

Computing One Voice



The Main Strands of Computing

At the core of everything we teach, the three predominant areas of computing are a prime focus and the scheme we use is carefully designed to ensure this coverage.

It is vital that children develop the skills and knowledges related to these strands, becoming successful learners, confident individuals and responsible citizens.



Information Technology



Digital Literacy



Computer Science

The Computing Curriculum at Cheadle Catholic

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum:

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

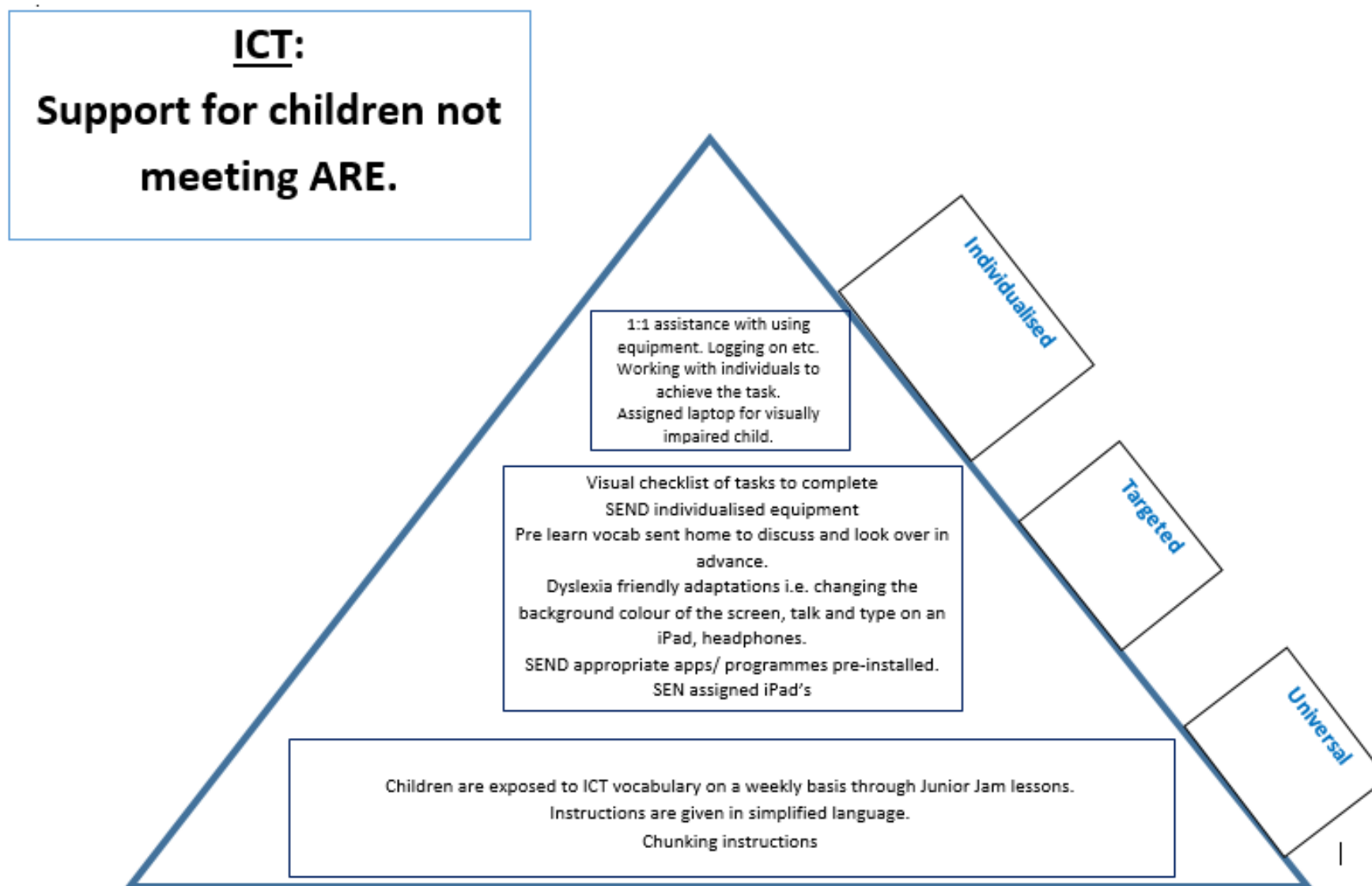
iMedia Progression Map



Junior Jam

	EYFS Lite Level 1R	Year 1 Lite Level 1	Year 2 Lite Level 2	Year 3 Level 1	Year 4 Level 2	Year 5 Level 3	Year 6 Level 4
iJam	rJam Pupils to: - name instruments - clap to beats - create basic rhythms on apps	iLoop Pupils to: - understand song structure - use live loops to create music	iGenre Pupils to: - understand the term Genre - use genre filters on GarageBand	iSong Pupils to: - understand Music Production - use Live instruments to create music	iDance Pupils to: - understand sub genres of dance - create songs to specific BMPs	iHipHop Pupils to: - understand characteristics of HipHop - create a HipHop based song	iRemix Pupils to: - understand sampling + Remixing - remix a popular song
iProgram	rProgram Pupils to: - recognise technology - name parts of a computer	iCode Pupils to: - know that computers use code - create simple algorithms	iBlockly Pupils to: - know what an algorithm is - Write code in Blockly	iLogic Pupils to: - understand Computer Science - create patterns using code	iFunction Pupils to: - Know what a function is - Use conditionals and variables to code	iDebug Pupils to: - know what debugging is - Create a game using programming	iDevelop Pupils to: - recreate real-world programs - code with complex variables and functions
KS1 iAnimate KS2 iOffice	rAnimate Pupils to: - know that cartoons are animated - animate a basic character on IOS	iMove Pupils to: - understand stopmotion films - animate using stopmotion	i2D Pupils to: - understand that 2D means flat - draw a 2D animation	iSafety Pupils to: - understand basic instant safety - use basic functions of Word	iSocial Pupils to: - use more advanced functions of word - understand when to use them	iCompany Pupils to: - use basic function of Excel - understand how Excel is used in business	iC.V Pupils to: - Use apps word, keynote and Excel to create a C.V
