repetition in Shapes	Repetition in Games
▫ 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	Connecting Computers		The Internet	
▫ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*UKS2*			
▫ 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	Branching Databases	Desktop Publishing/Stop-Frame Animation	Data Logging	Photo Editing/Audio Editing
▫ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Connecting Computers	*PSHCE Lessons E-Safety Week*	The Internet	*PSHCE Lessons E-Safety Week*

KS2 National Curriculum	Springside Curriculum Links			
	Year 5		Year 6	
▫ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Selection in Physical Computing	Selection in Quizzes	Variables in Games	Sensing
▫ use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Selection in Physical Computing	Selection in Quizzes	Variables in Games	Sensing
▫ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Selection in Physical Computing	Selection in Quizzes	Variables in Games	Sensing
▫ 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	Systems and Searching		Internet Communication	
▫ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Systems and Searching		Internet Communication	
▫ 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	Flat-File Databases	Video Editing/Vector Drawing	Introduction to Spreadsheets	Webpage Creation/3D Modelling
▫ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Systems and Searching	*PSHCE Lessons E-Safety Week*	Internet Communication	*PSHCE Lessons E-Safety Week*

	Systems & Networks	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Technology Around Us	computer, digital device, technology, input device	Connections Communication Networks	School Network Paper resources	Understanding the difference between technology and nature.
Year 2	Information Technology around us	output, hardware, digital device, information technology	Connections Communication Data Networks	School Network Paper resources	Understanding the difference between technology and inf. technology.
Year 3	Connecting Computers	computer network, computer system, network switch, server	Connections Communication Networks	School Network Paper resources	Understanding how computers can be connected together.
Year 4	The Internet	internet, web browser, network switch, router	Connections Communication Data Networks Media	School Network Paper resources	Understanding how networks can be connected via the internet.
Year 5	Systems and Searching	WiFi, URL/Web address, wireless access point, server	Connections Communication Media	School Network Paper resources	Understanding how internal and external networks work.
Year 6	Internet Communication	domain name, HTML, WAP, router,	Connections Communication Networks	School Network Paper resources	Understanding how data is transferred through the internet.

	Digital Media	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Digital Painting	input device, computer, digital device, output	Communication Media Simulation	Laptops 1:2 Software: Microsoft Paint	A range of illustrations.
Year 2	Digital Photography	hardware, digital device, information technology, output	Media	iPads 1:2 App: Camera	Photographs of small models using a range of light sources.
Year 3	Stop-Frame Animation	input, execute, command, attribute	Algorithms Connections Media Program Simulation	iPads 1:2 App: Stop Motion	Short stop-frame animations using Lego figures and hand-drawn backdrops.
Year 4	Audio Editing	technology, software, repetition, loop	Communication Data Media Simulation	Laptops 1:2 Software: Audacity	A short Podcast discussing a chosen subject.
Year 5	Video Editing	software, output, input, hardware	Media	iPads 1:2 App: iMovie	An advert or “unboxing” video for a toy.
Year 6	Webpage Creation	website/page, web browser, URL, HTML	Connections Communication Data Media	Laptops 1:2 Software: Google Sites	A Google Sites Webpage on a chosen subject.

	Digital Media	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Digital Writing	algorithm, program, code, run	Algorithms Connections Machines Program Simulation	Laptops 1:2 Software: Microsoft Word	Lost Toy posters. Summer fair Adverts.
Year 2	Making Music	algorithm, program, code, debug	Algorithms Program Simulation	Laptops 1:2 Software: Chrome Music Lab	A range of short compositions.
Year 3	Desktop Publishing	loop, count-controlled loop, execute, output device	Abstraction Algorithms Logic Program Simulation	Laptops 1:2 Software: Microsoft Publisher	A Magazine cover.
Year 4	Photo Editing	repetition, count-controlled loop, condition-controlled loop, infinite loop	Abstraction Algorithms Logic Program Simulation	Laptops 1:2 Software: Paint.Net	A range photographs edited using a number of different methods.
Year 5	Vector Drawing	selection, subroutine, condition, condition-controlled loop	Abstraction Algorithms Logic Program - Simulation	Laptops 1:2 Software: Paint.Net	A range of images created using layered vector drawings.
Year 6	3D Modelling	algorithm, condition-controlled loop,	Abstraction Algorithms Connections	Laptops 1:2 Software: TinkerCAD	A range of 3D models using Computer Aided

	Data	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Grouping Data	data, input device, stored (data), information	Data Simulation	Physical resources Large hoops	A number of sorted data sets using physical objects.
Year 2	Pictograms	data, input device, stored (data), inf. technology	Abstraction Data	Laptops 1:2 Software: j2e.com	A number of Pictograms showing collected data.
Year 3	Branching Databases	data, data set, information, information technology	Data Logic	Laptops 1:2 Software: j2e.com	A number of branching databases, used to sort information.
Year 4	Data Logging	data, condition, hardware, input	Data Logic Simulation	Laptops 1:2 Hardware: Data Loggers	Analysed data collected in the classroom.
Year 5	Flat-File Databases	data set, information, server, stored data	Data Simulation	Laptops 1:2 Software: j2e.com	A number of flat-file databases.
Year 6	Introduction to Spreadsheets	data set, information, server, stored data	Communication Data Simulation	Laptops 1:2 Software: Microsoft Excel	A range of Spreadsheets.

