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The Computing Curriculum

# **Intent**

Our intent for the teaching and learning of computing is that it should permeate the curriculum seamlessly, allowing our children to learn in creative ways and experiment with new ways of learning, and showing learning. We aim to enhance teaching and learning throughout the school by fully integrating computing across all aspects of the curriculum with a broad range of interactive technology. We also aim to use technology to enhance connections with parents and the extended ‘school community’. Finally, we will ensure that children can safeguard themselves effectively through ongoing teaching of e-safety, and striving to be aware of developing technologies in school. Effective Computing will allow our children to develop the necessary digital literacy and technological understanding needed to be a safe and positive digital citizen in the modern world.

# **Implementation**

Computing is delivered discretely through a weekly lesson in Years 1-6. This dedicated time gives the learners ample time to explore new concepts, learn new skills and discover new uses for technology. Computing planning is in line with the National Curriculum using Teach Computing. The Teach Computing Curriculum (ncce.io/tcc) is a comprehensive collection of materials produced to support 500 hours of teaching, facilitating the delivery of the entire English computing curriculum from key stage 1 to 4 (5- to 16-year-olds). The Teach Computing Curriculum was created by the Raspberry Pi Foundation on behalf of the National Centre for Computing Education (NCCE). All content is free, and editable under the Open Government Licence (OGL — ncce.io/ogl), ensuring that the resources can be tailored to each individual teacher and school setting.

The Teach Computing Curriculum uses the National Centre for Computing Education’s computing taxonomy to ensure comprehensive coverage of the subject. This has been developed through a thorough review of the KS1–4 computing programme of study, and the GCSE and A level computer science specifications across all awarding bodies. All learning outcomes can be described through a high-level taxonomy of ten strands, ordered alphabetically as follows:

■ Algorithms — Be able to comprehend, design, create, and evaluate algorithms ■ Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks ■ Computer systems — Understand what a computer is, and how its constituent parts function together as a whole ■ Creating media — Select and create a range of media including text, images, sounds, and video ■ Data and information — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios ■ Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts ■ Effective use of tools — Use software tools to support computing work ■ Impact of technology — Understand how individuals, systems, and society as a whole interact with computer systems ■ Programming — Create software to allow computers to solve problems ■ Safety and security — Understand risks when using technology, and how to protect individuals and systems.

# **Impact**

The effective teaching of Computing will impact Little Bowden learners in these ways:

• They will be digitally literate and able to select from a range of tools and skills to create a digital outcome for a given task.

• They will understand that technology needs to be used with, and treated with, respect.

• They will understand how the internet works.

• They will understand the benefits and potential dangers of using the internet.

• They will help themselves and others to minimise the risks of being online and know how to manage any potentially dangerous incidents.

• They will understand the power of algorithms and how they impact our daily lives.

• They will be able to take creative approaches towards problem solving and use logical thinking to support their solutions.

EYFS – Please see EYFS curriculum overview.

