Computing Curriculum at Lace Hill Academy

Who are we?

At Lace Hill all children have access to the use of computing regardless of ability, age, culture, disabilities, gender or race. Through our planning we use computing to equip our pupils to understand and change the world through computational thinking. This is by thinking logically, precisely and creatively. The Foundation Stage children have an entitlement to access the EYFS curriculum at appropriate curriculum levels; all KS1 and 2 pupils have an entitlement to access the National Curriculum computing programmes of study at appropriate levels. For children at KS1 we use units from the Purple Mash scheme of work. In KS2 we are using a project based approach called D.A.R.E.S. (Design, Apply, Refine, Evaluate & Share).

D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum.

The aim of this approach is to provide lessons that deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.

What do we need to know? Why?

At the very beginning of our pupil's journey at Lace Hill we provide opportunities for the children to explore the different types of everyday technology we use and make available interactive software for children to explore during their self-chosen activities and thus gain an understanding of the safe and appropriate use of technology. We then develop basic understanding of the hardware and software to manipulate information. Throughout their time at Lace Hill we will be developing their computing competence in their knowledge and understanding of the importance of information and communication technology.

The computing opportunities in our school will ensure that the pupils understand and apply the fundamental principles of computing science (logic, algorithms, data representation and communication) and become digitally literate at a suitable level for future workplace and as active participants in our digital world.

What do we need to experience? Why?

When a child leaves our school they will…	I am a Lace Hill digital learner because…
- Be a confident person - Be an independent thinker and self-starter - Empathise with others - Have an inquisitive mind - Take risks with their learning - Bounce back and move forward when faced with a challenge - Be proactive and innovative - Have a sense of belonging	- I feel confident when using technology - I understand the importance of being safe online - I can interpret what I have learnt and apply it to technology around me - I can solve problems using different strategies - I enjoy exploring different applications, programs and software - I can help those around me with the knowledge I have learnt

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Three Pillars	Declarative knowledge - What	Procedural knowledge - How

Computer Science
- Coding/Programming
- Computational thinking
- Problem solving
 	
Information Technology
- Using technology to demonstrate understanding
- Use of multimedia to create digital artefacts
 	
Digital Literacy
- Education for a Connected World (DfE 2020)
 	
    o Self-Image and Identity
    o Online Relationships
    o Online reputation
    o Online Bullying
    o Managing Online Information
    o Health, Well-being and lifestyle
    o Privacy and Security
    o Copyright and Ownership
	Computer Science
	- What is an algorithm?
	- How to write algorithms
	- Different types of algorithm
	- What is programming?
	- How to write programmes
	- What is computational thinking?
	- How to use computational thinking
	- What is problem solving?
	- How to use problem solving
	
	Information Technology
	- What is data?
	- What are applications?
	- How are applications used to present
	- Which applications are appropriate to use and when
	- How is it represented?
	
	Digital Literacy
	- How does online technology impact behaviour?
	- How do I get support if I need it?
	- What skills do I need to be safe?	

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At Lace Hill we will provide opportunities through a cross curriculum links with the teaching of mathematics, science, and Design and Technology to ensure pupils become digitally literate at a suitable level for future workplace and as active participants in a digital world. At Lace Hill we also want to provide opportunities to develop interests, knowledge and expertise in computing for teaching and non-teaching staff, as the children will learn and experience from a varied wealth and breadth of skills and knowledge.

Each class has access to iPads and laptops to enable them to use technology throughout the curriculum. Learning can then be evidenced through the use of Seesaw. On Seesaw students use creative tools to take pictures, draw, record videos and upload their work to capture learning in a portfolio. The children then have access to this portfolio and can be shared at home with parents.

By using technology throughout the curriculum this will break down many barriers that might make learning more challenging for pupils. We also firmly believe that if it's necessary for some then it's good for all.

In KS2 Digital literacy will be taught explicitly in Autumn 1 to best prepare the children for the year. We believe that although it is important to cover these objectives explicitly, many of these themes will be covered in our Computer Science and Information Technology lessons. Children will be using a new range of apps, accessing different websites so need to have a constantly developing knowledge of digital literacy that can be applied in contexts.

See below table coverage for the 8 main themes.

Celebrating Computing:
Digital Leaders (Subject Ambassadors)
Computing Club run periodically through the year
Safer Internet Day
Subject Leader Assemblies

Colour	Topic	3	4	5	6
	Self-Image and Identity				
	Online Relationships				
	Online reputation				
	Online Bullying				
	Managing Online Information				
	Health, Well-being and lifestyle				
	Privacy and Security				
	Copyright and Ownership				

Digital Literacy coverage

The themes of Online Relationships, Online Reputation and Online Bullying are also covered during our relationships units in PSHE.

Year 3 and 4 will revisit these topics in Summer 1 whereas Year 5 and 6 will cover these topics in Autumn 2.

