|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **badge 4 ST ANTHONY'S CATHOLIC PRIMARY SCHOOL**  **Computing Overview** | | | | | | | | | | | | | | | | |
| Year A | Our intent is…   * To be masters of technology in in an ever- changing digital world. * To digitally problem solving. * To be fluent with a range of tools to best express their understanding. * To independence and confidence to choose the best tool to fulfil the task and challenge set by teachers. * To be creators not consumers. * To inspire all to produce and share their learning in creative ways. * To facilitate opportunities for all children to apply their knowledge creatively which will in turn inspire our pupils to become skilful computer scientists. * To use technology positively, responsibly and safely. * To understand that there is always a choice with using technology. | | | | | At St Anthony’s we will…   * Teach computing in direct computing lessons, and the use of technology is encouraged to support learning across all curriculum areas. * Use the NCCE computing curriculum scheme of work to cover the three areas of the computing national curriculum: digital literacy, computer science and information technology. In addition to the online safety objectives supported with our PSHE curriculum. * Plan every lesson in our scheme so that it can be effectively taught using the infrastructure we have in place at school to ensure it meets the needs of all our pupils. * Ensure our scheme is also closely referenced against the 2014 national curriculum attainment targets in order to ensure progression and coverage. * Facilitate discreet lessons that means the children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. * Where appropriate, implement meaningful links between the computing curriculum and the wider curriculum. * Provide computing lessons where the children will use either iPads, laptops or desktops in order to access a range of apps and software. * Teach online safety regularly at an age appropriate level. * Ensure children are exposed and taught about vocabulary linked to computing and key skills for life including touch-typing. | | | | | | | Our children will…   * Be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. * Have a secure and comprehensive knowledge of the implications of technology and digital systems. * Be able to recognise the dangers that exist from the use of technology and understand how to access online systems safely. * By the end of each key stage, know, apply and understand the matters, skills and processes specified in our NCCE curriculum. * Reach the end of year expectations in terms of attainment and progress. * Will be given feedback and ways to improve their work either verbally, using Seesaw and/or appropriate small group work. * Communicate with the subject leader regularly as she reviews each part of the Computing curriculum and attends learning walks whilst observing and contributing to the teaching of the curriculum across the school. | | | |
| https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTTTurT_EEvBTecV3bImLcNkZG6ITnCA4rzgZ6OVCdX7jEZocdUNXIb5UWBSx4&usqp=CAcAutumn | | | | | | * Spring | | | | | C:\Users\hda\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6CA51C80.tmpSummer | | | | |
| EYFS | Creating media –  Marvellous Me. | | IT – Unplugged.  Awesome Autumn | | | | Creating media –  Music Creation | | | IT – Unplugged.  Busy Bodies | | IT - Technology around us. | | | IT – Unplugged.  Summer Surprise | |
|  | Patterns, Creating, Collaborating, Persevering, Tinkering.  E-Safety Unit | | Patterns, Logic, Decomposition, Creating, Collaborating, Algorithms | | | | <https://springroll-tc.pbskids.org/music-maker/d0f261dffc3c8f713fa5a22bb99d7f9afd04cb56/release/index.html> | | | Patterns, Logic, Decomposition, Debugging, Algorithms, Abstraction | | <https://www.ilearn2.co.uk/computerdiscoveryfree.html/>  E-Safety Unit | | | Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms | |
|  | | | |  | |  | |
| Year 1/2 | Computing systems and networks –  Technology around us. | | Creating media –Digital painting | | | | Programming A –Moving a robot. | | | Data and information –Grouping data | | Creating media –  Digital Writing | | | Introduction to Animation | |
|  |  |  |  |  | | |  |  | |  |  |  | |  |  |  |
| Year 3/4 | Computing systems and networks –  Connecting computers | | Creating media –  Animation | | | | Programming A –Repetition in shapes | | | Data and information –Branching databases | | Creating media –Desktop publishing | | | Programming B –  Events and action | |
|  |  |  |  | |  | |  | |  |  |  |  | |  |  |  |
| Year 5/6 | Computing systems and networks –  Sharing information | | Programming A –Selection in physical computing | | | | Creating media –  Video editing | | | Data and information –Flat-file databases | | Creating media –Vector drawing. | | | Programming B –Selection in quizzes | |
