

## Overview of Computing

In order to deliver the computing curriculum, staff use the planning map that has been designed to fit the needs of each year group. This map outlines potential computing experiences that can be integrated into curriculum lessons, the objectives that the experience would achieve and resources required to create the experience.

### Computing in F1

Computing in F1 will focus on allowing the children to explore technology in a variety of ways. Their problem solving skills and resilience are developed through all areas of their learning which will build their confidence when accessing the computing curriculum later on in their school journey.

Adults will use enhancements in their provision such as the interactive whiteboards, digital cameras and iPads, which the children can access independently. Children will be encouraged to explore the technology following their curiosity based pedagogy.

High quality books will be available for adults to read to children which will allow for discussions surrounding the umbrella term of 'technology' and internet safety.

### Computing in F2

Following on from their learning in F1, enhancements will be available in provision for children to continue to access independently and explore. These will begin to be used for a purpose in the classroom such as photographing some learning they have completed, showcasing their knowledge or recording speech to help with their memory when writing sentences. Adults will be able to support children in using the technology as well as encouraging children to problem solve. Enhancements will be up-levelled to include items such as beebots and code-a-pillars which will develop coding skills and computational thinking.

E-safety will be explicitly taught in Autumn 2 which will equip children with the skills to be safe online. This will be taught from high quality texts and encourage the children to problem solve and help the characters. Texts will also be available in reading areas which will allow for child led discussion.

Over the Spring and Summer term, teaching will be based around skills which will support the children during their transition into Year 1 and prepare them to be ready for the computing curriculum. iPads will be used so the children feel comfortable and confident in turning them on and off and switching between apps.

### Computing in Nurture

Our children in Nurture will use technology for a purpose to enhance their learning experience, for example taking the iPads out to forest school and taking photographs of the insects they find. Enhancements and high quality texts will be available for children to access and lead their learning, with support of the adults in the room.

PSED will be a focus point exploring how to use the technology safely so it doesn't break, sharing the resources and discussing thoughts with peers. Alongside this, to ensure they are safe when accessing technology, e-safety will be taught in a similar way to F2 encouraging the children to be problem solvers and give advice based on a text.

In Nurture, staff can choose to access the Year 1 and Year 2 computing curriculum as they feel meets the needs of the children in their care.



## Computing in Y1-Y6

Among the resources are specific schemes that children should be exposed to. For computer science - in particular, coding – children in Key Stages 1 and 2 follow the Code Studio programme (found at [code.org](http://code.org)). This programme leads children through the fundamentals of logical thinking and computer programming. For E-safety, children follow the Digital Citizenship Curriculum from [commonsense.org](http://commonsense.org), which, appropriate to the child's age, helps each year group to understand online etiquette and safety.

Computing should be exposed to children at least once per week. Potentially, this could be much more due to the nature of the *curriculum-enhancing experience*, as opposed to computing lesson, approach. The allocation of hardware resources such as iPads is split in such a way that each phase has its own set. This way, staff need only check with one other year group for availability, thereby creating a flexible and consistent use of the hardware.

Throughout the computing curriculum at Christ Church, there is an overarching theme of logical problem solving and creativity. Progressing through each year group, the problems become more complex and the expectations rise for the quality and professionalism of the work. In order to direct the expectations for each year group, the planning map outlines the objectives that will be achieved for each experience that the children are exposed to. The attainment level of these objectives increases with each year group. This also gives structure to the quality expected from the activity. For example, children may use the same resource in Year 1 as they do in Year 3, but teachers will plan the experience for the Year 3 child to meet the age-related expectation based on the objective, thereby avoiding repeating activities from a younger age.