iCreate	rCreate Pupils to: - learn how to take a photo on an iPad - create digital art	iPhotograph Pupils to: - understand focal point, form/ background - photograph using their key words	iMagazine Pupils to: - layout and create a magazine and it's content	iStopMotion Pupils to: - create own stop motion - edit animation using sound FX and green screen	iEdit Pupils to: - create a storyboard - Spice and fast cut existing footage	Advanced i2D Pupils to: - understand that 2D is drawn then animated - create 2D animations	iDigital Pupils to: - edit a master cut - create a gif, 3D Art and a Cinemagraph
iCommunicate	rComm Pupils to: - name ways to communicate - understand pros and cons of those ways	iSecure Pupils to: - know basics of internet safety - discuss topics surrounding trust	iConnect Pupils to: - discuss methods of communication - layout and compose an email	iCollaborate Pupils to: - create a podcast, a blog and a vlog - create content for an audience	iPublish Pupils to: - discuss distribution of media - understand an editors role	iAdvertise Pupils to: - understand branding and taglines - Create a radio, tv, and print ad	iGraphics Pupils to: - create a website homepage - Understand WYSIWYG
iTech	rTech Pupils to: - Know differences between photos and videos - Create basic storylines	iInvent Pupils to: - Discuss and understand the technological timeline	iFilm Pupils to: - Name different camera angles - Shoot footage using those angles	iControl All KS2 2020/21 Pupils to: - Use java and Blockly to code an external device	iCSI - Evidence track All KS2 2021/22 Pupils to: - Use and understand technology used to solve crime	iCSI - Cold case All KS2 2022/23 Pupils to: - Understand and use technology used to solve cyber crimes.	iBuild All KS2 2023/24 Pupils to: - How Minecraft can reused to create worlds and fulfil briefs.

ICT Provision Map



Adaptive Teaching

The majority of challenge and extension is embedded into the activities set by Junior Jam. Typically, teachers will intervene and support where necessary but no specific differentiation has been used, with this being a creative and explorative lesson which relies heavily on children overcoming obstacles and challenges themselves.

Some teachers have used helpful approaches such as buddying lower attaining children with higher ability children in computing lessons and having key information such as student usernames displayed in the classroom to enable faster logins when memory is an issue.

All teachers have intervened when necessary to offer guidance, moved children closer to themselves or had them working with a TA.