As a subject lead the themes of Digital Literacy will be revisited in our subject assemblies and when we celebrate Safer Internet Day in February. Although, as a school, we believe that everyday should be Safer Internet Day. In a technologically advanced society, it is our duty to best prepare these children to become digitally literate and responsible citizens.

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LHA Computing Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Word processing/ typing Animations Coding and programming Photography and digital art Video creation Keeping safe online	Logging in Online safety Grouping and sorting Maze explorers Lego builders Tech outside school Spreadsheets Pictograms Animated stories Coding	Creating pictures Online Safety Effective searching Coding Making music Spreadsheets Presenting ideas	E-Safety Programming Presentations Computer Networks Sound AR/VR	E-Safety Programming Data Handling Artificial Intelligence Sound AR/VR	E-Safety Programming Presentations Computer Networks Sound Video Creation	E-Safety Programming Animation Artificial Intelligence Sound Video Creation

LHA Computing Journey (Progression in Knowledge and Skills)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	I can give commands/ instructions e.g. forward, backwards when using simple software/hardware I can make choices about the buttons/icons to press, touch or click on when using simple software/ hardware	I can explain that an algorithm is a set of instructions. (1.4, 1.5) I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7) I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5) I can say that if something does not work how it should it is because my code is incorrect. (1.7)	I can explain an algorithm is a set of instructions to complete a task. (2.1) I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1) I can design a simple program using 2Code that achieves a purpose. (2.1) I can find and correct some errors in my program. (2.1) I can say what will happen in a program. (2.1)	**Computational Thinking** • I know how to create algorithms for my programming projects • I know how to decompose projects (such as an animation) into steps to create an algorithm • I understand abstraction is focusing on important information • I know how to identify patterns in an algorithm **Programming** • I know how to design a program	**Computational Thinking** • I know how to use abstraction to focus on what's important in my design • I know how to write more precise algorithms for use when programming • I know how to use simple selection and repetition in algorithms • I know how to use logical reasoning to detect and correct errors in programs **Coding and Programming** • I know how to use repetition in programs	**Computational Thinking** • I know how to solve problems by decomposing them into smaller parts • I know how to use selection in algorithms • I know how to use logical reasoning to explain how a variety of algorithms work • I know how to evaluate the effectiveness of algorithms **Programming** • I know how to create programs by decomposing them into smaller parts	**Computational Thinking** • I know how to decompose a design or code to focus on specific parts • I know how to use abstraction to hide complexity in my design or code • I know how to recognise and make use of patterns in my design and code • I know how to critically evaluate my work and suggest improvements **Programming** • I know how to use a range of sequence, selection and repetition commands to

			Year 2	Year 3	Year 4	Year 5	Year 6
		I can try and fix my code if it isn't working properly. (1.7) I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7)	I can spot something in a program that has an action or effect (does something).	• I know how to create a program using a design • I know how to create a sequence of code • I know how to work with a variety of inputs and outputs • I know how to evaluate my program **Computer Networks** • I understand that the computers in a school are connected together in a network • I understand why computers are networked	• I know how to use simple selection in programs • I know how to work with a variety of inputs and outputs • I know how to use logical reasoning to systematically detect and correct errors in programs **Artificial Intelligence** • I can train an AI model and investigate how more data can make it more accurate • I know about big data and how it can be used to inform decision-making and improve machine learning algorithms.	• I know how to use a variety of selection commands in programs • I know how to use conditions in repetition commands • I know how to work with variables • I know how to create programs that control or simulate physical systems • I know how to evaluate my work and identify errors **Computer Networks** • I know how to use search technologies effectively • I understand that web spiders index the web for search engines • I appreciate how pages are ranked in a search engine	implement my design • I know how to identify the need for, and work with, variables • I know how to create procedures to hide complexity in programs • I know how to critically evaluate my work and suggest improvements **Artificial Intelligence** • I can train an AI model and use it within a program • I know about chatbots and how they can be used to simulate conversation with a computer.
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can manage a device by correctly closing websites or apps and safely turning on and off I can input commands using the space bar, backspace, enter, letters and numbers on a keyboard on a device I can input commands using a mouse to	I can sort sound, pictures and text. (1.2) I can add sound, pictures and text to a program such as 2Create a Story. (1.6) I can change content on a file such as text, sound and images. (1.3, 1.6, 1.7, 1.8) I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8)	I can organise data – for example, using a database such as 2Investigate. (2.3, 2.4) I can find data using specific searches – for example, using 2Investigate. (2.4, 2.5) I can use several programs to organise information – for example, using binary trees such as 2Question	**Presentations** • I know how to create an interactive comic with sounds, formatted text and video. • I know how to annotate an image with videos • I know how to create a simple web page. • I know how to design a simple app prototype. • I know how to create	**Data Handling** • I know how to create my own online multiple choice questionnaire. • I know how to input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. • I understand how data is collected. **AR/VR**	**Presentation** I know how to collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 • I know how to create and export an interactive presentation including a variety of media, animations, transitions and other effects.	**Animation** • I know how to mix animations and videos recordings of myself to create video interviews. • I know how to plan, script and create a 3D animation to explain a concept or tell a story. • I know how to choose and create different types of animations to