	Programming A	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Moving a Robot	input device, output, technology, hardware	Communication Data Media	Beebots 1:6	Simple recorded instructions for a BeeBot.
Year 2	Robot Algorithms	software, loop, technology, repetition	Abstraction Algorithms Simulation	Beebots 1:6	More complex recorded instructions for a Beeboot to travel around a map.
Year 3	Sequencing Sounds	information technology, Computer system, digital device, output device	Communication Data Media	Laptops 1:2 Software: Scratch	Simple Scratch programming to create musical instruments.
Year 4	Repetition in Shapes	input, output device, digital device, computer	Media Simulation	Laptops 1:2 Software: Transum Logo	A range of simple Logo programs to draw 2D shapes.
Year 5	Selection in Physical Computing	repetition, internet/www, attribute, output device	Communication Media Simulation	Laptops 1:2 Hardware: Micro:Bit	-
Year 6	Variables in Games	attribute, command, output device, execute	Abstraction Communication Media Simulation	Laptops 1:2 Software: Scratch	A number of simple Scratch games utilising variables.

	Programming B	Key Vocabulary	Key Concepts	Resources	Outcomes
Year 1	Programming Animations	algorithm, program, code, run	Algorithms Program Simulation	Laptops 1:2 Software: Scratch Jr.	Simple animations created using Scratch Jr.
Year 2	Programming Quizzes	algorithm, program, code, debug	Abstraction Algorithms Program Simulation	Laptops 1:2 Software: Scratch/Scratch Jr.	Simple Yes/no quizzes.
Year 3	Events and Actions in Programs	algorithm, code, debug, condition	Abstraction Algorithms Logic Program Simulation	Laptops 1:2 Software: Scratch	Simple animated stories created using Scratch.
Year 4	Repetition in Games	decompose, process, selection, variable	Abstraction Algorithms Program Simulation	Laptops 1:2 Software: Scratch	Simple games involving looped repetition.
Year 5	Selection in Quizzes	variable, selection, procedure, execute	Abstraction Algorithms Logic Program Simulation	Laptops 1:2 Software: Scratch	Simple quizzes involving if/then selection.
Year 6	Sensing	software, program, procedure, command	Abstraction Algorithms Connections Communication Data	Laptops 1:2 Hardware: Micro:Bit	-

Flashback Four Focus

		Systems & Networks	Digital Media	Digital Media	Data	Programming A	Programming B
Y1	Last Unit	Link to EY SoW	Tech. Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot
	Last Term		Tech. Around Us	Tech. Around Us	Digital Painting	Digital Writing	Grouping Data
	Last Year		Link to EY SoW	Link to EY SoW	Link to EY SoW	Link to EY SoW	Link to EY SoW
Y2	Last Unit	Y1 Pro. Animation	Inf. Tech Around Us	Digital Photography	Making Music	Pictograms	Robot Algorithms
	Last Term	Y1 Moving a Robot	Y1 Prog. Animations	Inf. Tech Around Us	Digital Photography	Making Music	Pictograms
	Last Year	Y1 Tech. Around	Y1 Digital Painting	Y1 Digital Writing	Y1 Grouping Data	Y1 Moving a Robot	Y1 Pro. Animation
Y3	Last Unit	Y2 Pro. Quizzes	Connecting Comp.	Stop-Frame	Desktop Publishing	Branching Databases	Seq. Sounds
	Last Term	Y2 Robot Algor.	Y2 Program. Quizzes	Connecting Comps	Stop-Frame	Desktop Publishing	Branch. Databases
	Last Year	Y2 Inf.Tech Around	Y2 Digital Photo.	Y2 Making Music	Y2 Pictograms	Y2 Robot Algorithms	Y2 Prog. Quizzes
Y4	Last Unit	Y3 Events	The Internet	Audio Editing	Photo Editing	Data Logging	Rep. in Shapes
	Last Term	Y3 Seq. Sounds	Y3 Events	The Internet	Audio Editing	Photo Editing	Data Logging
	Last Year	Y3 Connect Comp.	Y3 Stop-Frame	Y3 Desktop Pub.	Y3 Br. Databases	Y3 Seq. Sounds	Y3 Events
Y5	Last Unit	Y4 Rep. in Games	Syst. & Search	Video Editing	Vector Drawing	Flat-File Database	Selection
	Last Term	Y4 Rep. in Shape	Y4 Rep. in Games	Syst. & Search	Video Editing	Vector Drawing	Flat-File Database
	Last Year	Y4 The Internet	Y4 Audio Editing	Y4 Photo Editing	Y4 Data Logging	Y4 Rep. in Shapes	Y4 Rep. in Games
Y6	Last Unit	Y5 Selection	Int. Communication	Webpage Creation	3D Modelling	Spreadsheets	Selection
	Last Term	Y5 Sel. in Quizzes	Y5 Selection	Int. Communication	Webpage Creation	3D Modelling	Spreadsheets
	Last Year	Y5 Syst. & Search.	Y5 Video Editing	Y5 Vector Drawing	Y5 Flat-File Database	Y5 Selection	Y5 Sel. in Quizzes

Flashback Four Focus

Year 1 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Systems & Networks	Link to EYFS Scheme	Link to EYFS Scheme	Link to EYFS Scheme
Digital Media	Technology Around Us	Technology Around Us	Link to EY SoW
	What is technology?	**What is technology?**	
Digital Media	Digital Painting	Technology Around Us	Link to EY SoW
	What does the paint brush button do on Paint?	**What is technology?**	
Data	Digital Writing	Digital Painting	Link to EY SoW
	How can I change the way writing looks on a computer?	**What does the paint pot button do in Paint?**	
Programming A	Grouping Data	Digital Writing	Link to EY SoW
	What can I use to sort objects?	**How can I change the way writing looks on a computer?**	
Programming B	Moving a Robot	Grouping Data	Link to EY SoW
	What instructions can I give to a BeeBot?	**What can I use to sort objects?**	

