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| **Disciplinary knowledge Computing Curriculum**  Kensington Junior Academy |

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| **Autumn** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Coding** | **Coding** | **Coding** | **Coding** |
| To write an algorithm to complete a goal  To test a written algorithm  To debug any errors in a written algorithm.  To evaluate block coding against a set goal | To recognise that using algorithms will also help solve problems in other learning such as Maths, Science and DT  To reach a set goal (i.e. complete a circuit)  Rewrite a programme to improve an algorithm. | To write and debug an algorithm and a programme  To expand an algorithm using logical thinking, imagination and creativity.  To include ‘if’ commands in an algorithm.  To include ‘then’ commands in an algorithm. | To use physical inputs (such as sensors) into my algorithms to programme a device.  To debug and edit a programme when a set goal changes.  To evaluate the efficiency of an algorithm whilst continually testing and debugging the programming |

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| **Spring** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Touch typing** | **Writing for Different Audiences** | **Databases** | **Blogging** |
| To edit written work using a word processor  To use spellcheck on a word processor.  To share my work with others  To use a variety of different effects and text to present work offline and online | To create, modify and present digital information differently when presenting to differing audiences  To work collaboratively with others on  To create and insert audio/video into Slides | To add data to a database  To evaluate a completed database  To create and review content using unfamiliar technology  To create a report which includes data, images and text.  To collect, present and then discuss errors within a data set | To combine a range of media, recognising the contribution of each to achieve a particular outcome.  To be digitally discerning when evaluating the effectiveness of digital data  Discuss audience, atmosphere and structure of a presentation or video.  Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience.  Evaluate the effectiveness of their own work and the work of others. |

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| **Summer** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Simulations** | **Effective searching** | **Concept Maps** | **Quizzing** |
| To save and load work from a school network  To describe and detail parts of a computer and the world wide web  To compare passwords and ways in which you can protect your personal data  Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button.  Comment and provide positive feedback on the work of classmates in school or online, or the work of others online via Seesaw | To identify how search engines work  To evaluate and analyse the reliability of information collected from the internet  To create a hyperlink to a resource stored on the world wide web  To act appropriately and safely online in regards to programmes  Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time. | To analyse and fact check information found on a website  To ensure online accounts and devices are safe and secure and to communicate kindly and respectfully whilst using them  Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats.  Discuss the importance of keeping an adult informed about what you’re doing online, and how to report concerns. | To recognise copyright and acknowledging the sources of information gathered  To recognise the monetisation of data online and discuss digital footprints  Explore using the safe and responsible use of online communication tools e.g. blogs, messaging. |