COMPUTING

Warden Hill PRIMARY SCHOOL

Curriculum Progression Map

Technology plays a significant role in today's society and our aim is to give our children the skills and understanding to work effectively and safely in our ever-increasing digital world. We are very aware that the equipment we use in school will not be the technology they use in the future; it is our role to give them the confidence to explore, ask questions, try out ideas and stay safe so they are equipped to use whatever future technology they encounter.

We have implemented a progressive curriculum, which covers three main areas:

- Computer science (programming and algorithms, computational thinking)
- Information technology (media, data and the relevance and use of computing)
- Digital literacy (how to use devices, programs and APPs effectively, search for and evaluate information, e-safety)

Computing skills / computational thinking
This is taught through discrete computing lessons and is supported by the Switched on Computing scheme. Throughout the school we use a combination of computing equipment – interactive whiteboards, laptops, iPads, Nexuses, learnPads, data loggers, micro:bits, VR etc.

Essential digital literacy skills (laptops)
In recent years we have become aware of a 'drop' in our pupils' ability to undertake everyday tasks such as searching the internet, word processing, making presentations, saving and organising documents etc. We have, therefore, devised a progressive skills ladder that will ensure progression of these key skills throughout the school. This will be constantly reviewed to take account of our pupils' confidence levels and new software etc.

E-safety
Overarching all of computing is our drive to ensure that all our children and adults use technology safely and e-safety has a high priority in our school. Initiatives have included parent information evenings delivered by "Not on the Back Foot" and "Childnet". Internet Safety Day has a high priority and pupils are reminded regularly how to stay safe online. All children sign up to our "Computing Golden Rules" which help to ensure careful and safe use of computing equipment.
The acceptable usage policies for both pupils and adults are updated frequently. All children sign up to our "Computing Golden Rules" which help to ensure careful and safe use of computing equipment.

Key Outcomes:
Our children can plan, write and test computer programs
Our children can explore algorithms and logical reasoning
Our children can create across a range of media
Our children can use and understand the internet effectively and safely
Our children can use computers and the internet to communicate with one another or to a wider audience, working collaboratively
Our children can collect and analyse data and information and manipulate and present it to an audience
Our children are competent using Excel, Word, Powerpoint and publisher, which will equip them for their future studies

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
We can sing Using microphones to record their voices and entertain **We can write** Using the IWB and letter formation apps on iPads and Nexuses **We can learn** Using the iTouch software on IWB **We can read** Using cd player to listen to audio books **We can use laptop** Teach Your Monster to read **We are creative** 2paint a picture – fireworks pictures **We can exercise** Using stopwatches and timers on iPads and Nexuses **We have feelings** Use iPads and Nexuses to take photos of each other's faces and bodies to show different emotions and feelings **We have confidence**	**We are digital artists** Using IPad and Nexus cameras to create a self portrait **We are rhythmic** Creating sound patterns **We are detectives** Using data to solve clues **We publishers** Creating a multimedia book about our achievements **We are TV chefs** Using IPads to video the steps of a recipe	**We are photographers** Taking, selecting and editing digital images using editing software **We are researchers** Searching the internet for relevant information **We are astronauts** Understanding simple algorithms and programs **We are animators** Creating stop motion animations **We are zoologists** Using Powerpoint and excel **We are games testers** Exploring simple programming	**We are programmers** Writing simple programs **We are bug fixers** Finding and correcting bugs in programs **We are who we are** Creating presentations about ourselves **We are co-authors** Developing a Wiki page **We are presenters** Videoing a presentation against a green screen **We are opinion pollsters** Using excel to collect data	**We are musicians** Creating digital music **We are software developers** Writing more advanced programs **We are bloggers** Sharing experiences and opinions (WordPress or Blogger) **We are artists** Fusing geometry and art **We are meteorologists** Using data loggers **We are makers** Simple coding for a micro:bit	**We are adventure gamers** Creating an interactive adventure using presentation software **We are architects** Creating a virtual space **We are web developers** Building a website **We are cryptographers** Cracking computer code **We are VR designers** Experimenting with virtual and augmented reality **We are game developers** Using Scratch to develop and interactive game	**We are toy makers** Advanced coding for a micro:bit **We are computational thinkers** Mastering algorithms **We are publishers** Publishing a digital year book **We are connected** Exploring social media **We are advertisers** Using green screen technology **We are AI developers** Exploring artificial intelligence applications

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using iPads and Nexuses to record their voices retelling traditional tales **<u>We can present</u>** Use Shadow Puppet Edu to make a story presentation **Internet Safety** **<u>We are talkers</u>** Use iPads and Nexuses to record video clips of each other (Green Screen) – Explorers **<u>We are digital readers</u>** Using iPads and Nexuses to engage with digital texts **<u>We can count</u>** Using Bee Bot to move along a route_Controlling a remote control toy **<u>We can Listen</u>** Using walkie-talkies to listen and respond to each other **<u>We can record sound tracks</u>** Recording a sound track **<u>We are DJ's</u>** Controlling digital sound files and videos						

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