



Brown's C of E Primary School, Horbling

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## Curriculum Intent for Computing

**At Browns, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage all learners and enrich their experiences in school.**

## Computing Implementation Statement

**Our scheme of work for Computing is adapted from the 'Teach Computing' Curriculum and covers all aspects of the National Curriculum. It provides an innovative progression framework where computing content (concepts, knowledge, skills and objectives) has been organised into interconnected networks to support children as they build upon existing knowledge and understanding. To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile**



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problems for example understanding safe use of internet, networks and email. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding and ability to articulate and share their learning.

## **Computing Impact Statement**

The implementation of this curriculum ensures that when children leave Browns Primary School, they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing throughout secondary and further education and into the adult life.

For details of units of work and medium plans visit: <https://teachcomputing.org/curriculum>



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EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Characteristics of effective learning</b>	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things</li> </ul>					
<b>What will computing look like within EYFS?</b>	<p>The new EYFS framework does not cover technology, however, the children at Horbling will still have ample opportunities to engage with technology through their learning and provision.</p> <p><b>This could be shown through:</b> A range of technological resources e.g phones, keyboards, microwave, oven, torches, bee-bots, access to interactive whiteboards, cameras, microscopes, range of toys, stopwatches, laptops, iPads, calculators.</p> <p><b>Children will build up computing skills through the following items being available within the provision and through explicit teaching opportunities:</b> Individual pupil log ins to pupil laptops, use of iPads, unplugged algorithms through giving directions and use of beebots etc</p> <p>Children to understand the wider use of technology and participate in school learning walks to identify different technological uses and their purposes.</p> <p>Parents will be encouraged to share how children engage with technology at home through Tapestry.</p> <p>Key texts and stories will be used to expose the children to different technologies and moral stories about online safety.</p> <p>Children will develop an awareness of how to keep themselves safe online through E-safety Day and classroom teaching.</p> <p>Links to Kapow teaching units can be maximised wherever necessary to explicitly teach elements in readiness for Year 1 programmes of study.</p>					
<b>Vocabulary</b>	<p>Technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</p>					



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## Computing Curriculum Cycle A

Year 1 One Year Cycle	What will they learn? Why this, why now?	Year 2/3/4 – third cycle with adaptations	Why this, why now??	Year 5/6	Why this, why now?
<p><b>Autumn 1</b> Computing Systems and Networks (EY link – Using a mouse and keyboard)</p>	<p>What will they learn? Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> <p>Why this, why now? Building on from EYFS where pupils experimented and explored with a range of technology pupils in Y1/2 will begin to develop skills using a computer in order to prepare them for further learning.</p>	<p>Autumn 1- Computing Systems and Networks The Internet</p>	<p>What will they learn? Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>Why this, why now? As children become more proficient with using the internet, and spend less time being supervised on the web</p>	<p>Autumn 1- Computing Systems and Networks  Systems and Searching</p>	<p>What will they learn? Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> <p>Why this, why now? This unit builds on previous learning and enables pupils to further study the internet and develop further understanding of how search engines work. This will prepare them for KS3 learning.</p>



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			they need to learn to behave responsibly and stay safe online.		
<p><b>Autumn 2-</b> Creating Media – Digital Painting (EY Link – Using A Camera)</p>	<p><b>What will they learn?</b> Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p><b>Why this, why now?</b> In this unit pupils will learn that art can be made using technology. They will begin to develop skills in using digital art programmes to prepare them for using more complex programmes and software in KS2.</p>	<p>Autumn 2- Creating Media Audio Production</p>	<p><b>What will they learn?</b> Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p> <p><b>Why this, why now?</b> This unit builds on from learning in KS1 and allows pupils to gain more understanding and experience in layering sound with pictures or film.</p>	<p>Autumn 2- Creating Media Video Production</p>	<p><b>What will they learn?</b> Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners will have the opportunity to reflect on and assess their progress in creating a video.</p> <p><b>Why this, why now?</b> This unit builds on knowledge and skills developed in Y3/4 for photo editing and pupils will now work with more complex video editing and publishing.</p>
<p><b>Spring 1-</b> Programming A – Moving A Robot</p>	<p><b>What will they learn?</b> Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other</p>	<p>Spring 1- Programming A</p>	<p><b>What will they learn?</b> Learners will create programs by planning, modifying, and testing commands to create shapes and patterns.</p>	<p>Spring 1- Programming A</p>	<p><b>What will they learn?</b> Learners will use physical computing to explore the concept of selection in programming through the use of the Crumble</p>



