



Seagrave Village Primary School

Green Lane, Seagrave, Loughborough, Leicestershire, LE12 7LU

Telephone: 01509 812486, E-mail: office@seagrave.bepschools.org



BRADGATE
Education Partnership

Curriculum Intent

Computing

Intention

Pupils at Seagrave confidently use technology within their personal lives. This includes accessing social media site and communicating with family and friends. Our intention is to ensure pupils are using their technology safely and are aware of the dangers of the internet, cyper bullying and how to keep safe. This is why every year begins with this area of the curriculum (this is then revisited through PSHE and assemblies throughout the year. Parent support is also offered).

The pupils will then learn to use a variety of software to support their learning – this becomes more complex as they progress through the years. They will also develop their understanding of coding and debugging from EYFS (Programmable toys) to year 5/6 (microbit technology).

	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
Implementation (first stage) CYCLE A	<p>Role play area – technology toys</p> <p>Ipad apps – phonics</p> <p>Using Paint</p> <p>Taking photographs</p>	<p>Internet safety</p> <p>Basic skills</p> <ul style="list-style-type: none"> - Opening - Saving - Retrieving - Mouse control - Typing (Sebran) <p>Linked to farm topic</p>	<p>Internet safety</p> <p>NSPCC – speak out stay safe</p>	<p>Internet safety</p> <p>NSPCC – speak out stay safe</p> <p>Online research skills – space</p>
Implementation (first stage) CYCLE B		<p>Internet safety</p> <p>Basic skills</p> <ul style="list-style-type: none"> - Opening - Saving - Retrieving - Mouse control <p>Typing (Sebran)</p> <p>Linked to Zoo topic</p>	<p>Internet safety – social media</p> <p>Links to globalisation</p>	<p>Internet safety</p> <p>NSPCC – speak out stay safe</p> <p>Online research skills – monarchs</p>
Autumn 2	<p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Implementation (first stage) CYCLE A	<p>Topic related apps – click and drag</p> <p>Mouse control</p> <p>2count</p>	<p>Purposefully using technology</p> <ul style="list-style-type: none"> - Word - Internet - Typing/editing 	<p>Word processing</p> <p>Presentation skills – Power point</p> <ul style="list-style-type: none"> - Text - Graphics - Transitions 	<p>Romans – Comics linked to English</p>



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Implementation (first stage) CYCLE B		Purposefully using technology <ul style="list-style-type: none"> - Powerpoint - Internet - Typing and editing 	Word processing Formatting tools – images and text	Spreadsheets – rationing and VE day party planning
Spring 1	Knows that information can be retrieved from computers	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Recognise common uses of information technology beyond school	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
Implementation (first stage) CYCLE A	Introduction to word processing	Bee bots Roamer 2go Technology in Seagrave (local study)	Movie maker (ipads)	Powerpoint <ul style="list-style-type: none"> - Embed sound - Embed video - Set timing - Transitions/design – effectiveness
Implementation (first stage) CYCLE B		Bee bots Roamer 2go Linked to traditional tales	Using the internet for research Creating documents – graphics, text and movies to present the information. Inventions	Powerpoint <ul style="list-style-type: none"> - Embed sound - Embed video - Set timing Transitions/design – effectiveness
Spring 2	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Uses ICT hardware to interact with age-appropriate computer software.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
Implementation (first stage) CYCLE A	Bee bots Remote controlled cars Electronic toys	Bee bots Roamer 2go Comic lite – ipad app	Pic collage Soda snap <ul style="list-style-type: none"> - Combining text and graphics 	Creating comics Databases and spreadsheets
Implementation (first stage) CYCLE B		Bee bots Roamer 2go Comic lite – ipad app	Scratch – questions and quizzes	Story board creator
Summer 1	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Use technology purposefully to create, organise, store, manipulate and retrieve digital	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	



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	<p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Completes a simple program on a computer.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
Implementation (first stage) CYCLE A	<p>Roamer 2go software</p>	<p>Paint – apps Databases and data handling 2count 2graph</p>	<p>Roamer world 2go Kodable Hour of code</p>	<p>Scratch Hour of code</p>
Implementation (first stage) CYCLE B		<p>Combining texts and graphics in word. (outcome – human body poster)</p> <ul style="list-style-type: none"> - Input text - Basic editing - Inserting a clip art/provided image 	<p>Blue Bots 2go</p>	<p>Micro-bit technology</p> <p>The micro bit bot challenge</p>
Summer 2	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
Implementation (first stage) CYCLE A	<p>Using the internet – safety Paper based data bases</p>	<p>Presentation of topic work – 2publish</p>	<p>Roamer world 2go Kodable Kodu</p>	<p>Hour of code (code studio) Scratch Construct 2</p>
Implementation (first stage) CYCLE B		<p>Using powerpoint to present work</p> <ul style="list-style-type: none"> - Text - Graphics - Themes 	<p>Blue bot and Bee bot dances Music for the dances – garage band</p>	<p>Micro-bit technology</p> <p>The micro bit bot challenge</p>

Impact

Pupil understanding will be recorded through a digital portfolio and target tracker statements. The subject leader will continue to monitor breadth and depth and pupil understanding through pupil conferencing, learning walks and book trawls.

Pupils will leave Seagrave with the skills required to access technology in a safe and efficient manner. Pupils will understand the limitations and potential of computing within the wider world.