Flashback Four Focus

Year 2 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Systems & Networks	Y1 Programming Animation	Y1 Moving a Robot	Y1 Technology Around Us
	How can I control a computer?	**What instruction can I give a BeeBot?**	**What does technology mean?**
Digital Media	Information Tech Around Us	Y1 Programming Animations	Y1 Digital Painting
	What is information technology?	**What does a motion block do?**	**What does the paint pot do in Paint?**
Digital Media	Digital Photography	Information Tech Around Us	Y1 Digital Writing
	What does 'focus' mean in photography?	**What does information technology mean?**	**What do the big and small A buttons do?**
Data	Making Music	Digital Photography	Y1 Grouping Data
	Why are computers helpful for making new music?	**Why is light important when you take a photo?**	**What can I use to sort objects?**
Programming A	Pictograms	Making Music	Y1 Moving a Robot
	Why are pictograms useful for showing data?	**Why are computers helpful for making new music?**	**What instructions can I give a BeeBot?**
Programming B	Robot Algorithms	Pictograms	Y1 Programming Animation
	What is an algorithm?	**Why are pictograms useful for showing data?**	**What does a motion block do?**

Flashback Four Focus

Year 3 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Systems & Networks	Y2 Programming Quizzes	Y2 Robot Algorithms	Y2 Information Tech Around Us
	What is an event in a program?	**What is an algorithm?**	**What is technology?**
Digital Media	Connecting Computers	Y2 Programming Quizzes	Y2 Digital Photo
	How does information get from one computer to another?	**What is a computer program?**	**Why is light important when taking a photo?**
Digital Media	Stop-Frame	Connecting Computers	Y2 Making Music
	How do photographs make a stop-frame film?	**What does a router do?**	**How can a computer help us make new music?**
Data	Desktop Publishing	Stop-Frame	Y2 Pictograms
	What do B, *I* and U do?	**What does an onion skin do?**	**Why are pictograms a good way of displaying data?**
Programming A	Branching Databases	Desktop Publishing	Y2 Robot Algorithms
	Why do we need to sort data into groups?	**What does the font setting do?**	**What is an algorithm?**
Programming B	Sequencing Sounds	Branching Databases	Y2 Programming Quizzes
	What is an algorithm?	**How can we sort a group of objects?**	**What is an event in a program?**

Flashback Four Focus

Year 4 Flashback Four Questions

	Last Unit	Last Term	Last Year
Systems & Networks	Y3 Events	Y3 Sequencing Sounds	Y3 Connecting Computers
	Why does code need a start and an end?	**What is a sequence in code?**	**What does the server do in a network?**
Digital Media	The Internet	Y3 Events	Y3 Stop-Frame
	Why is it important to check who made a website?	**Why does a computer need to know when to start a program?**	**What is onion-skinning?**
Digital Media	Audio Editing	The Internet	Y3 Desktop Publishing
	How do we ensure recordings are easy to hear?	**Why shouldn't we copy photos or writing off the internet?**	**How can you change the formatting on a word processor?**
Data	Photo Editing	Audio Editing	Y3 Branching Databases
	What does the cropping tool do?	**Why is it important to edit our recordings?**	**What is an attribute?**
Programming A	Data Logging	Photo Editing	Y3 Sequencing Sounds
	Why are data loggers useful?	**What does the cloning tool do?**	**What is a sequence in code?**
Programming B	Repetition in Shapes	Data Logging	Y3 Events
	What does a loop do?	**What can data loggers do that humans cannot?**	**Why does a computer need to know when to start or stop a program?**

Flashback Four Focus

Year 5 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Systems & Networks	Y4 Rep. in Games	Y4 Rep. in Shape	Y4 The Internet
	What is a loop?	**What is count-controlled a loop?**	**Why is it important to check who made a website?**
Digital Media	Systems and Searching	Y4 Rep. in Games	Y4 Audio Editing
	How do we search the internet effectively?	**What is a conditional loop?**	**How do we ensure recordings are easy to hear?**
Digital Media	Video Editing	Systems and Searching	Y4 Photo Editing
	Why do we need to use different frames when filming?	**How do we search the internet effectively?**	**What can we do to make a photo look better?**
Data	Vector Drawing	Video Editing	Y4 Data Logging
	What is a vector drawing?	**What do I need to remember when making a video?**	**Why are data loggers useful?**
Programming A	Flat-File Database	Vector Drawing	Y4 Rep. in Shapes
	Why is it important to organise data?	**What is a vector drawing?**	**What is count-controlled a loop?**
Programming B	Selection	Flat-File Database	Y4 Rep. in Games
	What is the umbrella principle?	**Why is it important to organise data?**	**What is a conditional loop?**

Flashback Four Focus

Year 6 Flashback Four Questions			
	Last Unit	Last Term	Last Year
Systems & Networks	Y5 Selection	Y5 Selection in Quizzes	Y5 Systems and Searching
	What is the umbrella principle?	**Why do we need to give a computer choices/options in a program?**	**How do we search the internet effectively?**
Digital Media	Internet Communication	Y5 Selection	Y5 Video Editing
	Why does data have to be broken into packets?	**What does an if/then block do?**	**What different frames can we use in a video?**
Digital Media	Webpage Creation	Int. Communication	Y5 Vector Drawing
	What do www. and .html mean?	**What does a router do in a network?**	**What is a vector drawing?**
Data	3D Modelling	Webpage Creation	Y5 Flat-File Database
	Why is it important to use a 3D model before building something?	**What is the different between a webpage and a website?**	**Why do we need to put data into groups?**
Programming A	Spreadsheets	3D Modelling	Y5 Selection
	What does =SUM do in excel?	**What does CAD stand for?**	**What is the umbrella principle?**
Programming B	Selection	Spreadsheets	Y5 Selection in Quizzes
	What does an if/then block do?	**Why are spreadsheets useful?**	**Why do we need to give a computer choices/options in a program?**

