ST MARY’S R. C. PRIMARY

COMPUTING SUBJECT OVERVIEW 2019/2020

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In computing, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

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| Year Group | Autumn | Spring | Summer 1 |
| Year 1 | Typing skills  Basic word processing  Digital painting | Programming robots  Creating a multimedia e-book  Components of a computer  Technology uses beyond school  E-safety: basic rules  QR Codes | Programming sequences of commands to animate pictures  Internet searching skills  E-safety: media players  Basic photo editing skills |
| Year 2 | Typing skills  Basic word processing  Digital painting | Programming robots  Creating a multimedia e-book  Components of a computer  Technology uses beyond school  E-safety: basic rules  QR Codes | Programming sequences of commands to animate pictures  Internet searching skills  E-safety: media players  Basic photo editing skills |
| Year 3 | Word processor text formatting tools  Photo collages  Creating posters using text boxes  Programming commands to run at different times | Algorithms  Using conditional events in programs  Digital communication methods  E-safety: passwords | Exploring digital maps  Uses of technology and their impact  Digital painting  Creating an e-book  E-safety: gaming safely |
| Year 4 | URLS and the topology of the Internet  E-safety: child-friendly websites  Internet searching skills  Photo editing  Movie making  Online quiz making | LOGO-type programming  Using a variable in a program  Using repeat events in a program  Debugging | Trifold leaflet design  Board game design  Internet terminology  E-safety: Message sharing consequences |
| Year 5 | Poster design  Spreadsheets  Internet searching skills  Drawing tools – shape pictures | E-safety: Zip it Block it Flag it  History of technology  Linear on-screen presentation  Using numbers in a program | E-safety: messaging safely, digital footprints, sharing safely and vlogging rules  Photo editing  Impact of technology on society |
| Year 6 | Internet searching skills  App design  Photo editing  Animation presentation  E-safety: sharing photos safely | Algorithms and flowcharts  Programming complex games  Digital maps – route finding  Spreadsheet maths programs  E-safety: digital citizen behaviours | E-safety: concept cartoons  Stop motion animations  Binary numbers |

| **Information Technology** | **Digital Literacy** | **Computer Science - Programming** | **Computer Science - Theory** |
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| Key Stage 1 Statutory Requirements  Pupils should be taught to:   * 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 * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * 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. |

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| Key Stage 2 Statutory Requirements  Pupils should be taught to:   * 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 * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating 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 * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |

Milestones:

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| A Year 1 computer user | A Year 2 computer user | A Year 3 computer user | A Year 4 computer user | A Year 5 computer user | A Year 6 computer user |
| Algorithms and programming   * I create a series of instructions * I plan a journey for a programmable toy   Information Technology   * I create digital content * I store digital content * I retrieve digital content * I use a website * I use a camera * I record sound and play back   Digital Literacy   * I use technology safely * I keep personal information private | Algorithms and programming   * I use a range of instructions (eg direction, angles, turns) * I test and amend a set of instructions * I find errors and amend (debug) * I write a simple program and test it * I predict what the outcome of a simple program will be (logical reasoning) * I understand that algorithms are used on digital devices * I understand that programs require precise instructions   Information Technology   * I organise digital content * I retrieve and manipulate digital content * I can navigate the web to complete simple searches   Digital Literacy   * I use technology respectfully * I know where to go for help if I am concerned * I know how technology is used in school and outside of school | Algorithms and programming   * I design a sequence of instructions, including directional instructions * I write programs that accomplish specific goals * I work with various forms of input * I work with various forms of output   Information Technology   * I se a range of software for similar purposes * I collect information * I design and create content * I present information * I search for information on the web in different ways * I manipulate and improve digital images   Digital Literacy   * I use technology respectfully and responsibly * I know different ways I can get help if I am concerned * I understand what computer networks do and how they provide multiple services * I discern where it is best to use technology and where it adds little or no value | Algorithms and programming   * I experiment with variables to control models * I give an on-screen robot specific instructions that takes them from A to B * I make an accurate prediction and explain why I believe something will happen (linked to programming) * I de-bug a program   Information Technology   * I select and use software to accomplish given goals * I collect and present data * I produce and upload a podcast   Digital Literacy   * I recognise acceptable and unacceptable behaviour using technology | Algorithms and programming   * I combine sequences of instructions and procedures to turn devices on and off * I use technology to control an external device * I design algorithms that use repetition and 2-way selection   Information Technology   * I analyse information * I evaluate information * I understand how search results are selected and ranked * I edit a film   Digital Literacy   * I understand that you have to make choices when using technology and that not everything is true and/or safe | Algorithms and programming   * I design a solution by breaking a problem up * I recognise that different solutions can exist fo the same problem * I use logical reasoning to detect errors in algofithms * I use selection in programs * I work with variables * I explain how an algorithm works * I explore ‘what if’ questions by planning different scenarios for controlled devices   Information Technology   * I select, use and combine software on a range of digital devices * I use a range of technology for a specific project   Digital Literacy   * I discuss the risks of online use of technology * I identify how to minimise risks |

