> "Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

Computing

Intent

Statement of Intent

At our school, we recognise that Computing is an essential part of the curriculum; a subject that not only stands alone but is woven as an integral part of all learning. Computing, in general, is an increasingly significant part of daily life, and children should be at the forefront of new technology in order to thrive in a digitally-advanced society. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.

With the ever-increasing social media platforms used by children, we prioritise coaching our children (and parents) to remain safe and respectful online. Through a thorough and robust Computing curriculum, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will enable them to participate actively, effectively and safely in the rapidly changing digital world. At our school the computing curriculum is delivered through the iLearn2 scheme of work and our PSHE Curriculum.

The intent of iLearn2 is to help pupils become independent, creative, safe, respectful and problem-solving digital citizens with a broad and transferrable skillset. iLearn2 makes computing fun for pupils, inspiring them to develop skills beyond the classroom and building an awareness of all the opportunities the subject provides.
iLearn2's **Progression of Skills** page is the suggested teaching sequence of our activity packs and the skills within them. The page also includes how the activities meet the expectations of the national curriculum programmes of study for Key Stages 1 and 2. It has been designed to make sure pupils learn computing skills from the three recognised aspects of computing (below) within each year of their primary education. This means that pupils will build upon skills and concepts they established from the previous year and develop them further in the current and subsequent year.

Curriculum Coverage

	Autumn	Spring	Summer
EYFS	Mouse and Keyboard Skills	Music Creation Art and Design	Digital photos and videos Early programming
Y1/2 Cycle A	Y2- Uses of IT Y1- Mouse and Keyboard skills Y2- Digital Art	Y2- Data Handling Y2- E book creation Y1- Programming	Y2- Scratch Y1- Programming Y1/2- Internet research
Y1/2 Cycle B	Y1- Mouse and Keyboard Y1- Digital Art Y2- Digital Art Y1- 3D design	Y1/2Text and images Y1-Music creation	Y1- Programming Y2- Internet research
Y3	Comic creation Digital Art	Programming Music creation	Document editing 3D Design
Y4	Animation Programming (Scratch)	Internet Research Data Handling	3DDesign Video editing.
Y5	Programming	App Design Data Handling	Computer Networks and internet Physical devices Music Creation
Y6	Programming in scratch	Graphic Design Photo and image editing	Data detectives

And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17

Expectations

Learning Model

Connected	**Cumulative**	**Coherent**
Our work is built around cognitive load theory principles of instruction evidence informed practice	We believe learning isn't an event. It must be knowledge-rich, vocabulary-rich and skilful	Sequence matters systematically planned explicit instruction supports acquisition of curriculum content

Learning

- Knowledge organiser shared with the class at the start of a unit

- Key vocabulary identified and practiced in each lesson.

- Online safety will be delivered throughout the curriculum and before a pupil uses technology.

Assessment

- Retrieval practice activities

- Assessment for learning during lessons

- End of unit summative teacher assessments

Examples of Work

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6