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| **Key Stage 1 Computing Skills Progression** | **Year 1** | **Technology around us**  Autumn 1 | **Digital painting**  Autumn 2 | **Programming A**  Spring 1 | **Data /information**  Spring 2 | **Creating media**  Summer 1 | **Programming B**  Summer 2 |
| **Computing systems and networks**  -To identify technology  -To identify a computer and its main parts  -To use a mouse in different ways  -To use a keyboard to type on a computer  -To use the keyboard to edit text  -To create rules for using technology responsibly | **Creating Media**  -To describe what different freehand tools do  -To use the shape tool and the line tools  -To make careful choices when painting a digital picture  -To explain why I chose the tools I used  -To use a computer on my own to paint a picture  -To compare painting a picture on a computer and on paper | **Moving a robot**  -To explain what a given command will do  -To act out a given word  -To combine forwards and backwards commands to make a sequence  -To combine four direction commands to make sequences  -To plan a simple program  -To find more than one solution to a problem | **Grouping data**  -To label objects  -To identify that objects can be counted  -To describe objects in different ways  -To count objects with the same properties  -To compare groups of objects  -To answer questions about groups of objects | **Digital writing**  -To use a computer to write  -To add and remove text on a computer  -To identify that the look of text can be changed on a computer  -To make careful choices when changing text  -To explain why I used the tools that I chose  -To compare typing on a computer to writing on paper | **Programming animations**  -To choose a command for a given purpose  -To show that a series of commands can be joined together  -To identify the effect of changing a value  -To explain that each sprite has its own instructions  -To design the parts of a project  -To use my algorithm to create a program |
| **Year 2** | **Computing systems and networks**  -To recognise the uses and features of information technology  -To identify the uses of information technology in the school  -To identify information technology beyond school  -To explain how information technology helps us  -To explain how to use information technology safely  -To recognise that choices are made when using information technology | **Digital Photography**  -To use a digital device to take a photograph  -To make choices when taking a photograph  -To describe what makes a good photograph  -To decide how photographs can be improved  -To use tools to change an image  -To recognise that photos can be changed | **Robots**  -To describe a series of instructions as a sequence  -To explain what happens when we change the order of instructions  -To use logical reasoning to predict the outcome of a program  -To explain that programming projects can have code and artwork  -To design an algorithm  -To create and debug a program that I have written | **Pictograms**  -To recognise that we can count and compare objects using tally charts  -To recognise that objects as pictures  -To create a pictogram  -To select objects by attribute and make comparisons  -To recognise that people can be described by attributes  -To explain that we can present information using a computer | **Digital Music**  -To say how music can make us feel  -To identify that there are patterns in music  -To experiment with sound using a computer  -To use a computer to create a musical pattern  -To create music for a purpose  -To review and refine our computer work | **Programming quizzes**  -To explain that a sequence of commands has a start  -To explain that a sequence of commands has an outcome  -To create a program using a given design  -To change a given design  -To create a program using my own design  -To decide how my project can be improved |

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| **Key Stage 2 Computing Skills Progression** | **Year 3** | **Technology around us**  Autumn 1 | **Digital painting**  Autumn 2 | **Programming A**  Spring 1 | **Data /information**  Spring 2 | **Creating media**  Summer 1 | **Programming B**  Summer 2 |
| **Connecting Computers**  -To explain how digital devices function  -To identify input and output devices  -To recognise how digital devices can change the way we work  -To explain how a computer network can be used to share information  -To explore how digital devices can be connected  -To recognise the physical components of a network | **Stop-frame Animation.**  -To explain that animation is a sequence of drawings or photographs  -To relate animated movement with a sequence of images  -To plan an animation  -To identify the need to work consistently and carefully  -To review and improve an animation  -To evaluate the impact of adding other media to an animation | **Sequencing Sounds**  -To explore a new programming environment  -To identify those commands, have an outcome  -To explain that a program has a start  -To recognise that a sequence of commands can have an order  -To change the appearance of my project  -To create a project from a task description | **Branching Databases** -To create questions with yes/no answers.  -To identify the attributes needed to collect data about an object  -To create a branching database  -To explain why it is helpful for a database to be well structured  -To plan the structure of a branching database  -To independently create an identification tool | **Desktop Publishing**  -To recognise how text and images convey information  -To recognise that text and layout can be edited  -To choose appropriate page settings  -To add content to a desktop publishing publication  -To consider how different layouts can suit different purposes  -To consider the benefits of desktop publishing | **Events and Actions**  -To explain how a sprite moves in an existing project  -To create a program to move a sprite in four directions  -To adapt a program to a new context  -To develop my program by adding features  -To identify and fix bugs in a program  -To design and create a maze-based challenge |
| **Year 4** | **The Internet**  -To describe how networks physically connect to other networks  -To recognise how networked devices make up the internet  -To outline how websites can be shared via the World Wide Web (WWW)  -To describe how content can be added and accessed on the World Wide Web (WWW)  -To recognise how the content of the WWW is created by people  -To evaluate the consequences of unreliable content | **Audio Production**  -To identify that sound can be recorded  -To explain that audio recordings can be edited  -To recognise the different parts of creating a podcast project  -To apply audio editing skills independently  -To combine audio to enhance my podcast project  -To evaluate the effective use of audio | **Repetition in Shapes**  -To identify that accuracy in programming is important  -To create a program in a text-based language  -To explain what ‘repeat’ means  -To modify a count-controlled loop to produce a given outcome  -To decompose a task into small steps  -To create a program that uses count-controlled loops to produce a given outcome | **Data Logging**  -To explain that data gathered over time can be used to answer questions  -To use a digital device to collect data automatically  -To explain that a data logger collects ‘data points’ from sensors over time  -To recognise how a computer can help us analyse data  -To identify the data needed to answer questions  " -To use data from sensors to answer questions | **Photo editing**  -To explain that the composition of digital images can be changed  -To explain that colours can be changed in digital images  -To explain how cloning can be used in photo editing  -To explain that images can be combined  -To combine images for a purpose  -To evaluate how changes can improve an image | **Repetition in Games**  - To develop the use of count-controlled loops in a different programming environment  -To explain that in programming there are infinite loops and count controlled loops  -To develop a design that includes two or more loops which run at the same time  -To modify an infinite loop in each program  -To design a project that includes repetition  -To create a project with repetition. |

