SUBJECT ON A PAGE

Computing

ASPIRE- BELIEVE- ACHIEVE

Intent- We aim to…

- Educate and support children to use technology safely and respectfully and ensure they know how to get help, both on and offline.
- Give pupils access to a variety of high quality hardware, software and unplugged resources so that they will have the skills they need to use technology throughout their lives.
- Deliver an exciting, relevant Computing curriculum where pupils learn key Computer Science, Information Technology and Digital Literacy skills which **in turn, will support their learning in other areas of the primary school curriculum.**
- Teach skills within the different strands of Computing and ensure that there is a progression of these skills, year upon year.
- Educate children about the meaning of digital footprint and the understanding that what they share impacts upon others in the long term.
- Encourage children to reflect upon technology including it's advantages, disadvantages and role in everyday life.

Implementation- How do we achieve our aims?

Strands of the Computing Curriculum

Pupils' skills and knowledge is built across the key strands of:

- Computer Science
- Information Technology
- Digital Literacy

Golden Threads

At Keep Hatch, children will encounter 'Golden Threads'. These are substantive concepts that are revised and developed throughout different Computing units and across the key stages. For example, children are introduced to collecting data in EYFS by finding out information about their friends, recording it on paper and analysing their results verbally. At the end of KS1, children are able to use 2Calcuate to input data and create a simple block graph. In Year 6, children draw upon all of their prior learning and apply this whilst using Microsoft Excel to input data and represent it in a variety of graphs.

- **To Connect** *How to use technology safely and respectfully*
- **To Communicate** *Learning to become digitally literate*
- **To Collect** *Collect, understand and evaluate data*
- **To Code** *Design, write and debug programs*

Strong Foundations

In EYFS, children build a strong foundation of Computing knowledge and skills through a mixture of discrete Computing lessons and opportunities for play-based, unplugged activities. For example, children learn to: follow instructions, follow dance routines and sequence stories which is essential for future lessons when learning to code.
The children in EYFS are also introduced to a range of technological devices such as: cameras, tablet, CD play, remote controls, sound pegs and Chromebooks.

A Consistent Approach

At Keep Hatch, we follow the Purple Mash schemes of work. Purple Mash is a cloud-based website that provides teachers with lesson plans, guidance and resources to deliver the Computing curriculum from EYFS to Year 6. This means that there is a clear progression of Computing skills which are revisited each year. Purple Mash has a mixture of focused activities, creative tools, games and programs that teachers can set pupils as a '2do' to complete at school or at home. This is then completed by pupils and saved in their own folder, making it easy to review and assess their work.
Purple Mash gives children a safe platform to learn Computing skills such as email, blogging and coding, however, it also has many opportunities for cross-curricular links.

Implementation- How do we achieve our aims?

Resources

At Keep Hatch, we are continuously growing our technology. We currently have:

- Three Chromebook trolleys (each with 30 Chromebooks)
- Class iPads
- Bee-Bots
- Purple Mash (an online teaching and learning tool)
- SMART board in each classroom

Vocabulary

Key vocabulary for each unit of work is highlighted in each year group's medium term plan and on knowledge organisers. This vocabulary is highlighted and modelled during teaching time. Teachers have high expectations that children will use the correct vocabulary and encourage pupils to do so. The development of vocabulary and prioritising of talk will help children to build transferable skills, to allow them to communicate and share their learning.

Skills Progression

The learning in Computing is sequenced to ensure progression in knowledge, and to ensure that key skills are repeated year-on-year.

Planning

Keep Hatch use the Purple Mash and Wokingham schemes of work to support planning. Each year group has a medium term plan which outlines the coverage, key vocabulary, key questions and supporting materials for the year.

CPD

The Wokingham ICT Team run regular, virtual courses to support Computing CPD. Every half term, I email these to all staff.

Cross-Curricular Links

Wherever possible, we use Computing as a cross-curricular tool to not only reinforce Computing skills, but support other areas of the curriculum. For example, using search engines to research a topic or using sound pegs to record children's stories.

Timetabling

All children have one dedicated Computing lesson timetabled each week. There are an additional two sets of Chromebooks that are used for cross-curricular opportunities.

Impact- How will we know we achieved our aims?

Children leave Keep Hatch being able **to connect** safely with others. Children's voice shows an understanding of how to use technology safely, respectfully and the importance of building a positive digital footprint.

Children leave Keep Hatch being able to use technology **to communicate.** They can:

- Retrieve digital content
- Create using a variety of digital tools
- Share digital information using age appropriate tools.

Children leave Keep Hatch being able **to collect**, understand and evaluate data.

Children leave Keep Hatch being able **to code.**

Children leave Keep Hatch being able to use a variety of technological devices and digital tools with competence including:

- Hardware (such as Chromebooks and iPads)
- Software (such as Word, PowerPoint, Publisher, Excel).

Children speak confidently in Computing lessons, using the correct terminology, to demonstrate their understanding. .