



## Curriculum Statement

		Curious	Creative	Confident
<b>Intent</b>	<p>Through our computing curriculum at MPS we want our pupils to acquire the relevant computing knowledge and skills which will allow them to become confident, curious and creative members of the increasingly ubiquitous digital world in which they live. The curriculum that we provide will allow children to make sense of this evolving 'online' society built around technology, use the opportunities it offers to fulfil their own ambitions and potential and equip them to make positive contributions to it and the wider world for the benefit of all.</p>			
<b>Implementation</b>	<b>What</b>	<b>KS1</b>	<b>KS2</b>	
		<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify</li> <li>• where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
	<b>How</b>	<p>The opportunity to use technology is offered across the curriculum</p> <p>We celebrate our learning with our school family in a variety of online/offline formats</p> <p>Quality teaching of computing on a weekly/fortnightly basis</p> <p>E-safety is taught through the use of a school e-safety mascot (Monty)</p> <p>Children learn appropriate vocabulary</p> <p>E-safety information is given to all members of our school family</p> <p>The concepts of computer science are taught across all curriculum subjects</p> <p>Children learn how to use a range of both hardware and software and become confident in doing this</p> <p>Cross- curricular connections are emphasised particularly the links to maths/science</p> <p>Variety of activities are taught including unplugged activities</p> <p>Specialist visitors to share their passion for the subject</p>		

		Trips are made to local organisations/institutions/businesses and industries that offer insights into how technology is used in the wider world Children learn about significant figures both from the past and present who have been involved in the development of computing						
	<b>Fingertip Knowledge</b>	Know Monty's e-safety rules	Know how to log into/log off from devices using user names/passwords	Know how to open/close software and save work	Be able to use a keyboard efficiently	Know who to report e-safety concerns to	Know computing vocabulary and related meanings	Know software that is suitable for a task
<b>Assessment</b>	formative assessment using variety of tasks			end of unit tasks		pupil conferencing		
<b>Impact</b>	<b>Quality of education</b>			<b>Behaviour and attitudes</b>		<b>Personal development</b>		
	Children have acquired a sound knowledge of, and appropriate skills related to, the three strands of the computing national curriculum: information technology, digital literacy (incl. e-Safety) and computer science.			Children approach the subject positively and are able to identify the benefits of using digital technology to create content and solve problems. They know and follow e-safety rules to keep themselves and others safe.		Pupils are able to express themselves and develop their ideas by using digital technology. They show an increasing understanding of their role as active participants in a digital world.		