Year 1 End Points	
Computer Systems and Networks	-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly
Creating Media	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper
Programming	-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem
Data	-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects

Year 2 End Points	
Computer Systems and Networks	-To recognise the uses and features of information technology -To identify the uses of information technology -To explain how to use information technology safely
Creating Media	-To use a digital device to take a photograph -To describe what makes a good photograph -To use tools to change an image
Programming	-To describe a series of instructions as a sequence -To design an algorithm -To create and debug a program that I have written -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome
Data	-To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram

Year 3 End Points	
Computer Systems and Networks	-To identify input and output devices -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network
Creating Media	-To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To recognise how text and images convey information -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes
Programming	-To explore a new programming environment -To identify that commands have an outcome -To recognise that a sequence of commands can have an order -To create a program to move a sprite in four directions -To identify and fix bugs in a program
Data	-To identify the attributes needed to collect data about an object -To create a branching database

Year 4 End Points	
Computer Systems and Networks	-To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content
Creating Media	-To identify that sound can be recorded -To apply audio editing skills independently -To explain that the composition of digital images can be changed -To explain that images can be combined -To combine images for a purpose
Programming	-To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To create a program that uses count-controlled loops to produce a given outcome -To create a project that includes repetition
Data	-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To use data from sensors to answer questions

Year 5 End Points	
Computer Systems and Networks	-To explain that computers can be connected together to form systems -To describe how search engines select results -To explain how search results are ranked
Creating Media	-To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To explain what makes a video effective -To capture video using a range of techniques -To consider the impact of the choices made when making and sharing a video
Programming	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To design a physical project that includes selection -To create a program that controls a physical computing project -To explain how selection is used in computer programs
Data	-To use a form to record information -To compare paper and computer-based databases -To use a real-world database to answer questions

Year 6 End Points	
Computer Systems and Networks	-To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together
Creating Media	-To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To create a 3D model for a given purpose -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright)
Programming	-To create a program to run on a controllable device -To explain that selection can control the flow of a program -To design a project that uses inputs and outputs on a controllable device -To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables
Data	-To create a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data

1	Computing Systems and Networks	Computing systems and networks – Technology around us	-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	-I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom -I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag -I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program -I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer -I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor -I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home

1	Creating Media	Creating media – Digital writing	-To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper	-I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard -I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys -I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters -I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking -I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use ‘undo’ to remove changes -I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing

1	Creating Media	Creating media – Digital painting	-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	-I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture -I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist -I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices -I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs -I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own -I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper

1	Data	Data and information – Grouping data	-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	-I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups -I can count a group of objects - I can count objects - I can group objects -I can describe an object - I can describe a property of an object - I can find objects with similar properties -I can count how many objects share a property - I can group objects in more than one way - I can group similar objects -I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group -I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found

1	Programming	Programming A – Moving a robot	-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem	-I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device -I can follow an instruction - I can give directions - I can recall words that can be acted out -I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place -I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands -I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place

1	Programming	Programming B - Programming animations	-To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program	-I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite -I can run my program - I can use a Start block in a program - I can use more than one block by joining them together -I can change the value - I can find blocks that have numbers - I can say what happens when I change a value -I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite -I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move -I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design

2	Computer Systems and Networks	Computing systems and networks – IT around us	-To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT -I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for -I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology -I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT -I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT -I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities

2	Creating Media	Creating media – Digital photography	-To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph -I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format -I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it -I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo -I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect -I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed

2	Creating Media	Creating media - Digital music	-To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	-I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music -I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern -I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch -I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer -I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer -I can explain how I changed my work - I can listen to music and describe how it makes me feel - I can review my work

2	Data	Data and information – Pictograms	-To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total -I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects -I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram -I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute -I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it -I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways

2	Programming	Programming A – Robot algorithms	-To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions -I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms -I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence -I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable -I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program -I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program

2	6	Programming B - Programming quizzes	-To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved	-I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program -I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands -I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm -I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design -I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm -I can compare my project to my design - I can debug my program - I can improve my project by adding features

Year Group	Strand	Unit Name	Learning Objectives	Success Criteria
3	Computer Networks and Systems	Computing systems and networks – Connecting computers	-To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	-I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process -I can classify input and output devices - I can describe a simple process - I can design a digital device -I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools -I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections -I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices -I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks

Year Group	Strand	Unit Name	Learning Objectives	Success Criteria
3	Creating Media	Creating media - Stop-frame animation	-To explain that animation is a sequence of drawings or photographs	-I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works
			-To relate animated movement with a sequence of images	-I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like
			-To plan an animation	-I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen
			-To identify the need to work consistently and carefully	-I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames
			-To review and improve an animation	-I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback
			-To evaluate the impact of adding other media to an animation	-I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation
		Creating media - Desktop publishing	-To recognise how text and images convey information	-I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images
			-To recognise that text and layout can be edited	- I can recognise that text and images can communicate messages clearly
			-To choose appropriate page settings	-I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly
			-To add content to a desktop publishing publication	-I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important
			-To consider how different layouts can suit different purposes	

