

## **South Hams Hub: Computing**

### **Our Overarching Curriculum Intent**

Our curriculum is the beating heart of our academy and is rooted in John 10:10.

*"I came that they might have life and live it to the full"*

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

### **Curriculum Intent for Computing**

**As users and programmers of communication and information technology, our children will develop their computational thinking, logical reasoning and digital literacy. They will use a variety of computer software to express themselves, to develop their ideas, to solve challenges, to design coding programs and systems and to create content. Our emphasis on online safety for all pupils will equip our children with the knowledge and skills to keep themselves and others safe online and to use information technology in an informed and responsible way. Through our curriculum, our children will be enabled to thrive and participate actively in a continually evolving digital world.**

### **Computing in the Early Years**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into National Curriculum subjects.

This document demonstrates which statements from the revised Development Matters are prerequisite skills for computing within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year Olds and Reception to match the programme of study for Computing.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

<b>Computing</b>			
<b>Three and Four Year Olds</b>	<i>Personal, Social and Emotional Development</i>		Remember rules without needing an adult to remind them.
	<i>Physical Development</i>		Match their developing physical skills to tasks and activities in the setting.
	<i>Understanding the World</i>		Explore how things work.
<b>Reception</b>	<i>Personal, Social and Emotional Development</i>		Show resilience and perseverance in the face of a challenge.  Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.
	<i>Physical Development</i>		Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	<i>Understanding the World</i>		Explore, use and refine a variety of artistic effects to express their ideas and feelings.
<b>ELG</b>	<i>Personal, Social</i>	<i>Managing Self</i>	Be confident to try new activities and show

	<i>&amp; Emotional Development</i>		independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.
	<i>Expressive Arts &amp; Design</i>	<i>Creating with Materials</i>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Key Stage 1

	Autumn Term		Spring Term		Summer Term	
<b>Year A</b>	Creating media – Digital painting 1	Creating media – Digital writing 1	Creating media - Digital music 2	Programming A – Robot algorithms 2	Creating media – Digital photography 2	Programming B - Programming quizzes 2
<b>Year B</b>	Computing systems and networks – Technology around us 1	Computing systems and networks – IT around us 2	Programming A – Moving a robot 1	Data and information – Grouping data 1	Programming B - Programming animations 1	Data and information – Pictograms 2

### Key Stage 2

	Autumn Term		Spring Term		Summer Term	

<b>Year A</b>	Computing systems and networks - Communication and collaboration 6	Creating media – Photo editing 4	Programming A – Variables in games 6	Data and information – Spreadsheets 6	Creating media – 3D Modelling 6	Programming B - Sensing movement 6
<b>Year B</b>	Computing systems and networks - Systems and searching 5	Programming A – Selection in physical computing 5	Data and information – Flat-file databases 5	Creating media – Desktop publishing 3	Programming B – Selection in quizzes 5	Data and information – Data logging 4
<b>Year C</b>	Computing systems and networks – The Internet 4	Computing systems and networks - Systems and searching 5	Data and information – Branching databases 3	Creating media – Introduction to vector graphics 5	Creating media – Web page creation 6	Creating media - Audio production Creating media - Video production 5
<b>Year D</b>	Computing systems and networks – Connecting computers 3	Creating media - Stop-frame animation 3	Programming A - Sequencing sounds 3	Programming B - Events and actions in programs 3	Programming A – Repetition in shapes 4	Programming B – Repetition in games 4