Information Technology	control a cursor and use the left click to select options or use finger control to interact with a tablet I can experience simple apps and software and use these to present ideas	I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8) I can find my work. (1.2, 1.3, 1.6, 1.7, 1.8)	or spreadsheets such as 2Calculate. (2.4, 2.8) I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units) I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units) I can include photos, text and sound in my creations. (2.8, 2.6)	a simple digital timeline/mindmap **AR/VR** • I know how to create my own digital 360 image and explore it in VR • I know how to create my own images and bring it into my surroundings through AR. **Sound** • I know how to create and edit purposeful compositions using music software to create mood or a certain style • I know how to experiment with live loops to create a song.	• I know how to create my own 360 video. • I know how to use the camera to create a 360 image. • I know how to add multiple objects into my surroundings through AR to explain a concept. **Sound** • I know how to edit sound effects for a purpose. • I know how to create a simple four chord song following the correct rhythm. • I know how to record a radio broadcast or audiobook.	• I know how to create an interactive guide to a image by embedding digital content and publishing it online. • I know how to create a webpage and embed video. **Video Creation** • I know how to use cutaway and split screen tools in iMovie. • I know how to evaluate and improve the best video tools to best explain my understanding. • I know how to further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. **Sound** • I know how to add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. • I know how to create a remix of a popular song.	best explain my learning. • I can make an animated talking GIF of a cartoon character. **Sound** • I know how to add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) • I know how to compose a soundtrack that can be added to a film project. **Video Creation** • I know how to use the green screen masking tool with more than one character. • I know how to use picture in picture tools in iMovie. • I know how to add animated subtitles to my film to further enhance my creation. • I know how to create videos using a range of media - green screen, animations, film and image.

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy	I can recognise technology is used at home and in school

I understand what a computer is and the different uses of computers | I can say what technology is. (1.9)
I can say what examples of technology are in school. (1.9)
I can say what examples of technology are at home. (1.9)
I know that a chair uses old technology and a smart phone uses new technology. (1.9)
I can keep my login information safe. (1.1 and most units)
I can save my work in a safe place such as 'My Work' folder. (1.1 and most units) | I can find information I need using a search engine. (2.5)
I know the consequences of not searching online safely. (2.2, 2.5)
I can share work and communicate electronically – for example using 2Email or the display boards. (2.2 and others)
I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2)
I can see where technology is used at school such as in the office or canteen. (2.2)
I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1) | **Self-Image and Identity**
I can explain what is meant by the term 'identity'

I can explain how people can represent themselves in different ways online.

I can explain ways in which someone might change their identity depending on what they are doing online
Online Relationships
I can describe ways people who have similar likes and interests can get together online.

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and | **Self-Image and Identity**
I can explain how my online identity can be different to my offline identity.
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Online Relationships
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

I can explain how content shared online may feel unimportant | **Self-Image and Identity**
I can explain how identity online can be copied, modified or altered.

I can demonstrate how to make responsible choices about having an online identity, depending on context.
Online Relationships
I can give examples of technologyspecific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a | **Self-Image and Identity**
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

I can explain the importance of asking until I get the help needed.
Online Relationships
I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them |

| | | | content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos **Online Reputation** I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. | to one person but may be important to other people's thoughts feelings and beliefs. **Online Reputation** I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. **Online Bullying** I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). **Managing Online Information** I can describe some of the methods used to | trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. **Online Reputation** I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. **Online Bullying** I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access | online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **Online Reputation** I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **Online Bullying** I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. |

| | | | | | I can explain who someone can ask if they are unsure about putting something online.
Online Bullying
I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.
Managing Online Information
I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what autocomplete is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in | encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
Health, Well-being and lifestyle
I can explain how using technology can be a distraction from other things, in both a positive and negative way.

I can identify times or situations when someone may need to | support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
Managing Online Information
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, | **Managing Online Information**
I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influences peoples' choices.
I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I |

				videos, memes, posts, news stories etc.	limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.
				I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). **Health, Well-being and lifestyle** I can explain why spending too much time using technology can sometimes have a negative impact on anyone, I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable I can describe and demonstrate how we can get help from a trusted adult if we see	**Privacy and Security** I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. **Copyright and Ownership** When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. **Health, Well-being and lifestyle**	**Health, Well-being and lifestyle** I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and

| | | | | content that makes us feel sad, uncomfortable worried or frightened. **Privacy and Security** I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust.

I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others. **Copyright and Ownership** I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. | have the right to reuse it.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. | I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. **Privacy and Security** I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. | how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). **Privacy and Security** I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms |
|---|---|---|---|---|---|---|---|

					friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples. **Copyright and Ownership** I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	and conditions that govern their use **Copyright and Ownership** I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.