



Computing

At Pelynt Academy, we are committed to providing all children with opportunities to learn using technology to enjoy, progress and succeed in life.

By the end of primary school, all children will:

1. Record and show their work in innovative ways
2. Program games and machines.
3. Create videos and music.
4. Know how to stay safe and report issues in a digital world.
5. Use computing skills and equipment to support and enhance key subject learning.

Why do this?

These experiences are crucial as the real world is now reliant on being fluent and literate in the use of computing and mobile devices. It is our duty of care as educators to provide children with the necessary skills and experience to allow them to thrive. Children learn better when they are engaged and enjoying their learning and there is no greater tool in the current education sector that the power mobile devices and multimedia systems can offer.

How do we do this?

These skills and experiences will be embedded within the curriculum as a whole. Teachers, where necessary, will teach discrete skills lessons to empower children to use apps and technology needed to experience and succeed in these experiences.

E-safety

This is paramount and runs through the use of Computing at Duloe Academy. PHSE/SMSC lessons and designated e-safety weeks will highlight the importance but all teachers model correct practice in all lessons.

Objectives from the NC thread are covered through the use of the SWGFL "Digital Literacy" scheme: <http://www.digital-literacy.org.uk/Home.aspx> Planning and resources for 5-6 key lessons that are taught over the year.

Computing Progression

The progression map below uses objectives derived from the National Curriculum. All objectives will have been covered by Year 6 where the children will apply the skills and knowledge they have covered.

| | CS (Programming) | IT (Using skills) | DL (e-safety) |
|---|--|---|---|
| 1 | <ul style="list-style-type: none"> I can understand and use algorithms I can create simple programs in an app | <ul style="list-style-type: none"> I can use technology to create and store digital content I can use apps that help me learn | <ul style="list-style-type: none"> I can explain where to go for help when something on the Internet worries me I can talk about uses of technology outside of school I can type my name including a capital letter |
| 2 | <ul style="list-style-type: none"> I can understand that programs run by following precise instructions I can 'debug' simple programs I can predict the behaviour of simple programs | <ul style="list-style-type: none"> I can use technology to organise and manipulate digital content I can use a variety of software to accomplish given goals I can use apps alongside my other school work | <ul style="list-style-type: none"> I understand the need for rules to stay safe online I can use technology respectfully and responsibly |
| 3 | <ul style="list-style-type: none"> I can create programs that accomplish specific goals I can work with various forms of input I can work with various forms of output | <ul style="list-style-type: none"> I can use the Internet effectively, including search technologies I can collect and present information using technology I can design and create animation | <ul style="list-style-type: none"> I understand what personal information is and that it is best to keep it off the Internet I can identify a range of ways to report concerns about contact and content I can type to achieve a specific goal, including punctuation. |
| 4 | <ul style="list-style-type: none"> I can work with variables I can debug and improve programs that accomplish specific goals I can use repetition and selection in programs I can understand how computer networks provide multiple services, such as the World Wide Web | <ul style="list-style-type: none"> I can collect and analyse data using technology I can create / record music / sound with technology I can create video as part of my wider learning | <ul style="list-style-type: none"> I can be discerning in evaluating digital content I understand the concept of cyber bullying and what to do if I think it is occurring I can recognize acceptable/ unacceptable online behaviour |
| 5 | <ul style="list-style-type: none"> I can create variables that calculate new values I can appreciate how search results are selected and ranked I can control or simulate physical systems | <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals I can edit and improve a piece of digital music or sound I can edit video, bringing together different media elements for purposeful effect | <ul style="list-style-type: none"> I can respond to e-safety scenarios with sensible advice I can explain the concept of a 'digital footprint' and the problems it can create I understand the opportunities computer networks offer for communication and collaboration |