



# Kings Meadow Primary School

## Computing Overview: Red Squirrels (Purple Mash)

Creative, Real-life, Ambitious, Careers-focussed curriculum building Knowledge & skills for every Individual Nurturing Global citizens of the future



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|  | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                  | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                | Skill                                                                                                                                                                                                                                                                                                                                                 | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skill                                                                                                                                                                                                                                                                                                                                                                                         |
| Also included                                                                    | <b>Presenting Ideas</b><br><b>Microbit</b><br><b>Coding</b><br><b>Spreadsheets</b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                       | <b>Intoduction to AI</b><br><b>Microbit</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                  | <b>Email</b> <ul style="list-style-type: none"><li>• There are different methods of communication and they each have strengths and weaknesses.</li><li>• Emails are a form of digital communication.</li><li>• Emails can be sent and received almost instantly to anyone with an email address.</li><li>• Common features of email software are the inbox, the 'To' address field, the sender email address, the subject, the</li></ul> | <ul style="list-style-type: none"><li>• Explain the advantages and disadvantages of different communication methods.</li><li>• Choose an appropriate communication method for a task.</li><li>• Make use of 2Email to communicate within school.</li><li>• Recognise the differences between digital and non-digital communication methods.</li></ul> | <b>Unpacking Hardware and Software</b> <ul style="list-style-type: none"><li>• The word 'technology' describes using scientific knowledge to design and make tools, systems or machines that help solve problems or make tasks easier.</li><li>• Electrical, digital and smart technology are sub-sets of technology.</li><li>• Hardware describes the physical parts of a computer.</li><li>• Software describes the programs that instruct a computer to complete</li></ul> | <ul style="list-style-type: none"><li>• Identify whether an item is an example of technology.</li><li>• Decide whether an item is an example of electrical, digital or smart technology.</li><li>• Define what is meant by hardware, components and peripherals.</li><li>• Name hardware components of a computer system.</li><li>• Describe the function of these different parts.</li></ul> |



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|  | <p>message text, and the compose and reply functions.</p> <ul style="list-style-type: none"><li>• Alerts can be used to notify a person that they have unread email.</li><li>• Address books can be saved in the email software. This provides a convenient way to send emails without typing the full email address each time.</li><li>• Pictures, documents and other file types can be attached to emails.</li><li>• There are risks related to use of email.</li></ul> | <ul style="list-style-type: none"><li>• Explain different digital communication methods such as instant messaging, email and video calls.</li><li>• Identify the advantages of instant communication.</li><li>• Explain the differences between email and traditional communication methods which are not instant.</li><li>• Identify the common features of the email screen.</li><li>• Make use of these common features of email software to communicate digitally.</li><li>• Check alerts for new messages and respond to these.</li><li>• Use the address book within 2Email to find contacts.</li><li>• Send emails to multiple contacts using the address book.</li><li>• Identify the attachment icon.</li><li>• Select files to attach to an email and send.</li></ul> | <p>computational tasks.</p> <ul style="list-style-type: none"><li>• Software and hardware operate together to follow processes that assist in completing tasks.</li></ul> | <ul style="list-style-type: none"><li>• Identify the functions and common components of different software tools and relate them to the tasks those tools perform.</li><li>• Describe a process in terms of inputs, hardware and software processing and outputs.</li></ul> |
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|  |                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Be cautious of emails that have attachments.</li><li>• Discuss the advantages and disadvantages of being able to send attachments with emails.</li><li>• Recognise a concerning email/contact.</li><li>• Identify who a trusted contact is.</li><li>• Report any concern to a trusted adult and use the report to teacher feature in 2Email.</li><li>• Consider consent when sharing content digitally.</li><li>• Recognise personal and private information and know what is not appropriate to share with a recipient.</li></ul> |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Route Planners</b> <ul style="list-style-type: none"><li>• The combination of a direction and a distance is known as a command in 2Go.</li><li>• Commands can be input into 2Go to control the movement of a screen turtle in four directions.</li><li>• The turtle can be set to rotate by angles of 90° or 45° both clockwise and</li></ul> | <ul style="list-style-type: none"><li>• Input commands in 2Go.</li><li>• Input purposeful commands in 2Go to make the turtle move in a particular direction towards a goal.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Animation</b> <ul style="list-style-type: none"><li>• Some animations are created by hand and others with the help of technology.</li><li>• Animation software has specific functions that support the animation of still images such as static</li></ul> | <ul style="list-style-type: none"><li>• Describe how hand drawn animation is created.</li><li>• Make a simple flick animation book.</li><li>• Contrast the process of animating by hand to the use of animation technology.</li><li>• Use 2Animate to make simple animations using the specific animation functionality.</li></ul> |



