Broadway Junior School

Subject: Computing Topic: Purple Mash Introduction Touch Typing Year: 3 Term: Autumn 1

NC Purpose of Study
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, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Intent	Implementation	Impact
Our vision at Broadway Junior School is that all pupils should enjoy Computing and become confident, passionate and responsible users of technology both inside and outside of school. Through interesting, relevant and inclusive lessons, they will be able to leave Year 6 with a good understanding of how computers and the Internet work, along with being able to complete tasks on them creatively, independently and reflectively for a range of purposes and audiences. The Computing curriculum at Broadway is designed to enable pupils to embrace and utilise new technologies through the application of essential knowledge, principles and concepts. Technology is everywhere and will play a pivotal part in students' lives, therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators, not just consumers of content and our broad curriculum encompassing 'Coding & Computational Thinking', 'Information Technology', 'Computing Systems & Networks' and 'Online Safety' reflects this. We recognise that the best prevention for a lot of issues we currently see with technology and social media is through education.	Computing skills are taught explicitly at Broadway with every pupil receiving dedicated Computing lessons throughout each half-term. Each half-term has a focus on either Information Technology, Coding & Computational Thinking or Computing Systems & Networks with Online Safety lessons also included throughout each half-term. The skills acquired are then embedded throughout the curriculum. Learning is sequenced to build knowledge, skills and vocabulary. Throughout units of work teachers encourage children to make links between past learning and new content. We recognise prior learning and build on it with memorable learning experiences and provide targeted support where necessary. The units address the requirements of the National Curriculum and are broken down to cover all elements of the different strands of Computing. The progression of knowledge and skills statements build year on year to deepen and challenge our learners. We use Purple Mash as the core of our curriculum tied with Teach Computing and activities from Project Evolve to create a comprehensive curriculum providing full curriculum coverage and a variety of skills for our children.	The impact of our Computing curriculum is that we provide pupils with a set of skills to embed a lifelong love of learning and that they build on the knowledge and skills from previous learning. We ensure that every child can become a confident user of technology, while being able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of how technology works in the world around them and will develop their understanding of how to deal with online situations safely. Children will become confident global citizens. The knowledge organisers outline what we want the children to know within each unit. By nature Computing is going to be practical and hands on. We give the children the opportunity to record individually their responses to key questions. Teachers ensure that children understand and apply the correct vocabulary linked to different elements of the curriculum and this is also recorded within the floor books. Prior and future learning links are also included, so that there is a clear sequence in relation to the progression of skills and activities.

Key Vocabulary
Alert Icon T. Password Avatar Login Scrolling File Name Scrollbar Folder Menu Home Page Burger Menu alerts 2Dos Tools Work Username Keys, posture, space bar, typing.

Knowledge	Skills
• To login to Purple Mash and access 2Dos. • To access work and activities from Alerts, the My Work area, Tools and Topics •	• Login to Purple Mash using a username and password. • Navigate the Purple Mash homepage confidently. • Access 2Dos set by the teacher. • Open and read instructions for a 2Do. • Access work from Alerts and identify new tasks. • Find work in the My Work area. • Use the Tools area to find applications and resources. • Navigate Topics to locate activities and resources. • Open and complete digital activities independently. • Save and submit completed work correctly. • Recognise key icons and menus used to navigate Purple Mash. • Work safely and responsibly when using a Purple Mash account.

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	• Children understand the names of the fingers. Children understand what is meant by the home, bottom, and top rows. Children have developed the ability to touch type the home, bottom, and top rows. Children can use two hands to type the letters on the keyboard. Children can touch type using the left hand.

	Learning Objectives/End Points					
To login to Purple Mash and access 2Dos. I can login to Purple Mash. I can open, save and hand in 2Dos Lesson 1	To access work and activities from Alerts, the My Work area, Tools and Topics. I can respond to alerts. I can access Purple Mash activities and work using the appropriate area of the platform including the Work area, Tools and Topics. Lesson 2	To introduce typing terminology. Lesson 1	To understand the correct way to sit at the keyboard. Lesson 2	To learn how to use the home, top and bottom row keys. Lesson 3	To practise typing with the left and right hand. Lesson 4	Online Safety - Self-Image & 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 (e.g. gaming; using an avatar; social media) and why.

Prior and Future Learning Links:
• To login to Purple Mash. • To know how to start, save and complete 2Dos. • To open a program from the Tools and Topics areas. • To find work in the Work area. Learning Links

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including:	**Learning from career and labour market information** Introduce examples of jobs that use computers, typing, digital platforms and online communication, such as IT technicians, teachers, software developers and administrative staff.

Broadway Junior School

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Administrative Assistant Uses computers, usernames/passwords, navigating software, typing, organising files, completing tasks and submitting information accurately. **Data Entry Clerk** Requires accurate touch typing, using two hands, navigating digital systems, entering information and working independently. **IT Support Technician** Involves navigating applications, understanding menus and icons, following instructions, solving basic technology problems and using accounts safely. **Digital Content Creator** Uses different digital tools and applications, follows instructions, creates and saves digital work, and manages online content responsibly. **Software/Web Developer** Requires strong keyboard skills, confidence navigating digital environments Transferable skills Digital literacy: Logging in, navigating Purple Mash and completing online activities. Communication: Reading instructions, responding to alerts and submitting work appropriately. Organisation: Finding, saving and handing in work independently. Accuracy and attention to detail: Developing keyboard skills, typing accurately and using correct posture. Independence and problem-solving: Locating activities, accessing resources and navigating digital platforms. Online safety and responsibility: Understanding online identity and using digital accounts safely.	**Addressing the needs of each pupil** Provide opportunities for all pupils to develop digital confidence and independence, with appropriate support and challenge to meet individual needs. **Linking curriculum learning to careers** Make explicit links between logging in, navigating digital platforms, touch typing and online safety and the skills used in technology, creative, communication and administrative careers. **Encounters with employers and employees** Where possible, invite a parent, school staff member or visitor to explain how they use computers, passwords, typing and digital tools in their job. **Experiences of workplaces** Use examples, photographs or virtual workplace tours to explore how computers and digital systems are used in different working environments, such as offices, schools, hospitals and design studios. **Encounters with further and higher education** Introduce the idea that people can continue learning about computing and digital technology through school, college, university and other training routes as they get older.