Broadway Junior School

Subject: Computing Topic: Email Year: 3 Term: Summer 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
Address Book, Attachment, BCC, CC, Communication, Compose, Email, Inbox, Link, Mind Mapping, Node, Password, Personal Information, Save to Draft, Trusted Contact.

Knowledge	Skills
• To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.	• Children can list a range of different ways to communicate. • Children can use 2Connect to highlight the strengths and weaknesses of each method. • Extension: Children can order the various types of communication that have been used through history. • Children can open an email and respond to it. • Children have sent emails to other children in the class. • Extension: Children can use the search option in the address book to find a classmate when sending an email. • Children have written rules about how to stay safe using email. • Children have contributed to classmates' rules. • Extension: Children understand the importance of draft.

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	• Children have created a quiz about email safety which explores scenarios that they could come across in the future. • Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it. • Children can attach work to an email. • Children know what CC means and how to use it. • Children can read and respond to a series of email communications. • Children can attach files appropriately and use email communication to explore ideas. • Extension: Children know why the terms CC and BCC are used. • Children understand when to use CC or BCC.

	Learning Objectives/End Points				
To understand how people communicate with each other. Lesson 1	To understand and respond to an email. Lesson 2	To compose and send an email. Lesson 3	To send an email attachment. Lesson 4	To learn how to use email safely. Lesson 5	To explore simulated email scenarios. Lesson 6

Prior and Future Learning Links:
• Unit 1.1 (Exploring Purple Mash): Safe logins, Concept of privacy, Concept of ownership. Unit 6.4 (Blogging): Impact of communication on the audience, Appropriate comments.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: Computer Programmer – Creates computer programs and apps. Game Designer – Designs and develops video games. Web Developer – Builds and maintains websites. Graphic Designer – Uses computers to create images, logos, and designs. Robotics Engineer – Designs and programs robots. Cybersecurity Specialist – Helps protect computers and networks from hackers. App Developer – Creates apps for phones and tablets. Animator – Uses computer software to create animations and visual effects. Data Scientist – Uses computers to study and understand data. IT Support Specialist – Helps people solve computer and technology problems.	**Learning from career and labour market information** Introduce careers that use digital communication, such as teachers, journalists, office administrators, customer service advisers and business professionals. Discuss how email supports communication in the workplace. **Addressing the needs of each pupil** Provide inclusive opportunities for all pupils to develop digital communication skills, using modelling, clear instructions and supported practice to build confidence and independence. **Linking curriculum learning to careers** Link composing emails, using address books, adding attachments and communicating safely to the skills used in workplaces where people share information, collaborate and communicate professionally. **Encounters with employers and employees** Where possible, invite a parent, school staff member or visitor to explain how they use email and digital communication to share information, organise tasks and work with colleagues.

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Transferable skills Communication: Composing clear emails and responding appropriately to messages. Digital literacy: Using email tools, address books and attachments. Online safety: Protecting personal information, using trusted contacts and recognising potentially unsafe scenarios. Professional behaviour: Understanding respectful language and appropriate digital communication. Organisation: Managing messages, saving drafts and attaching relevant files. Collaboration: Sharing ideas and communicating with classmates. Critical thinking: Comparing communication methods and considering the strengths and weaknesses of each.	**Experiences of workplaces** Explore how email is used in different working environments, such as schools, offices, hospitals and businesses, to send messages, share documents and coordinate activities. **Encounters with further and higher education** Introduce the idea that digital communication, online safety and responsible technology use are skills pupils will continue to develop through school, further education, higher education and workplace training.