|  |  |  |  |  | | |  | |  |  |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **badge 4ST ANTHONY'S CATHOLIC PRIMARY SCHOOL**  **Computing Overview** | | | | | | | | | | | | | | |
| Year B | Our intent is…   * To be masters of technology in in an ever- changing digital world. * To digitally problem solving. * To be fluent with a range of tools to best express their understanding. * To independence and confidence to choose the best tool to fulfil the task and challenge set by teachers. * To be creators not consumers. * To inspire all to produce and share their learning in creative ways. * To facilitate opportunities for all children to apply their knowledge creatively which will in turn inspire our pupils to become skilful computer scientists. * To use technology positively, responsibly and safely. * To understand that there is always a choice with using technology. | | | | At St Anthony’s we will…   * Teach computing in direct computing lessons, and the use of technology is encouraged to support learning across all curriculum areas. * Use the NCCE computing curriculum scheme of work to cover the three areas of the computing national curriculum: digital literacy, computer science and information technology. In addition to the online safety objectives supported with our PSHE curriculum. * Plan every lesson in our scheme so that it can be effectively taught using the infrastructure we have in place at school to ensure it meets the needs of all our pupils. * Ensure our scheme is also closely referenced against the 2014 national curriculum attainment targets in order to ensure progression and coverage. * Facilitate discreet lessons that means the children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. * Where appropriate, implement meaningful links between the computing curriculum and the wider curriculum. * Provide computing lessons where the children will use either iPads, laptops or desktops in order to access a range of apps and software. * Teach online safety regularly at an age appropriate level. * Ensure children are exposed and taught about vocabulary linked to computing and key skills for life including touch-typing. | | | | | | Our children will…   * Be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. * Have a secure and comprehensive knowledge of the implications of technology and digital systems. * Be able to recognise the dangers that exist from the use of technology and understand how to access online systems safely. * By the end of each key stage, know, apply and understand the matters, skills and processes specified in our NCCE curriculum. * Reach the end of year expectations in terms of attainment and progress. * Will be given feedback and ways to improve their work either verbally, using Seesaw and/or appropriate small group work. * Communicate with the subject leader regularly as she reviews each part of the Computing curriculum and attends learning walks whilst observing and contributing to the teaching of the curriculum across the school. | | | |
| https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTTTurT_EEvBTecV3bImLcNkZG6ITnCA4rzgZ6OVCdX7jEZocdUNXIb5UWBSx4&usqp=CAcAutumn | | | | | C:\Users\hda\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B40D2822.tmpSpring | | | | C:\Users\hda\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6CA51C80.tmpSummer | | | | |
| EYFS | Creating media –  Marvellous Me. | | IT – Unplugged.  Awesome Autumn | | | Creating media –  Music Creation | | IT – Unplugged.  Busy Bodies | | IT - Technology around us. | | | IT – Unplugged.  Summer Surprise | |
|  | Patterns, Creating, Collaborating, Persevering, Tinkering.  E-Safety Unit | | Patterns, Logic, Decomposition, Creating, Collaborating, Algorithms | | | <https://springroll-tc.pbskids.org/music-maker/d0f261dffc3c8f713fa5a22bb99d7f9afd04cb56/release/index.html> | | Patterns, Logic, Decomposition, Debugging, Algorithms, Abstraction | | <https://www.ilearn2.co.uk/computerdiscoveryfree.html/>  E-Safety Unit | | | Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms | |
|  | | |  | |  | |
| Year 1/2 | Computing systems and networks –  IT around us | | Creating media –Digital Photographs | | | Programming A –  Robot Algorithms. | | Data and information –Pictograms | | Creating media –Making music | | | An introduction to quizzes | |
|  |  |  |  |  | |  |  |  |  |  | |  |  |  |
| Year 3/4 | Programming A –  Sequence in music | | Creating media –Audio editing | | | Computing systems and networks –  The Internet | | Data and information –Data logging | | Creating media –Photo editing | | | Programming B –Repetition in games | |
|  |  |  |  |  | |  |  |  |  |  | |  |  |  |
| Year 5/6 | Computing systems and networks –Communication | | Creating media –  Web page creation | | | Programming A –Variables in games | | Data and information –Spreadsheets | | Creating media –  3D Modelling | | | Programming B –Sensing | |
|  |  |  |  |  | |  |  |  |  |  | |  |  |  |