Broadway Junior School

Subject: Computing Topic: Blogging Year: 6 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
Approval Blog Blog Post Commenting Hyperlink Draft Moderation 2Write 2Connect 2Blog Netiquette etiquette" or "internet Plan Publish Revise Vlog

Knowledge	Skills
• To understand blogs and their features. • To plan the theme, content and structure for a blog post. • To write and style a blog post. • To review and comment on blog posts with an understanding of online safety.	• I understand what a blog is and how it is used. • I can identify the key features of effective blogs. • I know the difference between blogs, blog posts, and vlogs. • I can work with others to plan a blog post. • I can choose a blog post theme and note content ideas collaboratively. • I can contribute to writing a structured blog post. • I can follow the process of drafting, revising and editing to publish a blog post. • I understand how the design and writing style affects the readers of the blog post. • I have thought about the structure, topic, and engaging the audience in the blog post. • I can post and comment respectfully on a blog. • I understand why blog posts and comments are checked. • I can give positive and useful feedback.

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Learning Objectives/End Points			
To understanding blogs and their features Lesson 1	To plan the theme, content and structure for a blog post. Lesson 2	To write and style a blog post. Lesson 3	To review and comment on blog posts with an understanding of online safety. Lesson 4

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: Content Writer – Writes blog posts and online articles for businesses and websites. Blogger – Runs a personal or professional blog, often earning money through advertising, sponsorships, or affiliate marketing. Digital Marketing Specialist – Uses blogs and other online content to promote brands and attract customers. Journalist – May write blog-style articles and news stories for online publications. Copywriter – Creates persuasive blog content, website articles, and marketing materials to help businesses sell products or services. Transferable skills Written communication: creating clear, engaging blog posts suited to a specific audience. Digital literacy: using blogging software and hyperlinks to publish online content. Creativity: developing original themes, ideas and writing styles to engage readers. Collaboration: sharing ideas, planning content and working together to improve writing. Editing and evaluation: drafting, revising, proofreading and responding constructively to feedback. Critical thinking: considering how structure, language and design affect an audience. Online safety: understanding moderation, privacy, respectful commenting and responsible publishing. Professional communication: giving constructive feedback and following appropriate standards of online behaviour.	**Learning from career and labour market information** Children explore how blogs and vlogs are used by organisations and individuals to share information, promote products, communicate ideas and engage audiences. They consider careers such as journalist, blogger, content creator and digital marketing specialist. **Addressing the needs of each pupil** Children contribute to planning, writing, editing and reviewing blog posts through collaborative and individual tasks. Scaffolds and varied responsibilities allow pupils to demonstrate strengths in writing, design, editing and communication while developing confidence in digital publishing. **Linking curriculum learning to careers** Children apply English and computing skills to plan, draft, revise and publish blog posts for a chosen audience. They consider structure, writing style, hyperlinks, presentation and online safety, linking their learning to careers in journalism, publishing, communications and digital marketing. **Encounters with employers and employees** Children learn about the roles of bloggers, journalists, editors, vloggers and digital marketing professionals. Learning could be extended through a case study, video interview or guest speaker explaining how online content is created and managed professionally. **Experiences of workplaces** Children experience elements of a digital publishing workflow by planning content, writing and editing posts, reviewing others' work and preparing material for publication. They explore moderation, respectful commenting and professional standards for communicating online. **Encounters with further and higher education** Children recognise that English, computing, media studies and creative subjects can support further study in journalism, digital media, marketing and communications. They begin to understand how these subjects can lead to further education, apprenticeships and vocational training.