

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



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

Curriculum Intent

Computing (Teach 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, cyber 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 planning has been taken from Teach Computing and has been personalised according to the children in our school.			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 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.	Year 3/4use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentSelect, use, and combine a variety of software (including internet services) on a range of digital devices to design and coreate a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design	Year 5/6 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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
Implem entatio n (first stage) CYCLE A	Role play area – technology toys Ipad apps – phonics Using Paint Taking photographs	Technology around us Grouping Data Internet safety	Internet safety NSPCC The internet	Internet safety NSPCC Systems and searching



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Implem entatio		Technology around us	Internet Safety – Social media	Internet safety
n (first			Repetition in shape	Flat file database
CYCLE B				
Autumn 2	Completes a simple program on a computer. Uses ICT hardware to interact with age- appropriate computer software.	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 Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs	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
Implem entatio n (first stage) CYCLE A	Topic reralted apps – click and drag Mouse control 2count	Purposefully using technology - Word - Internet - Typing/editing	Repetition in games	Intro to spread sheets
Implem entatio n (first stage) CYCLE B		Purposefully using technology - Powerpoint - Internet - Typing and	Word processing Presentation skills – Powerpoint - Text - Graphics Transitions	Online research skills (not teach computing)
		editing		
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 Use logical reasoning to predict the behaviour of 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 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



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			Use logical reasoning to explain how some	
			simple algorithms work and to detect and	
			correct errors in algorithms and programs	
Implem	Introduction to	Moving a robot	Stop frame motion	Video production
entatio	word processing			
stage)				
CYCLE A				
Implem		Robot algorithms	Events and actions in programs	3d Modelling
n (first				
stage)				
CYCLE B				
Carries 2				
Spring 2	simple equipment, e.g.	Use technology purposefully to	Use search technologies effectively,	Design, write, and debug programs
	turns on CD player and	manipulate, and retrieve digital	ranked, and be discerning in evaluating	including controlling or simulating
	uses remote control.	content	digital content	physical systems; solve problems by
	Uses ICT hardware to	Understand what algorithms	Select, use, and combine a variety of	decomposing them into smaller
	interact with age-	are, how they are implemented	software (including internet services) on a	parts
	software.	and that programs execute by	create a range of programs, systems, and	repetition in programs: work with
		following precise and	content that accomplish given goals,	variables and various forms of input
		unambiguous instructions	including collecting, analysing, evaluating,	and output
		Create and debug simple	and presenting data and information	Use logical reasoning to explain
		programs	Use technology safely, respectfully, and	how some simple algorithms work
		the behaviour of simple	acceptable/unacceptable behaviour:	algorithms and programs
		programs	identify a range of ways to report	Select, use, and combine a variety
			concerns about content and contact	of software (including internet
			Use sequence, selection, and repetition in	services) on a range of digital
			programs; work with variables and various	devices to design and create a
			Torms of input and output	content that accomplish given
				goals, including collecting,
				analysing, evaluating, and
				presenting data and information
Implom	Dec hete	Dragram animations	Deta lagging	Vector drewing
entatio	Bee DOLS Remote controlled	Program animations		vector drawing
n (first	cars			
stage)	Electronic toys			
	•	Digital paint	Audio production	Soloction in physical
entatio				computing
n (first				Comparing
stage)				
Summer	Knows how to operate	Use technology purposefully to	use sequence, selection, and repetition in	Use search technologies effectively
1	simple equipment, e.g.	create, organise, store,	programs; work with variables and various	appreciate how results are selected
	turns on CD player and	manipulate, and retrieve digital	forms of input and output	and ranked, and be discerning in
	uses remote control.	content	understand computer networks including	evaluating digital content
	Uses ICT hardware to	use technology safely and	the internet; how they can provide	Select, use, and combine a variety
	appropriate computer	information private; identify	Web; and the opportunities they offer for	services) on a range of digital
	software.	where to go for help and	communication and collaboration	devices to design and create a
		support when they have		range of programs, systems, and



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		Use logical reasoning to predict the behaviour of simple programs		can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Implem entatio n (first stage) CYCLE A	Using the internet – safety Paper based data bases	Digital photographs	Desktop publishing	Selection in quizzes
Implem entatio n (first stage) CYCLE B		Programming quizzes	Branching database	Communication and collaboration
Impact				
Pupil understanding will be recorded through a digital portfolio and target tracker statements. The subject leader will continue to monitor				

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.