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|  | <p>anticlockwise.</p> <ul style="list-style-type: none"><li>• Planning a route is important to ensure the correct commands are input.</li><li>• A list of instructions for a route is called an algorithm.</li><li>• Routes can be programmed to perform more than one command in a sequence.</li><li>• Routes can be programmed to repeat a sequence of commands a set number of times.</li><li>• Errors (bugs) occur because commands may have been input incorrectly.</li><li>• Fixing the errors is called debugging.</li></ul> | <ul style="list-style-type: none"><li>• Input commands that rotate the turtle to face the desired direction for movement using both 90° and 45° angles.</li><li>• Use techniques such as finger movements to plan a route.</li><li>• Plan the route by first writing the algorithm and then inputting the code commands.</li><li>• Input several commands into a sequential algorithm layout and run this code to move the turtle along the programmed route.</li><li>• Reset the turtle to the starting position to re-run the code.</li><li>• Use the repeat algorithm layout for 2Go commands.</li><li>• Anticipate the effect of the repeat and use logical reasoning to decide upon when this layout is useful to accomplish a task.</li><li>• Make logical attempts to debug code for routes.</li></ul> | <p>backgrounds, onion skinning and copying frames.</p> <ul style="list-style-type: none"><li>• Choices of sound effects, their timing and frames per second settings can enhance an animation</li><li>• Storyboarding is a process that supports planning an animation.</li></ul> | <ul style="list-style-type: none"><li>• Choose appropriate sound effects and speeds for animations.</li><li>• Use storyboarding to plan an animation.</li></ul> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Reset, debug and re-run the code to test routes.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p><b>Branching Databases</b></p> <ul style="list-style-type: none"><li>• A database is a collection of data organised in a way that it can be searched, and information found easily.</li><li>• A binary question is one that can be answered with 'yes' or 'no'.</li><li>• Branching databases are structured using binary choices.</li><li>• A good binary question splits a group roughly in half, half with the answer yes, half with the answer no.</li><li>• When using a binary database, the questions eliminate data until just one record is left, the item can then be identified.</li><li>• Branching databases can be created using programs such as 2Question.</li></ul> | <ul style="list-style-type: none"><li>• Explain what a database is.</li><li>• Provide examples of common uses of a database such as the school's attendance database.</li><li>• Explain the differences between a binary question and an open question.</li><li>• Identify binary questions that could be used to sort items.</li><li>• Sort items according to whether the answer to the question is yes or no.</li><li>• Choose binary questions that split a group of objects into half.</li><li>• Use a binary database in 2Question to identify items.</li><li>• Add records to a 2Question database then sort the records using</li></ul> | <p><b>Logo</b></p> <ul style="list-style-type: none"><li>• Logo is a text-based coding language in which commands are written to control the movement of a screen turtle.</li><li>• Commands in Logo consist of directional or rotational commands that include a direction and a distance in spaces or degrees, and operational commands that alter how the output looks or how the code runs.</li><li>• Spacing of commands in Logo is important.</li><li>• Visual effects can be achieved by using the PU, PD, SETPC and SETPS commands.</li></ul> | <ul style="list-style-type: none"><li>• Input commands in the Logo tool to make the turtle move in a particular direction towards a goal.</li><li>• Input directional commands (FD, BK, RT, LT) and more abstract, non-directional commands (such as PU and PD).</li><li>• Space commands correctly and debug with a consideration for spacing when errors occur.</li><li>• Alter line properties to explore visual effects.</li><li>• Use the line commands to achieve desired visual effects from the code.</li><li>• Identify where the repeat command would be efficient to use.</li><li>• Create regular shapes using the repeat command.</li><li>• Anticipate the effect of the repeat when used in example code.</li><li>• Write and save Logo procedures.</li></ul> |



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|  | <ul style="list-style-type: none"><li>• It is important to test and debug when creating branching databases so that it works as intended.</li></ul> | <p>binary questioning to create the database.</p> <ul style="list-style-type: none"><li>• Work through all routes of a branching database to test whether it works as intended.</li><li>• Identify and fix bugs in a database.</li></ul> | <ul style="list-style-type: none"><li>• Logo commands can be repeated a set number of times using the repeat command.</li><li>• A procedure is a named set of Logo commands that will be run in the program when referred to by name.</li><li>• Errors (bugs) occur because commands have been input incorrectly.</li><li>• Fixing the errors is called debugging.</li></ul> | <ul style="list-style-type: none"><li>• Call the procedures within their code.</li><li>• Consider how best to use procedures to make their code efficient.</li><li>• Make logical attempts to debug Logo code.</li><li>• Make use of multi-line mode for more complex code to enable easier debugging.</li></ul> |
|  |                                                                                                                                                     |                                                                                                                                                                                                                                          | <h4>Sound Stories</h4> <ul style="list-style-type: none"><li>• An audiobook is a story or book read aloud and recorded for people to listen to.</li><li>• As well as being an enjoyable way to access a story, audiobooks make texts more accessible for a range of people.</li><li>• Audiobooks can be made more</li></ul>                                                  | <ul style="list-style-type: none"><li>• Explain the differences between an audiobook and a physical book.</li><li>• Explain the advantages and disadvantages of an audiobook over a physical book.</li><li>• Recognise the features that makes an audiobook engaging.</li></ul>                                  |



