|  |
| --- |
| **Landscove C of E Primary School****Computing Curriculum Plan** |
| We recognise computing as a valuable part of the children’s entitlement to a broad and balanced curriculum. Computing provides the children with the opportunities to develop and extend lifelong skills, which will evolve with the rapidly changing technology in our world. Our high-quality computing curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills required to be both digitally literate and digitally resilient in the modern world. As pupils progress, they are able to think critically and creatively to develop a more rigorous understanding of computing. They will think like a computing scientist, developing their skills to digitally create and their ability to solve (debug) problems. An integral part of our Computing curriculum is Online Safety and our digital footprint where we equip the children with the knowledge, skills and confidence of how to stay safe and responsibly use the technological resources available to them and others. |

|  |
| --- |
| **The National Curriculum** |
| **Early Years Foundation Stage -** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes as part of Understanding The World educational programme.**Key Stage 1**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

**Key Stage 2**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.
 |
| **In order to assess impact - a guide** |
| Learning in computing will be enjoyable, challenging and progressive within the classroom and online home learning. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives. Evidence and assessment of learning outcomes are detailed on Tapestry.  |