Curriculum Overview

		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
iJam	Level 1	X	X			X		X
	Level 2	X	X			X	X	X
	Level 3	X	X			X	X	X
	Level 4	X	X			X	X	X
iProgram	Level 1	X	X	X			X	X
	Level 2	X	X	X			X	X
	Level 3	X	X	X			X	X
	Level 4	X	X	X			X	X
iOffice	Level 1				X		X	X
	Level 2						X	X
	Level 3					X	X	X
	Level 4					X	X	X
iCreate	Level 1		X		X	X	X	X
	Level 2	X			X	X		X
	Level 3	X	X			X	X	X
	Level 4		X	X	X		X	X
iCommunicate	Level 1		X		X	X	X	X
	Level 2	X			X	X	X	X
	Level 3	X			X		X	X
	Level 4	X	X	X	X		X	X
iTech	Level 1	X	X	X			X	X
	Level 2						X	X
	Level 3	X			X		X	X
	Level 4	X	X	X			X	X

Curriculum Links - Deep Dive

Cheadle Catholic Junior School

*Forward in Faith
Following in the footsteps of Jesus*



Computing

Intent

At Cheadle Catholic Junior School, we recognise that technology is evolving all the time. We therefore strive to exploit the opportunities that technology brings to engage children's learning in all subjects, as well as ensuring they are well equipped with key computing skills needed for their digital future.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, express themselves and develop their ideas through, information and communication.

Impact:

Our Computing Curriculum is planned to demonstrate progression, build on, and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the units of work. We inspire our children to use technology creatively to change the future of the digital world and make a positive contribution to the real world.

Implementation


Computing teaching is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. The children are given every opportunity to apply skills they have learnt across the curriculum e.g. creating graphs and chart within Science. We have iPads in the school supporting children's learning in all subjects using a range of apps and online learning portals.

We take internet safety very seriously at the school. Through assemblies and lessons, we ensure that all children know their rights and responsibilities and teach them how to stay safe when using the internet. Pupils are always supervised when using technology and accessing the internet.

Computing and safeguarding go hand in hand and a we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Safer Internet Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety information.

ICT Lesson Plan

Alongside Junior Jam's weekly computing sessions I am trialling an extended unit with Year 4 currently looking at creating trailers. As this is done fortnightly on a carousel basis all children in Year 4 are having extra exposure to the computing curriculum. If this is successful I hope to roll this out to other year groups gradually.

Medium Term Plan - ICT																																	
Year 4																																	
Key Knowledge <ul style="list-style-type: none"> To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video. 	Hook: <div> <div> Video trailers <table border="1"> <tr><td>Application</td><td>A computer program, sometimes referred to as an app.</td></tr> <tr><td>Desktop</td><td>A lower computer that needs a mouse, keyboard and monitor, that remains in one place.</td></tr> <tr><td>Digital device</td><td>Electronic devices that operate off a binary system in 1s and 0s.</td></tr> <tr><td>Edit</td><td>To change and amend something.</td></tr> <tr><td>Film</td><td>Recorded moving pictures, that can make up a clip or film.</td></tr> <tr><td>Film editing software</td><td>Software with editing abilities to cut, crop and add effects to video footage.</td></tr> <tr><td>Graphics</td><td>The use of images or visuals designed to communicate, demonstrate a concept or promote something.</td></tr> <tr><td>Import (software)</td><td>To pull another file into software, to place, edit and manipulate.</td></tr> <tr><td>Key events</td><td>Important parts within a narrative or a particular period in time.</td></tr> <tr><td>Laptop</td><td>A compact computer that is easy to carry and move around.</td></tr> <tr><td>Plan</td><td>An idea about how to do something in future.</td></tr> <tr><td>Recording (audio)</td><td>To capture sounds or video footage, using an electronic device.</td></tr> <tr><td>Sound effects</td><td>Sounds to enhance an event or bring fantasy aspects to life in a film or other media, for example, the whosh of a time machine.</td></tr> <tr><td>Time code</td><td>Time references on film or animations.</td></tr> <tr><td>Video</td><td>Recorded moving pictures, that can make up a clip or film.</td></tr> <tr><td>Voiceover</td><td>A voice recording which overlays a video or presentation.</td></tr> </table> </div> <div> Did you know? Digital sound waves can be viewed and edited on a computer. They look like this:  </div> <div> Key facts <p>Transitions are visual effects that can be applied to occur in-between digital media (slides, images or video clips).</p> <p>Wipe The media appears from a selected corner.</p> <p>Cross point The media zooms and fades in from the middle.</p> <p>Fade off The page peels off to reveal the media.</p> <p>Dip to black The media fades to a black screen.</p> <p>Directional wipe The media appears from a selected side.</p> </div> </div>	Application	A computer program, sometimes referred to as an app.	Desktop	A lower computer that needs a mouse, keyboard and monitor, that remains in one place.	Digital device	Electronic devices that operate off a binary system in 1s and 0s.	Edit	To change and amend something.	Film	Recorded moving pictures, that can make up a clip or film.	Film editing software	Software with editing abilities to cut, crop and add effects to video footage.	Graphics	The use of images or visuals designed to communicate, demonstrate a concept or promote something.	Import (software)	To pull another file into software, to place, edit and manipulate.	Key events	Important parts within a narrative or a particular period in time.	Laptop	A compact computer that is easy to carry and move around.	Plan	An idea about how to do something in future.	Recording (audio)	To capture sounds or video footage, using an electronic device.	Sound effects	Sounds to enhance an event or bring fantasy aspects to life in a film or other media, for example, the whosh of a time machine.	Time code	Time references on film or animations.	Video	Recorded moving pictures, that can make up a clip or film.	Voiceover	A voice recording which overlays a video or presentation.
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Topic Outcomes: Pupils who are secure will be able to: Describe the purpose of a trailer, Create a storyboard for a book trailer, Consider camera angles when taking photos or videos, Import videos and photos into film editing software., Add text to a video, Incorporate transitions between images, Evaluate their own and others' trailers.																																	

