



# Computing at Yardley Gobion CE Primary School



## YGPS Curriculum Drivers

**Inspired** – understanding of how technology works and is used in the modern world will open up potential to children. They will want to know “how and why” and develop their skills.

**Ambitious** – they will have the opportunity to see how technology can change the world. They will understand how to use the technology and, more importantly, beginning to understand how it works through coding and programming. All children will be given the opportunity to interact with computing regularly.

**Knowledgeable** – they will have a variety of learning, including using and manipulating skills and programming. They will be used across the curriculum and revisited regularly.

**Enquiring** – children will ask questions about the world they live in and know that computing can support them in finding the answers. They will want to know more about how things work and how they can use the technology to solve their own problems.

**Confident** – computing skills will be delivered alongside the skills of online safety and responsibility. Children will know the power of technology alongside how to manage the pitfalls of being part of a global community.



## Sequencing of Content

The YGPS Computing curriculum builds on core skills, with regular revisiting and deepening opportunities.

Online safety is paramount and knowledge is added to at an age appropriate level.

Local and national developments will be included.



## Big ideas

- Be able to understand the principles of computer coding
- Use programmes and select technology to solve real life challenges
- Are safe and responsible users of ICT, especially the internet.



## Deepening Concepts

Substantive Computing skills are deepened, such as;

**Media:** Y1/2 add pictures; Y3/4 add video and animation; Y5/6 create interactive presentations

**Programming:** Y1/2 create simple programmes; Y3/4 design own programmes Y5/6 create programming to solve a need



## Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Learning journeys have a focus that means learning can be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the YGPS culture.



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	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Year A</b>	<p><b>Generic Skills</b> To create, open, save and print work Begin to use a variety of keyboard controls</p> <p><b>Digital Literacy</b> Change the font size, style and colour of text With support insert images and text boxes</p>	<p><b>Generic skills</b> Use the search option in start menu to locate a programme Use appropriate computing vocabulary (menu tabs, network)</p> <p><b>Digital Literacy</b> Insert, crop and edit images from a variety of sources Change the design of the page Insert and format a table</p>	<p><b>Internet Safety</b> Analyse the accuracy of information online and double check with another source Use more complex search engines to filter information Can explain the term plagiarism Know that emails can contain viruses</p> <p><b>Multi-Media - Film, Animation and Sound (Stop-Motion)</b> Convert film clips into the most appropriate format for movie type Trim films clips and change the order for the viewer's interest</p>
	<p><b>ICT</b> With support click on a hyperlink to find information Can recognise when inappropriate media/information is found online and know who to tell</p> <p><b>Computer Science</b> Explain the order needed to make things happen Create and debug simple programs</p>	<p><b>ICT</b> Uses email to communicate with people outside of school Is able to send different attachments to recipients Is aware of online safety</p> <p><b>Data</b> Respond to tasks / questions by designing and creating own data files Independently input, amend and delete data Carry out more complex searches</p>	<p><b>Generic Skills</b> Use more advanced keyboards (ctrl b, u, a, l, e, r, f) Use scaling options when printing work Choose the appropriate quality of a print</p> <p><b>Programming (Scratch)</b> Can create variables such as 'correct' within an operator Can add sensing blocks within an operator Uses 'if' and 'else' blocks within the Control menu Can 'debug'</p>
	<p><b>Data</b> Search a database Create simple pictograms and other graphs</p> <p><b>Multi Media</b> Record and save pictures and sounds Retrieve and edit pictures and sounds</p>	<p><b>Computer Science</b> Able to: draw/rotate/enlarge and flip their sprite/background Can create basic/regular shapes Can 'debug' (recognise errors) within a script Can predict outcome of a sequence Can attach and control external devices</p> <p><b>Multi Media</b> Combine film and audio clips (see Overview)</p>	<p><b>Multi-Media Presentation</b> Add pages and subpages to a website Apply sound to a website appropriately Add hyperlinks to internal and external pages of the webpage they create</p> <p><b>Data</b> Know how to input formulas into a spreadsheet Can change the appearance /format</p>



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	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Year B</b>	<p><b>Generic Skills</b> To create, open, save and print work Begin to use a variety of keyboard controls</p> <p><b>Digital Literacy</b> Change the font size, style and colour of text With support insert images and text boxes</p>	<p><b>Generic skills</b> Use the search option in start menu to locate a programme Use appropriate computing vocabulary</p> <p><b>Digital Literacy</b> Insert, crop and edit images from a variety of sources Change the design of the page Insert and format a table</p>	<p><b>Internet Safety</b> Analyse the accuracy of information online and double check with another source Use more complex search engines to filter information Can explain the term plagiarism</p> <p><b>Data</b> Know how to input formulas into a spreadsheet Can change the appearance /format of a spreadsheet Can use a spreadsheet to answer questions and solve problems</p>
	<p><b>ICT</b> With support click on a hyperlink to find information Can recognise when inappropriate media/information is found online and know who to tell</p> <p><b>Computer Science</b> Explain the order needed to make things happen Create and debug simple programs</p>	<p><b>ICT</b> Uses email to communicate with people outside of school Is able to send different attachments to recipients</p> <p><b>Data</b> Respond to tasks / questions by designing and creating own data files Independently input, amend and delete data Carry out more complex searches</p>	<p><b>Generic Skills</b> Annotate work using print screen and auto shapes (arrows) to evaluate and justify appropriate use of ICT for the purpose and audience</p> <p><b>Programming (Hopscotch)</b> Can create variables such as 'correct' within an operator Can add sensing blocks within an operator Uses 'if' and 'else' blocks within the Control menu Can 'debug' (recognise errors) within a script Design an instruction.</p>
	<p><b>Data</b> Search a database Create simple pictograms and other graphs</p> <p><b>Multi Media</b> Record and save pictures and sounds Retrieve and edit pictures and sounds</p>	<p><b>Computer Science</b> Able to: draw/rotate/enlarge and flip their sprite/background Can create basic/regular shapes Can 'debug' (recognise errors) and modify instructions within a script</p> <p><b>Multi Media</b> Combine film and audio clips</p>	<p><b>Internet Safety</b> Know the importance of social media privacy settings and how to keep safe online Know how to report/flag/block inappropriate content Acts as a role model to others for how to stay safe online <b>Multi-media</b> Choose the most appropriate film/editing software for project Create a film/animation to evoke an audience response</p>