3	Programming	Programming A - Sequencing sounds	-To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description	-I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose -I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways
				-I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence
				-I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork
				-I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design
		Programming B - Events and actions in programs	-To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge	-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program -I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement -I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension -I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features

3	Data	Data and information - Branching databases	-To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	-I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups -I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups -I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database -I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool

Year Group	Strand	Unit Name	Learning Objectives	Success Criteria
4	Computer Systems and Networks	Computing systems and networks – The Internet	-To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	-I can demonstrate how information is shared across the internet - I can describe the internet as a network of networks - I can discuss why a network needs protecting -I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages -I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW -I can explain that internet services can be used to create content online - I can explain what media can be found on websites - I can recognise that I can add content to the WWW -I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites -I can explain that not everything on the World Wide Web is true - I can explain why I need to think carefully before I share or reshare content - I can explain why some information I find online may not be honest, accurate, or legal

4	Creating Media	Creating media - Audio production Creating media - Photo editing	-To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio -To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image	-I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio -I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording -I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable -I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings -I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it -I can choose appropriate edits to improve my podcast - I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording -I can explain why I might crop an image - I can improve an image by rotating it - I can use photo editing software to crop an image -I can experiment with different colour effects - I can explain that different colour effects make you think and feel different things - I can explain why I chose certain colour effects -I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning -I can experiment with tools to select and copy part of an image - I can explain why photos might be edited - I can use a range of tools to copy between images -I can choose suitable images for my project - I can create a project that is a combination of other images - I can describe the image I want to create -I can combine text and my image to complete the project - I can review images against a given criteria - I can use feedback to guide making changes

Programming	Programming A - Repetition in shapes	-To identify that accuracy in programming is important	-I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands
		-To create a program in a text-based language	-I can test my algorithm in a text-based language - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome
		-To explain what 'repeat' means	-I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome
		-To modify a count-controlled loop to produce a given outcome	-I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is repeated - I can predict the outcome of a program containing a count-controlled loop
		-To decompose a task into small steps	-I can explain that a computer can repeatedly call a procedure - I can identify 'chunks' of actions in the real world - I can use a procedure in a program
		-To create a program that uses count-controlled loops to produce a given outcome	-I can design a program that includes count-controlled loops - I can develop my program by debugging it - I can make use of my design to write a program
	Programming B - Repetition in games	-To develop the use of count-controlled loops in a different programming environment	-I can list an everyday task as a set of instructions including repetition - I can modify a snippet of code to create a given outcome - I can predict the outcome of a snippet of code
		-To explain that in programming there are infinite loops and count controlled loops	-I can choose when to use a count-controlled and an infinite loop - I can modify loops to produce a given outcome - I can recognise that some programming languages enable more than one process to be run at once
		-To develop a design that includes two or more loops which run at the same time	-I can choose which action will be repeated for each object - I can evaluate the effectiveness of the repeated sequences used in my program - I can explain what the outcome of the repeated action should be
		-To modify an infinite loop in a given program	-I can explain the effect of my changes - I can identify which parts of a loop can be changed - I can re-use existing code snippets on new sprites
		-To design a project that includes repetition	-I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design
		-To create a project that includes repetition	-I can build a program that follows my design - I can evaluate the steps I followed when building my project - I can refine the algorithm in my design

4	Data	Data and information - Data logging	-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions	-I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set -I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question -I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured -I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail -I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data -I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger

	Computing Systems and Networks	Computing systems and networks - Systems and searching	-To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	- I can describe that a computer system features inputs, processes, and outputs - I can explain that computer systems communicate with other devices - I can explain that systems are built using a number of parts -I can explain the benefits of a given computer system - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system -I can compare results from different search engines - I can make use of a web search to find specific information - I can refine my web search -I can explain why we need tools to find things online - I can recognise the role of web crawlers in creating an index - I can relate a search term to the search engine's index -I can explain that a search engine follows rules to rank results - I can give examples of criteria used by search engines to rank results - I can order a list by rank -I can describe some of the ways that search results can be influenced - I can explain how search engines make money - I can recognise some of the limitations of search engines

5	Creating Media	Creating media - Video production	-To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video	-I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos -I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone -I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose -I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video -I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer -I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome

5	Creating Media	Creating media – Introduction to vector graphics	-To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings	-I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes -I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated -I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings -I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image -I can copy part of a drawing by duplicating several objects - I can recognise when I need to group and ungroup objects - I can reuse a group of objects to further develop my vector drawing -I can compare vector drawings to freehand paint drawings - I can create a vector drawing for a specific purpose - I can reflect on the skills I have used and why I have used them

5	Data	Data and information - Flat-file databases	-To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-I can create a database using cards - I can explain how information can be recorded - I can order, sort, and group my data cards -I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information -I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can group information using a database -I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection -I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data -I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context

5	**Programming**	**Programming A - Selection in physical computing**	**-To control a simple circuit connected to a computer** **-To write a program that includes count-controlled loops** **-To explain that a loop can stop when a condition is met** **-To explain that a loop can be used to repeatedly check whether a condition has been met** **-To design a physical project that includes selection** **-To create a program that controls a physical computing project**	**-I can create a simple circuit and connect it to a microcontroller** **- I can explain what an infinite loop does** **- I can program a microcontroller to make an LED switch on** **-I can connect more than one output component to a microcontroller** **- I can design sequences that use count-controlled loops** **- I can use a count-controlled loop to control outputs** **-I can design a conditional loop** **- I can explain that a condition is either true or false** **- I can program a microcontroller to respond to an input** **-I can explain that a condition being met can start an action** **- I can identify a condition and an action in my project** **- I can use selection (an 'if…then…' statement) to direct the flow of a program** **-I can create a detailed drawing of my project** **- I can describe what my project will do** **- I can identify a real-world example of a condition starting an action** **-I can test and debug my project** **- I can use selection to produce an intended outcome** **- I can write an algorithm that describes what my model will do**
	Programming	Programming B – Selection in quizzes	-To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program	-I can identify conditions in a program - I can modify a condition in a program - I can recall how conditions are used in selection -I can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'if... then… else...' statement - I can use selection in an infinite loop to check a condition -I can design the flow of a program which contains 'if… then… else…' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways -I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project -I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program -I can extend my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved

