Broadway Junior School

Subject: Computing Topic: Sound Stories/Effective searching Year: 4 Term: Summer 2

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
Audiobook Final Mix Track Background Music Playback Sound Effects Manager Edit Recording Sound Technician Editor Sound Effects Timeline

Knowledge	Skills
• To understand what makes audiobooks effective and identify the key features that make them engaging. • To plan and write a script for an engaging audiobook. • To record clear narration and add sound effects to an audiobook. • To edit, improve and finalise an audiobook using recording and sound deasign tools.	• I can describe what an audiobook is and why people enjoy them. • I can identify features that make audiobooks interesting to listen to. • I can suggest improvements for an audiobook using sound effects and music. • can recognise the key features of an audiobook script. • I can work in a group to identify roles for creating a group audiobook. • I know what a clear, expressive voice should sound like for narration. • I know how to use 2Cast to record audio for an audiobook. • I can help select and add appropriate sound effects to an audiobook • I can help write a script, marking out the narration, dialogue and sound effect cues. • I can help use software tools to edit audio and remove mistakes. • I can help arrange narration, sound effects, and music to match the story. • I can help review and improve our audiobook.

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	Learning Objectives/End Points		
To understand what makes audiobooks effective and identify the key features that make them engaging. Lesson 1	To plan and write a script for an engaging audiobook. Lesson 2	To record clear narration and add sound effects to an audiobook. Lesson 3	To edit, improve, and finalise an audiobook using recording and sound design tools. Lesson 4

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. Transferable skills Communication: using clear, expressive narration to engage an audience. Creativity: developing scripts and selecting music and sound effects to enhance storytelling. Teamwork: sharing responsibilities and contributing to a collaborative audio project. Digital literacy: using recording and editing software to create a finished audiobook. Problem-solving: identifying recording errors and making improvements to audio. Attention to detail: checking sound quality, timing, volume and the placement of effects. Planning and organisation: sequencing narration, dialogue and sound cues using a timeline. Evaluation: reviewing the final recording and identifying ways to improve its impact.	**Learning from career and labour market information** Children explore the range of jobs involved in producing audiobooks and other audio content, including narrators, editors, sound technicians and producers. They begin to recognise the role of digital media in modern workplaces. **Addressing the needs of each pupil** Children contribute to audiobook production through a range of roles, including scriptwriting, narration, sound-effect selection and editing. This allows pupils to build on individual strengths, develop confidence and collaborate in different ways. **Linking curriculum learning to careers** Children apply computing skills to record, edit and combine narration, music and sound effects. They use English skills to write scripts, develop characters and communicate meaning through expressive reading, linking learning to publishing, acting, broadcasting and sound production. **Encounters with employers and employees** Children learn about the roles of audiobook narrators, authors, audio editors and sound engineers. Learning could be enhanced through an audiobook extract, an interview with a **voice actor or a case study showing how professionals produce audio content.** **Experiences of workplaces** Children experience a simplified audio-production process by planning a script, recording narration, adding sound effects and editing a final mix. They develop an understanding of how creative teams work together to produce a finished digital product. **Encounters with further and higher education** Children begin to recognise that subjects such as English, drama, computing, music and media studies can support further study in audio production, broadcasting, sound engineering and creative media.