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<p>(EY link Beebots – Unplugged Algorithms)</p>	<p>learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p>Why this, why now? This unit will introduce pupils to basic programming and how they can begin to build a simple program, through giving instructions to move a robot or other mechanical resource.</p>	<p>Repetition in Shapes</p>	<p>They will use Logo, a text-based programming language. Why this, why now? Building on from using Beebots in EYFS and Scatch in KS1 pupils will be able to use these skills using a different type of software.</p>	<p>Selection in Physical Computing</p>	<p>programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices – LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p> <p>Why this, why now? Building on skills and understanding gained in previous years pupils will now apply programming skills and understand</p>
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					how they can use programming to control models and other machines.
<b>Spring 2-</b> Data and Information – Grouping Data (EY link – computer free data grouping)	<p>What will they learn? This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>During this unit, learners will be logging on to the computers, opening their documents, and saving their documents.</p> <p>Why this, why now? Pupils will need to build their skills in using different programmes and building a bank of work which they are able to open, edit and save. They will require these skills throughout the computing curriculum and will link to other subjects.</p>	Spring 2- Data and Information  Data Logging	<p>What will they learn? Learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p> <p>Why this, why now? Building on from KS1 where pupils learned how to add data they will now begin to analyse sets of collected data which will enable them to use prescribed database software in UKS2.</p>	Spring 2- Data and Information Flat File Databases	<p>What will they learn? This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others.</p> <p>Why this, why now? This unit builds on the pupils ability to store data from year 3/4 and they will now build their own files and present these to a wider audience</p>



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<p><b>Summer 1 –</b> Creating Media – Digital Writing (EY link – Writing to Communicate)</p>	<p>What will they learn? Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this Why this, why now? Once the pupils have learned the skills in their previous unit they will now be able to make further changes to documents and use digital software to aid them within the whole curriculum.</p>	<p>Summer 1 – Creating Media – Photo Editing</p>	<p>What will they learn? Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.  Why this, why now? This unit builds on pupils understanding of the reality of images on the internet from earlier in the year. They will experiment with editing images and how these images can distort people's perceptions.</p>	<p>Summer 1 – Creating Media – Introduction to Vector Graphics</p>	<p>What will they learn? In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.  Why this, why now? In this unit children will move away from using pre-selected images and begin to create their own using media tools. This will prepare them for learning in KS3 where they will be exposed to more complex programs.</p>
<p><b>Summer 2-</b> Programming B – Programming Simulations (EY link Computer free coding)</p>	<p>What will they learn? Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program</p>	<p>Summer 2- Programming B Repetition in Games</p>	<p>What will they learn? Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities</p>	<p>Summer 2- Programming B – Selection in Quizzes</p>	<p>What will they learn? Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'.</p>



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	<p>design through the introduction of algorithms. Why this, why now? This unit builds on skills from earlier in the year, Pupils will now begin to develop skills in writing programs and will start to add backgrounds, sprites and input more complex instructions via the computer.</p>		<p>between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p> <p>Why this, why now? This builds on from learning in KS1 and earlier in the year and children should now be able to combine skills and knowledge from different programs.</p>		<p>They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p> <p>Why this, why now? This unit pulls together their experience in Scratch and allows pupils to further develop an understanding of algorithms.</p>
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## Computing Curriculum Cycle B

Year 1 One Year Cycle	Why this, why now?	Year 2/3/4	Why this, why now??	Year 5/6	Why this, why now?
Autumn 1	What will they learn? Learners will develop their understanding of what information technology (IT) is and will	Autumn 1-	What will they learn? Learners will develop their understanding of digital devices, with an initial	Autumn 1-	What will they learn? In this unit learners explore how data is transferred over the internet.



