

Icknield Walk First School – Computing Progression Map.

Computing and the use of technology is an integral part of everyday life. We aim to give pupils the life skills to access technology responsibly and safely. Computing is not just a subject that stands alone – we aim to teach the skills in computing lessons, many of which can then be used throughout the rest of the curriculum.

In the Foundation stage:

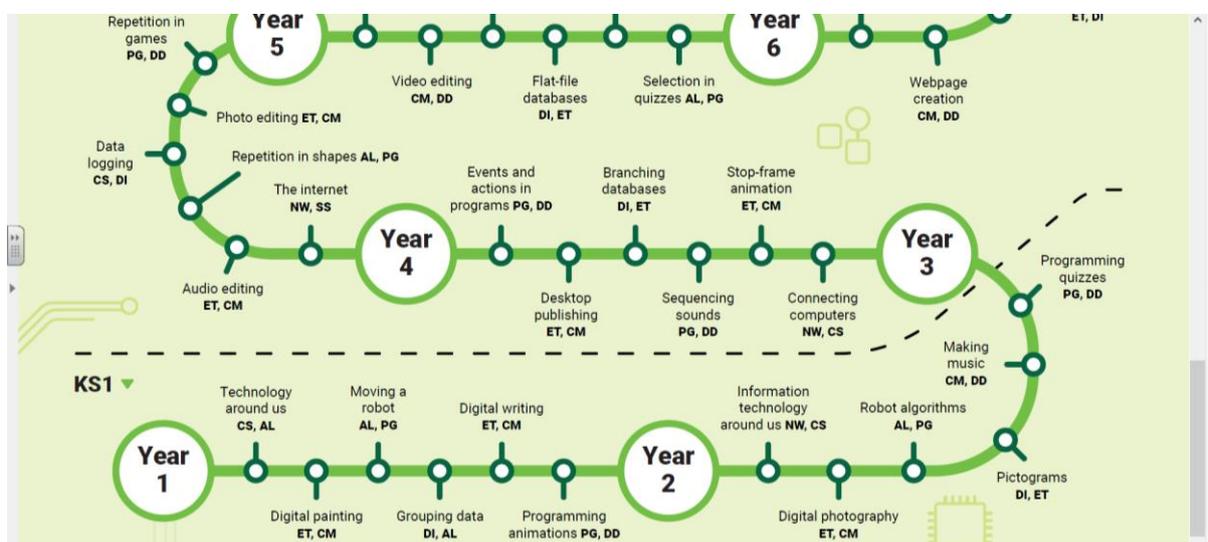
Teachers plan opportunities for children to use technology and develop their skills and understanding, in all areas of learning. These learning opportunities are available on a daily basis in a range of areas. For example; in Language and Communication children have opportunities to role play with a range of technological pieces of equipment both functioning and model/old devices and a range of electronic toys.

In Physical Development children are given opportunities to practice using a keyboard and mouse. In Mathematics the use of control devices such as a Beebot, helps children develop directional language and the use of arts packages develops children's use of colour and drawing skills in the area of Expressive Arts and Design.

Ipads are available for the children to use to record themselves and to take photographs.

Year 1 – 4 use the *Teach Computing* scheme from the National Centre for Computing Education, which is funded by the Department for Education.

It provides a curriculum providing full coverage of the National Curriculum for Computing from Year 1 through to Year 11. Here is the section of the map relevant to our school, with the full map available as a PDF.



In Key Stage 1, the units cover the following aspects of the National Curriculum:

Statement Number	National Curriculum Statement
1.1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
1.2	create and debug simple programs
1.3	use logical reasoning to predict the behaviour of simple programs
1.4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
1.5	recognise common uses of information technology beyond school
1.6	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.

In Key Stage 2, the following is covered:

Statement Number	National Curriculum Statement
2.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
2.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
2.4	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
2.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
2.6	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
2.7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Computing is taught as weekly, discrete lessons for years 1-4. A range of technology, including laptops, Chrome Books and iPads are used as tools for teaching and learning. The use of technology outside of the discrete lesson serves to support pupil progress and attainment in individual subjects as well as consolidating core-computing skills.

Online safety is taught as an integral part of Computing lessons as well as when pertinent opportunities arise at other times in the year, for instance Safer Internet Day or in response to incidents or concerns raised by children, parents or staff.