Knowledge Organisers



iOffice: Level 2 iSocial

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can explain how font style and bold changes text
2. Pupils know why you would use strikethrough and highlight on text
3. Pupils know what a target market is
4. Pupils can explain why pitching is important
5. Pupils understand what a focus group is and what it's used for
6. Pupils understand how to edit photos when inserting them into a document
7. Pupils can give examples in which a presentation is more suitable than a document
8. Pupils understand the difference between what makes a good and bad pitch
9. Pupils can give examples of industries where focus groups are essential
10. Pupils can explain the function justify on a word processing document

Course Overview

Course overview: Pupils will be presented with a hypothetical scenario where all social media platforms have been removed from the internet. They will then be tasked with designing and creating their own social media platform to fill the gap in the market. Throughout the half term, pupils will use more advanced functions in word processors to plan their ideas before finally collating them into a Keynote presentation ready to be presented to their peers.

Learning objective for the course: The main purpose of iSocial is to build on the word processing skills learnt within Level 1 to enable pupils to use the program to its full potential. Pupils will learn how to use more advanced functions like Strikethrough and Highlight. More advanced pupils/classes will be taught how to track changes and how this is a useful tool for collaboration. At the end of the course pupils will learn how to present their work, creating a Keynote presentation collating all the work they have done throughout the half term.

Keynote

Presentation Mode.

The paintbrush edits the main slide.

This lets us add text, pictures and more.

We can animate the slides here.

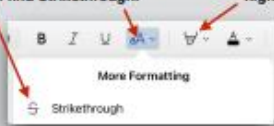
The slides in our presentation are here on the left-hand side.



Microsoft Word

If we tap this symbol, we can find Strikethrough.

Here is the highlighter.



Vocabulary Bank

Word Processing

Using a computer to create and edit.

Highlight

Marking bits of text by giving it a coloured background.

Centre

Putting text in the centre of a document.

Align Right

Putting text against the right side of the document.

Audience

The people giving attention to something.

Presentation

Talking about and giving information on a certain subject.

Edit

Making changes to a document.

Strikethrough

Putting a line through the middle of the text.

Align Left

Putting text against the left side of the document.

Target Market

The type of people you aim to sell your product to.

Pitch

A type of presentation where you are trying to persuade someone.

Justify

To prove that something is correct or right.

Apps used

Microsoft Word

Logo Foundry

Keynote



iCreate: iEdit Level 2

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can explain what fast cutting is.
2. Pupils know why a storyboard is used before filming.
3. Pupils can explain what a fan video is.
4. Pupils are able to name three different camera angles that are being used.
5. Pupils can explain what splicing means and how to do it.
6. Pupils can use lyrics to help choose suitable clips for their video.
7. Pupils can explain the advantages and disadvantages of fast cutting and when it would be used.
8. Pupils can use their emotional reactions to different editing techniques to assess their work.
9. Pupils can explain the difference between a storyboard and a call sheet.
10. Pupils are able add text to appear alongside matching lyrics.