6	Computing Systems	Computing systems and networks - Communication and collaboration	-To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	-I can describe how computers use addresses to access websites - I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods -I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet -I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways -I can explain how the internet enables effective collaboration - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private -I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet -I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private

6	Creating Media	Creating media – Web page creation	-To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people	-I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML -I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page -I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images -I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like -I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks -I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others

6	Creating Media	Creating media – 3D Modelling	-To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model	-I can add 3D shapes to a project - I can move 3D shapes relative to one another - I can view 3D shapes from different perspectives -I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions -I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions -I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects -I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design -I can construct a 3D model based on a design - I can explain how my 3D model could be improved - I can modify my 3D model to improve it

6	Data	Data and information – Spreadsheets	-To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	-I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data -I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is -I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs -I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells -I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions -I can produce a chart - I can suggest when to use a table or chart - I can use a chart to show the answer to questions

6	Programming	Programming A – Variables in games	-To define a ‘variable’ as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project	-I can explain that the way a variable change can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters -I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed -I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I can recognise that the value of a variable can be used by a program -I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices -I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code that I have written

6	Programming	Programming B - Sensing movement	-To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device	-I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device -I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program -I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable -I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement -I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project -I can create a program based on my design

Bury Area – Today and in the Past

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009,2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

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Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

Famous People from Bury

- John Kay (1704–c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788–1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

<u>Information for consideration in our curriculum</u>

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding – link to Sport curriculum?
- Industrial revolution to be part of local history curriculum – cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

Walmersley

Walmersley Post Office

Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom
Post town	BURY
Postcode district	BL9
Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West
UK Parliament	Bury North

List of places: UK · England · Greater Manchester

53.6166°N 2.3°W

Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

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Walmersley

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

<u>Information for consideration in our curriculum</u>

- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

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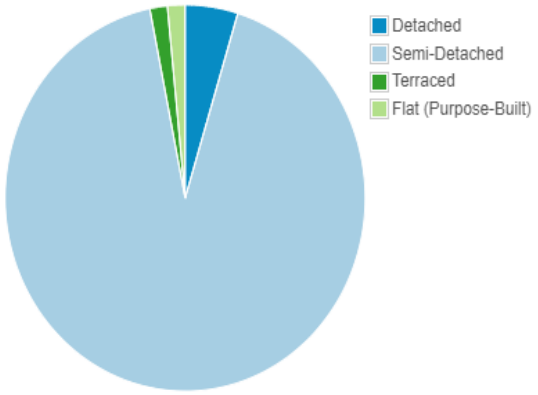
Walmersley Road Statistics

Housing Types

Detached	6
Semi-Detached	117
Terraced	2
Flat (Purpose-Built)	2
Flat (Converted)	0
Total	127

Are these numbers higher than you expected? Click here for explanation.



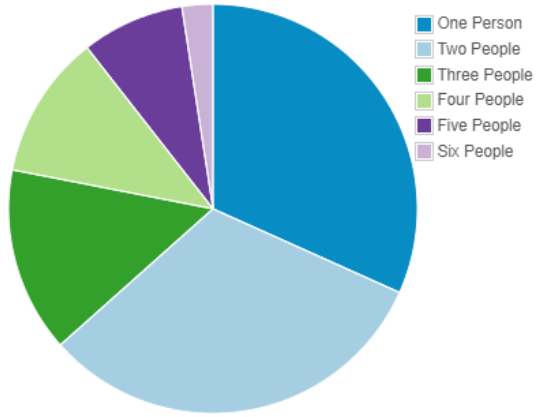
Housing Occupancy

Back to Top Embed This

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

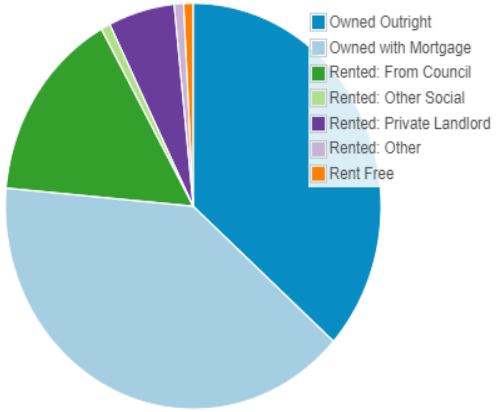
Housing Occupancy

One Person	39
Two People	39
Three People	18
Four People	14
Five People	10
Six People	3
Seven People	0
8+ People	0
Total	123



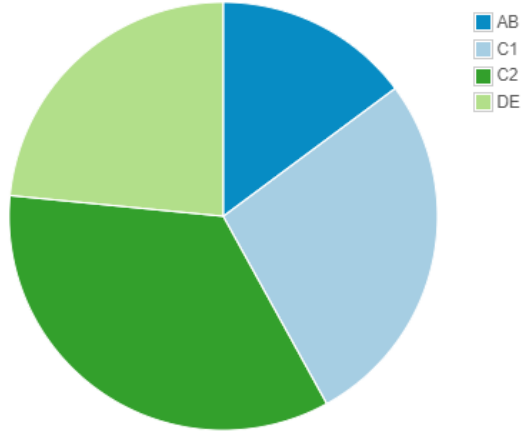
Housing Tenure

Owned Outright	45
Owned with Mortgage	49
Shared Ownership	0
Rented: From Council	19
Rented: Other Social *inc. charities and housing associations*	1
Rented: Private Landlord *inc. letting agents*	7
Rented: Other	1
Rent Free	1
Total	123

