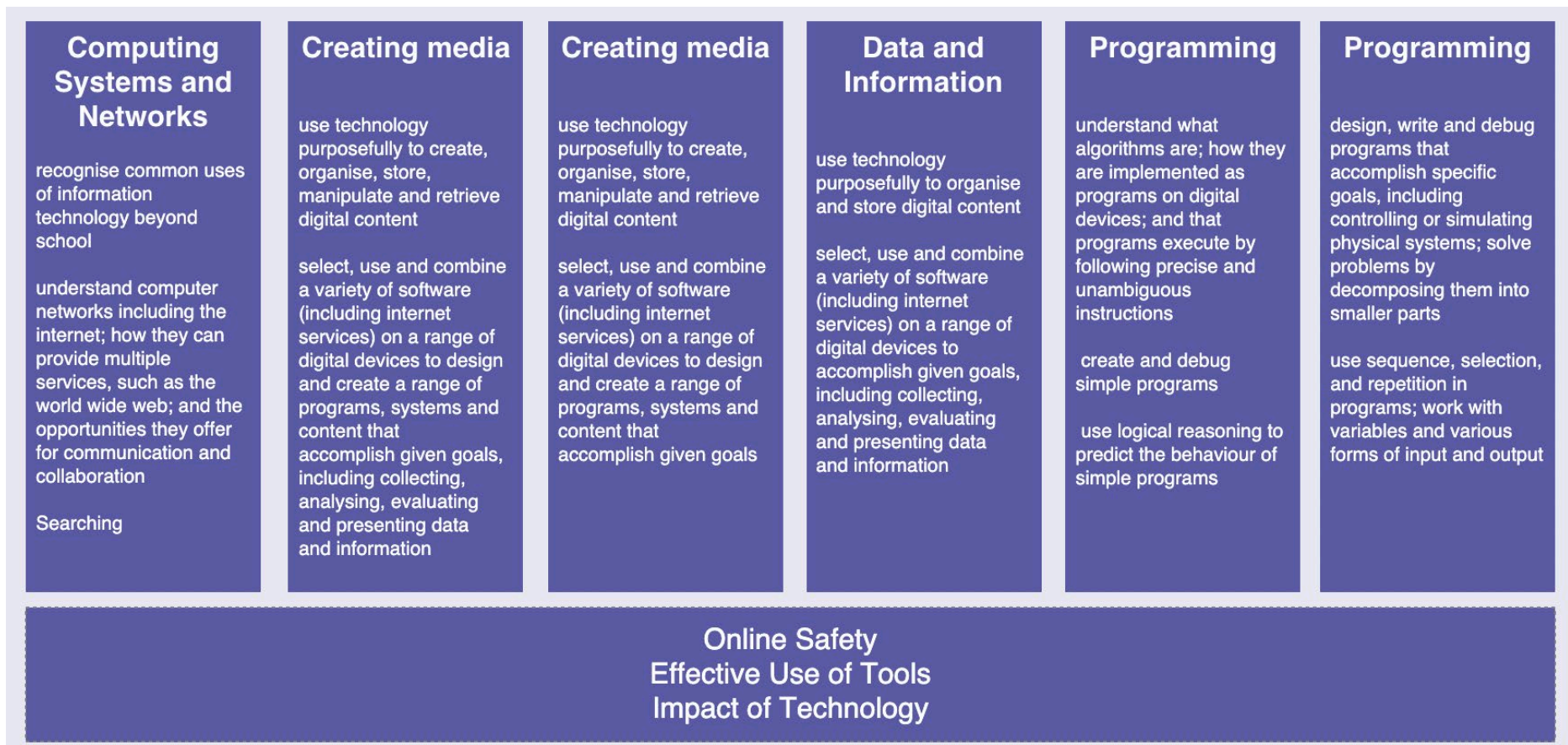




Computing Statement of Intent

Advances in technology impacts on all our lives. Through teaching computing, we aim to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. With the knowledge that Computing will undoubtedly continue to form a major part of the children’s lives at home, in further education and places of work, we ensure that the experiences and abilities that the children develop at Whinstone are effective and transferrable life skills. We ensure that online safety learning outcomes are interpreted within contexts that are relevant to the learner’s experience and are achieved through learning that is matched to the readiness of the learner. We help our children to become creative at computing through the development of the Key Concepts in computing:





Computing FS - There is no specific guidance for Computing in FS. However, at Whinstone, we endeavour to immerse our younger children with Computing experiences that adhere to the ELG's but also develop pre-KS1 Computing skills. This is important to enable our children to be ready and confident for the Computing units when in Y1.

KS1 National Curriculum

Pupils should be taught:

- 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.



Computing Implementation

In Reception, Computing is taught through the links to ELG's (Early Learning Goals). We use Purple Mash online resources and their unplugged ideas to support the development of Computing knowledge and skills.

In FS Computing is taught in discrete lessons under the following broad topic headings:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children will have opportunities in their classroom setting to learn Computing knowledge and skills. Children will use the ipads, a range of electronic devices, including simple programmable toys. They will also be involved with a range of unplugged Computing-linked activities to enhance their readiness for the KS1 curriculum.				In the Summer term, the Reception classes will have a timetabled Computer Suite lesson. This is to encourage the pre-KS1 Computing skills needed so they are ready for the KS1 units. Reception staff will ensure that the children learn how to logon to our school computers, aiming for full independence to logon before the end of the school year.	



Computing Impact

Please see the grid below this one for the ‘Education for a Connected World’ specific ‘I can’ statements for meeting expectations. Links are shown here but all aspects of the ‘Safety and Security’ strand will be covered over the school year within assemblies, extra sessions and PHSE lessons.

Online Safety and Security Strands are taken from the UKCCIS document ‘Education for a Connected World’ (June, 2020)		
SKILLS	Learning Objective	Meeting expectations
Online safety and security	Self-image and identity	-I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
	Online relationships	-I can recognise some ways in which the internet can be used to communicate. -I can give examples of how I (might) use technology to communicate with people I know.
	Online reputation	-I can identify ways that I can put information on the internet.
	Online bullying	-I can describe ways that some people can be unkind online. -I can offer examples of how this can make others feel.
	Managing online information	-I can talk about how to use the internet as a way of finding information online. -I can identify devices I could use to access information on the internet.
	Health, well-being and lifestyle	-I can identify rules that help keep us safe and healthy in and beyond the home when using technology. -I can give some simple examples of these rules.
	Privacy and security	-I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). -I can describe who would be trustworthy to share this information with; I can explain why they are trusted.
	Copyright and ownership	-I know that work I create belongs to me. -I can name my work so that others know it belongs to me.