Course Overview

Course overview: During this module pupils will learn basic and advanced editing techniques and video effects to produce a music video. Pupils will edit, cut and splice footage supplied to them in order to create their final video. Pupils will utilise search functions within the app iMovie to sift through stock videos and choose appropriate clips to match the audio.

Learning Outcome for the course: During iEdit the pupils learn advanced editing skills on the app iMovie. They will learn how to Splice, Cut, Trim, add sounds, record their own voice, add text over video and build in transitions to complete a short animation by the end of the course. Pupils will learn about Chroma Key and Sound FX before adding these techniques to their animation to create a finished piece.

iMovie

This is a preview of what our video looks like as we are editing it.

We can film or record new video/audio content by tapping these.

This is the audio for our movie. It could be from our video takes, or imported separately.



We can import photos, videos and audio from this menu.

These are the video takes we have and the order they will play.

We can edit our videos by using the functions found here.

Vocabulary Bank

Fast Cutting

Consecutive films shots that only appear briefly.

Long/Mid/Close-up Shot Editing

Filming from a long, medium or close distance.

Cue Sheets

A document that outlines all the music used in a film.

Pre-Production

The process of planning the filming for a film.

Camera Angles

The location of the camera to the subject when filming.

Cutting

Transitioning between different film takes.

Splicing

A shot that has been broken up and put back together.

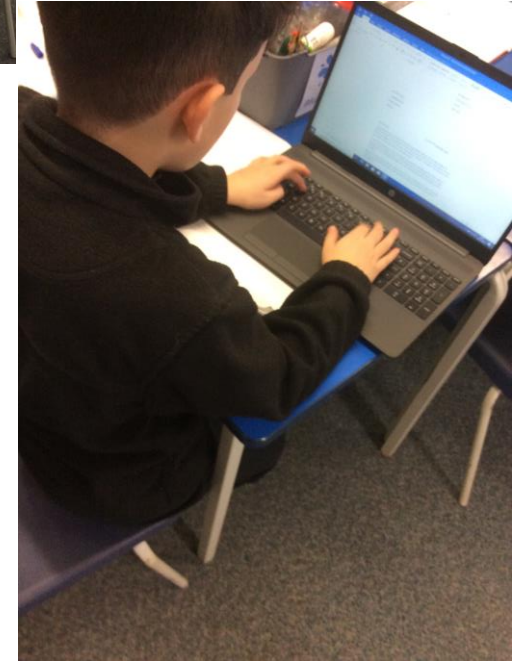
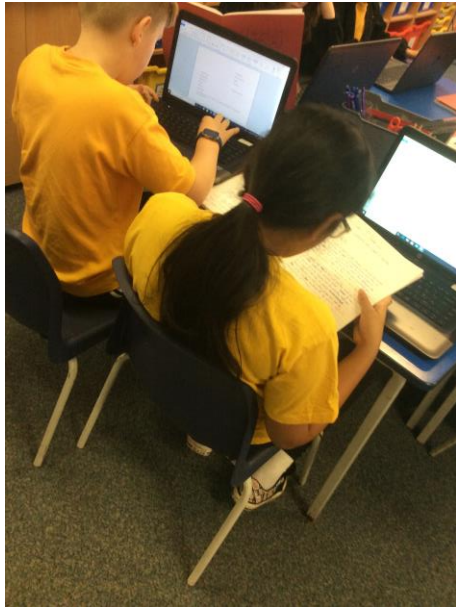
Fan Video

A film made by a fan of a person/show/film.

Post-Production

The process of editing a film after filming has finished.

Computing in our school.



The background of the slide features several thin, curved lines in light grey and blue, creating a sense of motion and connection. On the left side, there is a large blue speech bubble with a tail pointing downwards.

Linking Learning

It is encouraged that learning is linked where appropriate to other units studied in computing, previous learning in other year groups and to other curriculum areas.

For example, spreadsheets and graphs are easily embedded into Maths and Science units and writing for different audiences, blogging, tweeting, typing letters and text adventures can link with English.


Children should have a clear understanding of the purpose of this connection in order for it be an effective link.

Examples of work

Monday 19th December 2022

Group 5

We designed our product, name and logo. We then planned our advert and once we completed our storyboard, we recorded our advert.



on as we clipped them. We used a ~~clip~~ ^{clip} to make the record.