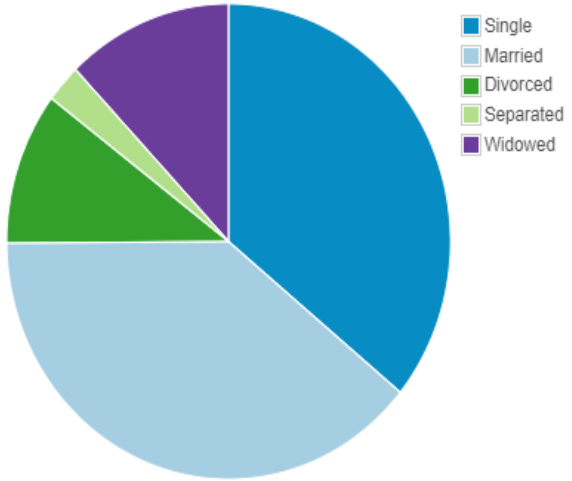


Social Grade

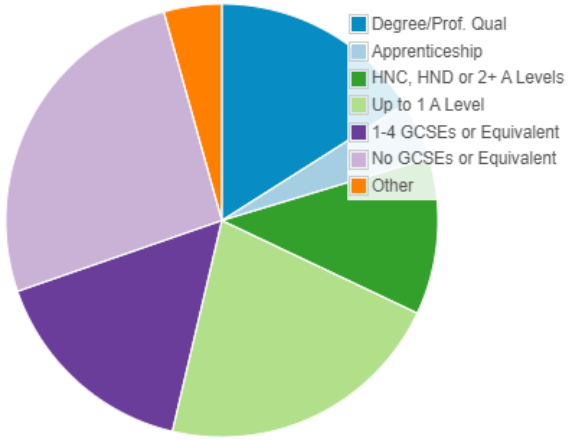
AB - Higher and intermediate managerial, administrative, or professional positions	12
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	22
C2 - Skilled manual workers	28
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	19
Total	81



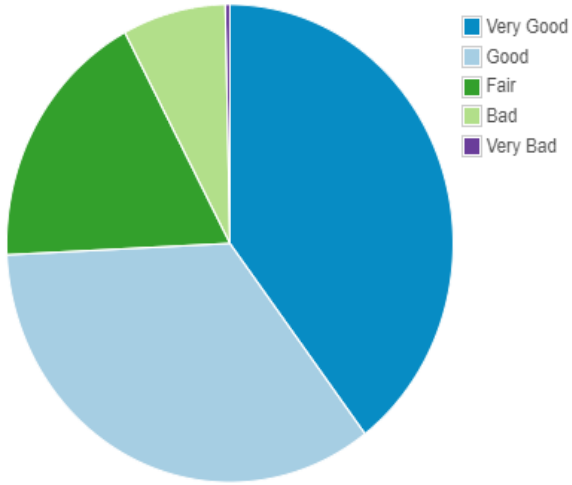
Relationship Status	
Single	83
Married	90
Divorced	24
Separated	6
Widowed	28
Same Sex	0
Total	231



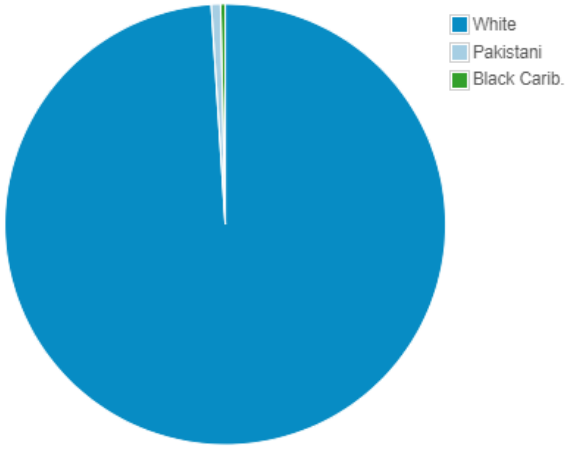
Highest Qualification Level Achieved	
Degree or Similar *e.g. professional qualification (accountancy etc)*	37
Apprenticeship	10
HNC, HND or 2+ A Levels	27
5+ GCSEs, an A-Level or 1-2 AS Levels	50
1-4 GCSEs or Equivalent	37
No GCSEs or Equivalent	60
Other	10
Total	231



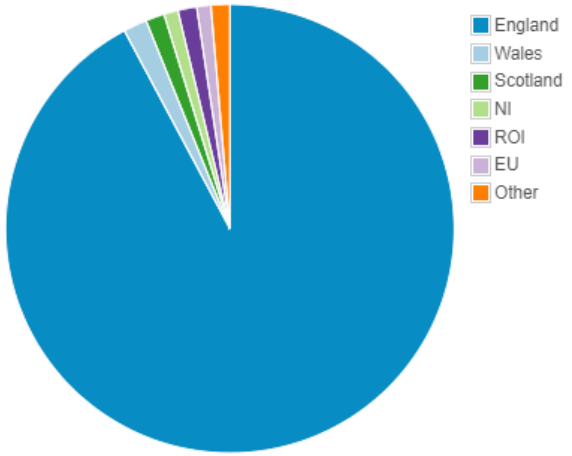
Health	
Very Good	117
Good	102
Fair	53
Bad	22
Very Bad	1
Total	295