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<p>Computing Systems and Networks</p> <p>IT Around Us (EY link – Using a mouse and keyboard)</p>	<p>begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p> <p><b>Why this, why now?</b> This unit builds on the pupils' understanding of technology from EYFS as they begin to identify how technology is used in various areas of their lives.</p>	<p>Computing Systems and Networks</p> <p>Connecting Computers</p>	<p>focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>Why this, why now? This unit builds on from Y1/2 as pupils learn how to connect multiple devices. This will prepare them for Y5/6 where they will begin to share projects through shared devices.</p>	<p>Computing Systems and Networks</p> <p>Communication and Collaboration</p>	<p>Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.</p> <p>Why this, why now? This unit leads into pupils learning in Y7 as they understand and demonstrate responsible use of sharing information through a range of media and programs.</p>
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<p><b>Autumn 2-</b> Creating Media – Digital Photography (EY Link – Using A Camera)</p>	<p>What will they learn? Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <p>Why this, why now? This unit builds on learning from EYFS as pupils' begin to use different forms of technology for taking images, and develops their understanding of how images made with technology may differ from what they actually see.</p>	<p>Autumn 2- Creating Media</p> <p>Stop Frame Animation</p>	<p>What will they learn? Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>Why this, why now? This unit builds on from Y1/2 as pupils will use their understanding of adding music and sounds to their animations.</p>	<p>Autumn 2- Creating Media – Web Page Creation</p>	<p>What will they learn? Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p> <p>Why this, why now? This unit builds on from previous learning as pupils are now able to add created media into a web page of their own design.</p>
<p><b>Spring 1-</b> Programming A – Root Algorithms (EY link Beebots – Unplugged Algorithms)</p>	<p>What will they learn? This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>Spring 1- Programming A</p> <p>Sequencing Sounds</p>	<p>What will they learn? This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to</p>	<p>Spring 1- Programming A Variables in Games</p>	<p>What will they learn? This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.</p> <p>Why this, why now? This unit builds on learning from Y3/4 and pupils have</p>



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	<p>Why this, why now? This unit builds on from EYFS as pupils begin to experiment with simple programming and develop their understanding of how to solve issues with a program.</p>		<p>make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p>Why this, why now? This unit builds on skills developed in Y1/2 using the Scratch Jr program and pupils will begin to create more complex programs. This will prepare them for further in the year when they will be expected to produce more complex programs.</p>		<p>the opportunity to explore how they can set and change different variables within a program and relate this to real-life examples.</p>
<p><b>Spring 2-</b> Data and Information – Pictograms (EY link – computer free data grouping)</p>	<p>What will they learn? Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> <p><b>Why this, why now?</b> This unit develops pupils' understanding of data in</p>	<p>Spring 2- Data and Information</p> <p>Branching Databases</p>	<p>What will they learn? Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they</p>	<p>Spring 2- Data and Information- Spreadsheets</p>	<p>What will they learn? This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply</p>



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	preparation for further units where they will be required to collect and input using different data collection programs.		will test by using it. They will also consider real-world applications for branching databases.  Why this, why now? This unit builds on from Y1/2 as pupils will begin to create databases with multiple options. This will lead them into future learning using programs, such as Excel, to collate data.		formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.  Why this, why now? This unit builds on pupils' experience using spreadsheets, such as excel, and they will develop their understanding of using formulas in a more specific way.
<b>Summer 1 – Creating Media – Digital Music (EY link – Using computers to Communicate)</b>	What will they learn? Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.  Why this, why now? This unit is the pupils' first opportunity to develop music using technology. This will link to their music sessions and they will use skills developed in EYFS to create their compositions	Summer 1 – Creating Media  Desktop Publishing	What will they learn? Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add	Summer 1 – Creating Media – 3D Modelling	What will they learn? Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.



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			<p>text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p>Why this, why now? This unit will allow pupils to develop skills in publishing in preparation for learning in Y5/6 where these skills will aid them in creating web pages.</p>		<p>Why this, why now? This unit develops pupils understanding of how digital programming can produce models in the 'real world'. This will lead into KS3 learning across computing and DT.</p>
<p><b>Summer 2-</b> Programming B – Programming Quizzes (EY link Computer free coding)</p>	<p><b>What will they learn?</b> Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p> <p><b>Why this, why now?</b> This unit builds on from the Spring term unit as pupils begin to input their own designs into a specified program. This will prepare them for Y3/4</p>	<p>Summer 2- Programming B Events and Actions in Programming</p>	<p>What will they learn? This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks. Learners are given the opportunity to draw lines</p>	<p>Summer 2- Programming B – Sensing Movement</p>	<p>What will they learn? This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment,</p>



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	<p>where they will be expected to add further layers into Scratch.</p>		<p>with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p> <p>Why this, why now? This unit builds on earlier learning in Y3/4 as pupils now begin to add additional layers of programming in Scratch Jr which they will also use in Y5/6 before they add further variables into a given program.</p>		<p>before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p> <p>Why this, why now? This unit ties together the pupils learning throughout all year groups using Scratch Jr. Here pupils will have the opportunity to showcase their understanding of the program and evaluate their learning.</p>
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