12 Focused Tasks

SAMBA

Facts

Instruments in a samba band include:

- Agogo
- Surdo drum
- Ganza
- Whistle
- Barbican

We listened to some music from the SAMBA school to inspire ourselves in more SAMBA music when we listened. I thought it was very vibrant. And the instruments were Agogo, Surdo drum, Ganza and Whistle.

It is most well known played in Brazil and in particular Rio De Janeiro. It is party-like music and includes many people when I listen to it it makes me feel upbeat and happy.

Our First Performance

I played the Ganza to the rhythm of Coca-Cola. I found it very easy because it was just shake shake to finish we all played the same rhythm ensemble. Samba drums are the best, that's right.

INSTRUMENTS

SURDO

The surdo drum is worn around the player's neck as the drummer has to be able to play whilst marching. The player hits the drum with one large, floppy headed beater. It is the heart of the band.

GANZA

The ganzan is an instrument that is played by shaking. It is usually a metal cylinder filled with beads or sand.

Agogo

The Agogo bell is African. It has two cone shaped bells of different pitch which the player hits with a stick.

Apito

It is a whistle with a hole in each side which can be covered by the thumb and finger to create sounds of different pitch. It leads the band.

Barbican

The barbican is the smallest drum of the samba band. It doesn't have symbols around the edge. By lifting their fingers on and off the drum skins they can change the sound.

Smoothie Making



PIC-COLLAGE

Geography Fieldwork

13/07/22



Wednesday 20th November 2022

Crucial crew

CRUCIAL CREW

text 61016

Let's make a difference

BRITISH TRANSPORT POLICE

Policing railways since 1860 and have charged from steam trains to newstations. Yellow line - going to head onto platform. If no line use common sense. Weigh over 400 ton (weighs more than the statue of liberty). Last train if you do it it's trespass on the railway and you will be arrested and £1000 fine and you could end up in prison. Can do 100 m in 1.2 seconds if traveling at 120 mph. 23 foot tall pillars tend to stop other pressing broken at high speed. Tracks are electrified and contains 700 volts of electricity and power lines above have 25000 volts via electricity arcing.

text 61016

20th November 2022

WATER SAFETY

Fire, reservoirs, lakes and canals. Lake is most dangerous as deeper the water the lower the temperature and it gives you a shock. Muscles stop working and you can quickly drown in when in shock. Could die within a minute. Unless you know by sign or flag that water is safe then stay away from the edge. If in situation float on back on inside and mouth out of the water then call for help. If someone is stuck call 999 or if you have no phone ask an adult around you. Find a life ring as it floats and throw it to the person.

Explorers

What is the danger?

PUBLIC HEALTH DEPARTMENT

We matched pictures to cubes of sugar. Each cube of sugar is the size of a sugar cube. Maximum amount of sugar a 10 year old should eat in food or drink in a day is 6 cubes. Eating too much sugar can cause tooth decay, heart disease and diabetes. It also gives you a tummy ache. Two cubes of sugar a times a day is the frequency of sugar intake which has other health benefits. Sometimes sugar in food is hidden in you. You don't need added sugar in food. Food that makes you feel relaxed sugar. Candy and sweets give you added sugar give it back the quick after.

text 61016

20th November 2022

WATER SAFETY

Fire, reservoirs, lakes and canals. Lake is most dangerous as deeper the water the lower the temperature and it gives you a shock. Muscles stop working and you can quickly drown in when in shock. Could die within a minute. Unless you know by sign or flag that water is safe then stay away from the edge. If in situation float on back on inside and mouth out of the water then call for help. If someone is stuck call 999 or if you have no phone ask an adult around you. Find a life ring as it floats and throw it to the person.

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text 61016

Safer Internet Day

Tuesday 7th February
2023

Safer Internet Day is an important date in our school calendar. Each year we plan activities across our school to remind children how to stay safe online.

On Tuesday we have a selection of lessons planned across the school to look at this years theme: Want to talk about it?



How we measure progress?

- Pupil voice
- Book looks
- Lesson observations
- Partner teaching
- Learning walks
- Classroom displays with working walls
- Green pen reflections



The Future of Computing Next Steps

1. Ensure that computing has been embedded across the curriculum and there is evidence of this in books.
2. For more staff training to be completed on areas they would find useful.
3. Working alongside SENCo to discuss strategies to enable further attainment among SEN children in school.
4. Pupil Voice to be undertaken more regularly to listen to the children's thoughts and ideas.
5. To have a long term plan in place to improve and enhance computing equipment across the school.