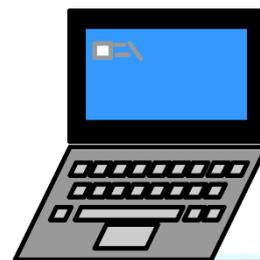


Computing at Sheriff Hutton Primary School



Intent

When planning and teaching computing at Sheriff Hutton, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.

Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum. Children must be taught in the art form of 'computational thinking' in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

Implementation

Children in our Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

Key Stage 1

Children will be taught to:

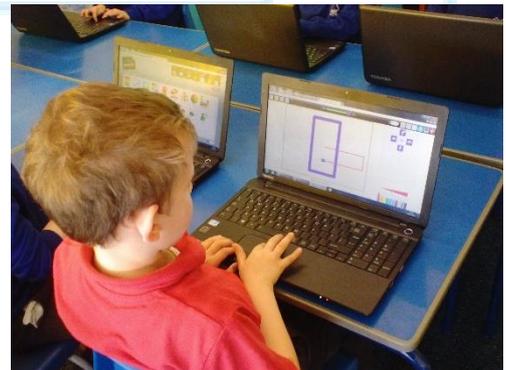
- 🖱 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- 🖱 create and debug simple programs
- 🖱 use logical reasoning to predict the behaviour of simple programs
- 🖱 use technology purposefully 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

Children will 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.



Impact

After the implementation of this robust computing curriculum, children at Sheriff Hutton will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.