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| **Key Stage 2 Computing Skills Progression** | **Year 5** | **Technology around us**  Autumn 1 | **Digital painting**  Autumn 2 | **Programming A**  Spring 1 | **Data /information**  Spring 2 | **Creating media**  Summer 1 | **Programming B**  Summer 2 |
| **Systems and Searching**  --To explain that computers can be connected to form systems  -To recognise the role of computer systems in our lives  -To experiment with search engines  -To describe how search engines select results  -To explain how search results are ranked  -To recognise why the order of results is important, and to whom | **Video production**  -To explain what makes a video effective  -To identify digital devices that can record video  -To capture video using a range of techniques  -To create a storyboard  -To identify that video can be improved through reshooting and editing  -To consider the impact of the choices made when making and sharing a video | **Selection in Physical Computing**  -To control a simple circuit connected to a computer  -To write a program that includes count-controlled loops  -To explain that a loop can stop when a condition is met  -To explain that a loop can be used to repeatedly check whether a condition has been met  -To design a physical project that includes selection | **Flat -File databases**  -To use a form to record information  -To compare paper and computer-based databases  -To outline how you can answer questions by grouping and then sorting data  -To explain that tools can be used to select specific data  -To explain that computer programs can be used to compare data visually | **Vector Graphs**  -To identify that drawing tools can be used to produce different outcomes  -To create a vector drawing by combining shapes  -To use tools to achieve a desired effect  -To recognise that vector drawings consist of layers  -To group objects to make them easier to work with | **Selection in Quizzes**  -To explain how selection is used in computer programs  -To relate that a conditional statement connects a condition to an outcome  -To explain how selection directs the flow of a program  -To design a program which uses selection  -To create a program which uses selection  -To evaluate my program |
| **Year 6** | **Communication**  -To explain the importance of internet addresses  -To recognise how data is transferred across the internet  -To explain how sharing information online can help people to work together  -To evaluate different ways of working together online  -To recognise how we communicate using technology  -To evaluate different methods of online communication | **Webpage Creation**  -To review an existing website and consider its structure  -To plan the features of a web page  -To consider the ownership and use of images (copyright)  -To recognise the need to preview pages  -To outline the need for a navigation path  -To recognise the implications of linking to content owned by other people | **Variables**  -To define a ‘variable’ as something that is changeable  -To explain why a variable is used in a program  -To choose how to improve a game by using variables  -To design a project that builds on a given example  -To use my design to create a project  -To evaluate my project | **Spreadsheets**  -To create a data set in a spreadsheet  -To build a data set in a spreadsheet  -To explain that formulas can be used to produce calculated data  -To apply formulas to data  -To create a spreadsheet to plan an event  -To choose suitable ways to present data | **3D Modelling**  -To recognise that you can work in three dimensions on a computer  -To identify that digital 3D objects can be modified  -To recognise that objects can be combined in a 3D model  -To create a 3D model for a given purpose  -To plan my own 3D model  -To create my own digital 3D model | **Sensing Movement**  -To create a program to run on a controllable device  -To explain that selection can control the flow of a program  -To update a variable with a user input  -To use a conditional statement to compare a variable to a value  -To design a project that uses inputs and outputs on a controllable device  -To develop a program to use inputs and outputs on a controllable device |