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|  |  | <p>interesting by adding expression, different voices, sound effects and background music.</p> <ul style="list-style-type: none"><li>• An audiobook script may contain notes on the speaker, the text spoken and how the sound effects are created and used.</li><li>• There are specific roles within the group when creating an audiobook with recording software.</li><li>• Exciting audiobook narration will contain clear pronunciation, a range of tone and pitch to show emotion, and pauses to create dramatic effect.</li><li>• Editing is the process of polishing and improving an audiobook to ensure it is the best it can be.</li><li>• Reviewing and evaluating is an important step when creating any digital content including audiobooks.</li></ul> | <ul style="list-style-type: none"><li>• Identify where a voice or sound effect might make a recorded story more exciting and engaging.</li><li>• Create a range of sound effects using everyday items.</li><li>• Use the library of music and sound effects on 2Cast.</li><li>• Read and understand cues on an audiobook script.</li><li>• Contribute to writing a successful script for an audiobook.</li><li>• Explain the roles of a narrator, a sound technician, an editor and a sound effects manager.</li><li>• Take a role within the team and contribute to the recording and editing of an audiobook extract.</li><li>• Experiment with a variety of voice tones and effects within the narration of audiobooks, refining the overall effect.</li><li>• Use the editing tools within 2Cast, including cutting, copy and paste, duplication and moving segments on the timeline.</li></ul> |
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|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Reflect on their work and think about any improvements which could be made using the criteria from the lesson.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  |  |  | <p><b>Effective Searching</b></p> <ul style="list-style-type: none"><li>• The internet is a global network of computers that share information from one device to another, anywhere in the world.</li><li>• We can search for information on the internet using a tool called a search engine.</li><li>• A search engine works by collecting and organising vast amounts of data from webpages across the internet.</li><li>• Typing in keywords rather than a whole question can be a quicker and more effective way of finding the correct information.</li><li>• Search engines send out programs called web crawlers or spiders to explore the web for information.</li></ul> | <ul style="list-style-type: none"><li>• Recognise and find a search engine on the internet.</li><li>• Explain the uses of a search engine.</li><li>• Recognise and name some popular search engines.</li><li>• Explain the different stages of how a search engine works to find relevant information.</li><li>• Select appropriate key words to use in a search to answer a particular question.</li><li>• Perform a keyword search when looking for information online.</li><li>• Explain how information on webpages is gathered, copied and stored by a search engine's program known as web crawlers or spiders.</li><li>• Explain that when a search is made, a search engine searches through its index rather than through the pages of the internet.</li></ul> |



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|  |  | <p>They make a copy of it and store it on their database called an index.</p> <ul style="list-style-type: none"><li>• When you type a query into a search engine, it searches its index for relevant information and ranks it according to how useful it thinks it is. This is the order in which the information is displayed.</li><li>• A search engine bases its ranking on the relevance of the information, the popularity of the website the information is from and whether the business has paid for the information to rank higher. This means the higher ranked results are not always the best.</li><li>• There are a range of techniques you can use to refine a search query, including using quotes, using the minus sign and using filters.</li><li>• Information can be put online by anyone so we should not take everything we read as fact.</li></ul> | <ul style="list-style-type: none"><li>• Explain how search results are selected and ranked.</li><li>• Look through search results and evaluate which could be the most useful.</li><li>• Use techniques such as quotes, the minus sign and filters to refine a search query.</li><li>• Explain the importance of questioning where information online has actually come from.</li><li>• Explain the differences and identify examples of facts, options and beliefs.</li><li>• Identify the difference between real news and 'fake news'.</li><li>• Understand the reasons why someone might want to put fake news online.</li><li>• Check whether information online is reliable and true by checking if it sounds real, checking the source, checking the date and checking if the news is also reported by other sources.</li></ul> |
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|  |  |  | <ul style="list-style-type: none"><li>• A fact is something that is true and provable, an opinion is something that someone feels and a belief is something that someone accepts to be true based on their faith or tradition.</li><li>• Fake news is information that might look real but isn't. Sometimes people make fake news for fun, to make money or try and change the way people think.</li><li>• It is important to evaluate the reliability of any information that we find online.</li></ul> |  |
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Predominant Area of Computing: Computer Science, Information Technology, Digital Literacy.