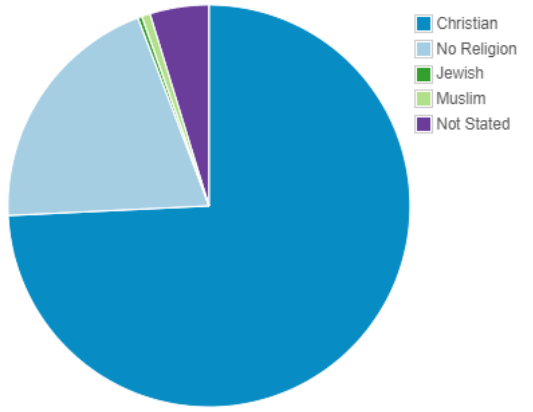
Ethnic Group	
White	292
Pakistani	2
Black Caribbean	1
Total	295



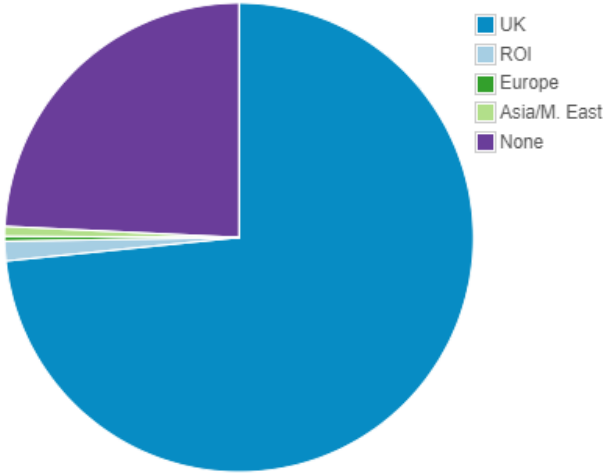
Country of Birth	
England	272
Wales	5
Scotland	4
Northern Ireland	3
Republic of Ireland	4
European Union	3
Other	4
Total	**295**



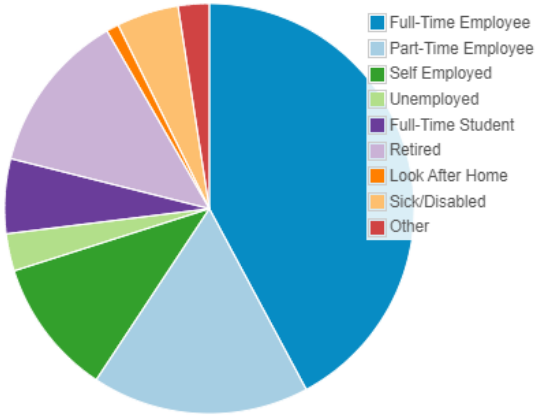
Religion	
Christian	219
No Religion	59
Buddhist	0
Hindu	0
Jewish	1
Muslim	2
Sikh	0
Other Religion	0
Not Stated	14
Total	**295**



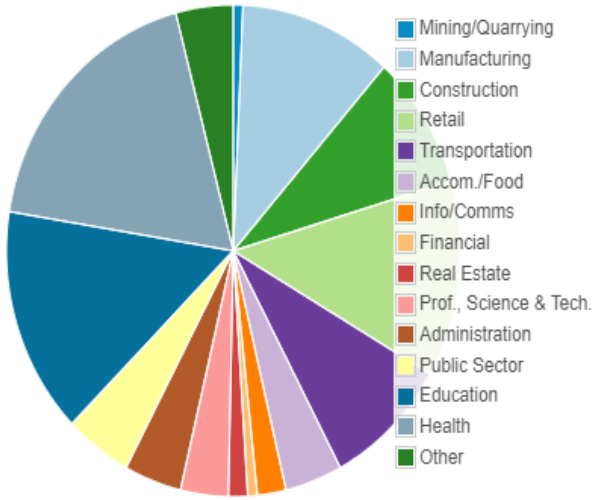
Passport(s) Held	
United Kingdom	218
Republic of Ireland	4
Europe (including European Union)	1
African Countries	0
Middle East or Asia	2
North America or Caribbean	0
Central America	0
South America	0
Oceania *(Australia, New Zealand, Indonesia and nearby islands)*	0
None	72



Economic Activity	
Full-Time Employee	86
Part-Time Employee *(defined as 30 hours or less per week)*	35
Self Employed	22
Unemployed	6
Full-Time Student *(with or without job)*	12
Retired	26
Looking After Home or Family	2
Long-Term Sick or Disabled	10
Other	5
Total	**204**



Employment Industry	
Mining/Quarrying	1
Manufacturing	16
Construction	13
Retail *Inc. Wholesale*	19
Transportation *Inc. Storage and Logistics*	13
Accommodation and Food	6
Information and Communication	3
Financial Services *Inc. Insurance*	1
Real Estate	2
Professional, Scientific and Technical	5
Administration	6
Public Administration and Defence	7
Education	22
Health *Inc. Social Work*	27
Other *Inc. Arts, Recreation etc.*	6
Total	147



Information for consideration in our curriculum

-23% are semi-skilled, unskilled or on benefits
-8% consider their health to be ‘fair’ or ‘bad’
-26% have no GCSEs or equivalent
-16% have 1-4 GCSEs only
-99% White British
-24% do not have a passport
-74% are Christian
-20% no religion
-70% employed full time, part time or self employed
-33% of employed people are employed in education or health