Broadway Junior School

Subject: Computing Topic: Word Processing Year: 5 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
Bullet Points Editing Page Margins Copy Font Paste Cut Formatting Text Alignment Document Handles Text Wrapping

Knowledge	Skills
• To format text in a new Word document and then save it. • To learn how to edit text and apply more advanced formatting. • To learn how to adjust the layout of a Word document. • To learn how to insert and format images in Word. • To use tables in Word to organise information. • To combine Word skills to create and review a factsheet.	• I can open and save a Word document. • I can format the font, size and style of text. • can use cut, copy and paste. • I can select and edit text accurately. • I can use bullet points and numbering. • I can change margins and page orientation. • I can insert an image into a Word document. • I can resize and move images. • I can use text wrapping. • I can add headings using styles. • I can adjust text alignment. • I can structure a document with headings, text, images and tables. • I can use formatting and page layout effectively.

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	• I can use the spelling and grammar tool to check my document.

Learning Objectives/End Points					
To format text in a new Word document and then save it. Lesson 1	To learn how to edit text and apply more advanced formatting. Lesson 2	To learn how to adjust the layout of a Word document. Lesson 3	To learn how to insert and format images in Word. Lesson 4	To use tables in Word to organise information. Lesson 5	To combine Word skills to create and review a factsheet. Lesson 6

Careers

Linking Curriculum Learning to Careers
Discuss how the skills developed in this unit are used in a range of careers, including:

Writer – writes stories, books, and articles using a computer.
Journalist – writes news articles and reports.
Teacher – creates worksheets, lesson plans, and classroom resources.
Secretary/Administrator – types letters, reports, and other documents.
Lawyer – writes legal documents, letters, and reports.

Transferable skills Digital literacy: using word-processing software confidently and effectively.
Communication: presenting information clearly for a particular audience and purpose.
Organisation: structuring information using headings, bullet points, tables and appropriate layouts.
Attention to detail: checking spelling, grammar, formatting and accuracy.
Problem-solving: adjusting page layouts, image placement, text wrapping and document formatting.
Creativity: selecting suitable fonts, images and layouts to make information engaging.
Editing and evaluation: reviewing work and making improvements to produce a professional final document.
Independent working: saving, managing and developing a digital document.

Learning from career and labour market information
Children explore how word-processing skills are used in different workplaces and consider why employees need to produce clear, accurate and professional documents.

Addressing the needs of each pupil
Children develop their skills at an appropriate pace, with modelling, scaffolds and opportunities for independent application. They can demonstrate their strengths through formatting, writing, organising information or designing the layout of a factsheet.

Linking curriculum learning to careers
Children apply computing, English and information-organising skills to create a factsheet using headings, bullet points, images, tables and effective page layouts. These skills link to careers such as administrator, journalist, teacher, graphic designer and marketing specialist.

Encounters with employers and employees
Children consider how professionals use word-processing software to prepare reports, letters, presentations and information sheets. This learning could be extended through a workplace example or a discussion with an employee who regularly creates digital documents.

Experiences of workplaces
Children experience a workplace-style task by producing a well-organised, professional factsheet. They edit and proofread their work, check spelling and grammar, and refine the document to meet a clear purpose and audience.

Encounters with further and higher education
Children recognise that digital document creation supports further study and training in subjects such as business, media, design and information technology. They begin to understand that these skills can be developed through a range of educational and vocational pathways.