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| A safe computer user in year 1 and 2 | | |
| Knowledge and Understanding   * I understand the different methods of communication (e.g. email, online, forums, etc.) * I know you should only open email from a known source * I know the difference between email and communication systems such as blogs and wikis * I know that websites sometimes include pop-ups that take me away from the main site * I know that bookmarking is a way to find safe sites again quickly * I have begun to evaluate websites and know that everything on the internet is not true * I know that it is not always possible to copy some text and pictures from the internet * I know that personal information should not be shared online * I know I must tell a trusted adult immediately if anyone tries to meet me via the internet | Skills   * I follow the school’s safer internet rules * I use the search engines agreed by the school * I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc.) * I use the internet for learning and communicating with others, making choices when navigating through sites * I send and receive email as a class * I recognise advertising on websites and learn to ignore it * I use a password to access the secure network | |
| A safe computer user in year 3 and 4 | | |
| Knowledge and Understanding   * I understand the need for rules to keep me safe when exchanging learning and ideas online * I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion * I understand that the internet contains fact, fiction and opinion and begin to distinguish between them * I use strategies to verify information, e.g. cross-checking * I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image * I understand that copyright exists on most digital images, video and recorded music * I understand the need to keep personal information and passwords private * I understand that if I make personal information available online it may be seen and used by others * I know how to respond if asked for personal information or feel unsafe about content of a message * I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy * I know how to report an incident of cyber bullying * I know the difference between online communication tools used in school and those used at home * I understand the need to develop an alias for some public online use * I understand that the outcome of internet searches at home may be different than at school | | Rules   * I follow the school’s safer internet rules * I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and representing materials in ways which are unique and new * I identify when emails should not be opened and when an attachment may not be safe * I explain and demonstrate how to use emails safely * I use different search engines |
| A Safe Computer User in Year 5 and Year 6 | | |
| Knowledge and Understanding   * I discuss the positive and negative impact of the use of ICT in my own life, my friend and family * I understand the potential risk of providing personal information online * I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content * I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented * I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing) * I understand that some material on the internet is copyrighted and may not be copied or downloaded * I understand that some messages may be malicious and know how to deal with this * I understand that online environments have security settings, which can be altered, to protect the user * I understand the benefits of developing a ‘nickname’ for online use * I understand that some malicious adults may use various techniques to make contact and elicit personal information * I know that it is unsafe to arrange to meet unknown people online * I know how to report any suspicions * I understand I should not publish other people’s pictures or tag them on the internet without permission * I know that content put online is extremely difficult to remove * I know what to do if I discover something malicious or inappropriate | | Rules   * I follow the school’s safer internet rules * I make safe choices about the use of technology * I use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. * I create strong passwords and manage them so that they remain strong * I independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school * I competently use the internet as a search tool * I reference information sources * I use appropriate strategies for finding, critically evaluating, validating and verifying information. E.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources * I use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information |