Hemington Primary School Computing Statement of Intent

Intent

- Technology plays a huge part in the lives of everyone today. At Hemington, we intend to prepare our children for a rapidly changing social and professional world of technology.
- We intend for our pupils to learn the skills involved in coding, exploring, analysing and presenting information.
- We aim for our pupils to become digitally literate and able to understand how to use online resources safely.
- Pupils at school will have access to the most recent technologies and software to develop their digital literacy.
- Pupils will use technology alongside other areas of the curriculum to enhance their opportunities to learn and present their learning to others.
- E-safety is at the heart of all computing lesson and children will be explicitly taught how to stay safe online and when using all kinds of technology.

Implementation

- Hemington uses the 'Purple Mash' software and computing curriculum to deliver all aspects of the national curriculum in a methodical and engaging way.
- Children have access to the hardware that is needed to support the scheme of work including; laptops, iPads, desktops, interactive white boards and remote controlled devices.
- Children are taught computing on a weekly basis as a focused lesson concentrating purely on the skills of the computing curriculum.
- Technology and computing skills are used regularly in other lessons to enhance the learning experience. Children use technology to research, create, design and present information in a cross curricular way.
- Children at Hemington are taught regularly and systematically about keeping safe in the online world. Teachers use 'Purple Mash' units as a basis for planning E-safety lessons which cover a range of subjects such as; privacy, password protection, digital footprint and the dangers of connecting with others online.
- Technology is used as a home link and children have access to the 'Purple Mash' software at home via a login and password. They can complete activities set by their teachers, continue tasks begun in class and extend their own understanding of all areas of the computing curriculum by using this software at home.
- Teachers are trained regularly in the use of the latest technologies and in issues around E-safety to ensure that their subject knowledge is current and they are confident in delivering new concepts to children.
- Parents are regularly updated about the computing curriculum and E-safety via the school communications and events for parents run by the school.

Impact

- Pupils feel confident using a range of hardware and software moving on to develop these skills further as they move into secondary education.
- Pupils take online safety seriously, they know how to keep themselves safe and respect others' privacy.
- Pupils show an appetite for learning, showing an increasing technical ability and creative flair across a range of digital tasks.
- Pupils are keen to talk about their learning and can verbally evaluate their work and the work of others.
- Pupils can use technology to help them learn in a range of contexts and can display their learning using a wide range of digital formats.

Hemington Primary School Computing Progression

EYFS	Subject Knowledge	Vocabulary	Equipment
	ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. **Recognise Uses of Technology** Know that information can be retrieved from computers. Recognise that a range of technology is used in homes and schools. **Use Technology For a Purpose** Know how to operate simple equipment, e.g. turn on an iPad and use remote control. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software.	Control Information Internet Program	B-bot iPads Laptops Mini Mash software Remote controlled toys

KS1	Subject Knowledge	Vocabulary	Equipment
	Through use of purple mash software, pupils: Can understand what algorithms are Can create and debug simple programs Can use logical reasoning to predict the behaviour of a simple program Can use technology purposefully to create, organise, store, manipulate and retrieve digital content Can recognise common uses of information technology beyond school Can use technology safely and respectfully, keeping personal information private Can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies Can perform simple functions on a computer such as logging on/off, shutting down, opening programmes and saving my work Can control a mouse on a given screen Can perform some basic typing functions	Algorithm Instruct Computer Networks Control Data Debug Execute Information Input Internet Online Password Program Search Selection Sequence Software Website World Wide Web	B-bots IPads Laptops Purple Mash Software

Lower KS2	Subject Knowledge	Vocabulary	Equipment
	Through use of purple mash software, pupils: Can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Can solve computing problems by decomposing them into smaller parts	Algorithm Block Blocks Palette Command	IPads Laptops Purple Mash Software

		Vocabulary	Equipment
	Can use sequence, selection and repetition in program; work with variables and various forms of input and output Can 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 Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Can select, use and combine a variety of software 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 Can use technology safely, respectfully and responsibly Can recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Can use presentation software to present a simple concept Can perform a range of typing functions Can manipulate a digital image	Computer Networks Control Control Block Costume Data, Debug Digital Digital Content Execute Information Input, Internet Iteration Logical Output Page Rank Program Ranked Reasoning Repetition Scripts, Search Selection Sequence Services Simulation Sprite	
Upper KS2	**Subject Knowledge**	**Vocabulary**	**Equipment**
	Through use of purple mash software, pupils: Can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Can solve computing problems using technology by decomposing them into smaller parts Can use sequence, selection and repetition in program; work with variables and various forms of input and output Can 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 Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Can select, use and combine a variety of software 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 Can use technology safely, respectfully and responsibly Can recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Can use computing skills to present information in a range of ways; making links to other areas of the curriculum	Algorithm, Block Blocks Palette Command Computer Networks Control Control Block Costume, Data Debug, Digital Digital Content Execute, Information Input, Internet Iteration Logical Output Page Rank Program Ranked Reasoning Repetition Scripts Search Selection Sequence Services Simulation Sprite	IPads Laptops Purple Mash Software