COMPUTING AT WINS

EYFS

During their time in the EYFS the children are exposed to technology within the classroom. Technology helps to support children's learning, imagination, creativity and collaboration. Children develop an understanding that technology is used for particular at school and in the wider world.

We support children's use of technology through both continuous and enhanced provision. We use equipment such as; beebots, CD players, digital photo frames, talking post cards, cameras (still and video) , classroom interactive whiteboards and various apps on the ipads.

Nursery and Reception classes have access to Mini- Mash (From Purple Mash) through the use of their interactive whiteboard which provides link to technology to support all areas of the EYFS curriculum. (See supporting documents)







Key Stage One

Throughout Key stage One we follow the National Curriculum programme of study which covers all three areas of Computing; Computer Science (programming), Information Technology (general computer skills) and Digital Literacy (e-safety and an awareness of technology).

Computing ensures that pupils become digitally literate so that they are able to use and express themselves and their ideas through ICT to a level suitable for the future workplace and as active participants in a digital world.

We support children's use of technology through both continuous provision and through whole class teaching. We use equipment such as; beebots, CD players, digital photo frames, talking post cards, cameras (still and video) , classroom interactive whiteboards and

various apps on the ipads. In addition to this, throughout Key Stage One we use an online learning platform called ‘Purple Mash’ which has age appropriate creative software tools to support the full teaching of the Computing curriculum.

What Computing looks like in Year One

In Year One children use equipment within their classrooms and are taught as a whole class. We use ‘Purple Mash’ on the Ipads in weekly Computing lessons and the children have the opportunity to explore the programmes and tools on ’Purple Mash’ in their time in continuous provision. Each week a challenge is set in the classroom ‘Ipad zone’ for the children to access independently, Tasks set may allow for children to use ‘Purple Mash’ or to use other applications on the Ipads to support and enhance their learning of other areas of the curriculum.

The table below details how the Computing curriculum is mapped out in Year One through our ‘Purple Mash’ units.

What Computing looks like in Year Two

In Year Two children use equipment within their classrooms and are taught as a whole class. We use ‘Purple Mash’ on the Ipads in weekly Computing lessons. In Year Two the children build on their Computing skills in order to help them enhance their learning across the curriculum. Children learn to use technology creatively in their work including writing, art and science and other foundation subjects.

Year Two have access to a Computing extra -curricular club in the Spring/ Summer terms. In the Computing club the children are able to enhance their coding skills, using various applications to create and edit videos and presentations.

The table below details how the Computing curriculum is mapped out in Year Two through our ‘Purple Mash’ units.






WINS COMPUTING KEY STAGE ONE CURRICULUM OVERVIEW

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	**Unit 1.1 Online Safety & Exploring Purple Mash** Finding and saving work safely online. Developing an understanding of 'ownership' of online work. Being safe online **Unit 1.2 Grouping & Sorting** Creating their own criteria for items against which they can physically sort, collate, edit, present, search through, re-order and re-structure and explain their reasoning.	**Unit 1.3 Pictograms** Understand that data can be represented in picture format. Recording data purposefully in an electronic pictogram. **Unit 1.4 Lego Builders** Understanding algorithms. Debugging algorithms or programmes.	**Unit 1.5 Maze Explorers** Use logical reasoning to predict the behaviour of simple programs Understand how to create and debug a set of instructions (algorithm). Understand how to change and extend the algorithm list. **Unit 1.6 Animated Story Books** Understand what an e-book is. Use technology purposefully and creatively to make own animates e-book.	**Unit 1.7 Coding** Understand what coding means in computing. Create unambiguous instructions like those required by a computer Design and create a simple programme .	**Unit 1.8 Spreadsheets Understanding and creating spreadsheets** Use technology purposefully to create, organise, store, manipulate and retrieve digital content .	**Unit 1.9 Technology outside school** Understand what is meant by technology and can identify a variety of examples both in and out of school. Explain why a certain technology has been chosen as a solution to a specific problem.
Year Two	**Unit 2.1 Coding** Understand and explain that an algorithm is a set of instructions to complete a specific task. Create complex and logical algorithms that can be easily utilized to create executable code. Make logical attempts to debug their own more complex code. Identify the parts of a program that respond to specific events and initiate specific actions.	**Unit 2.2 Online Safety** Understand the implications of inappropriate searches. Share work and understand how things are shared electronically . Develop and understanding of how to use email safely and responsibly. **Unit 2.3 Spreadsheets**	**Unit 2.4 Questioning** Create pictograms to represent data. Organise data using a database and run complex searches on their data set. Use a binary tree to sort information and can manipulate data, answering questions Storing and retrieving data.	**Unit 2.5 Effective Searching** Retrieve relevant, purposeful digital content using a search engine and altering the search phrase to yield relevant results. Understand the terminology and layout features of a search engine Create a detailed leaflet, containing correct terminology	**Unit 2.6 Creating Pictures** Creating images replicating an established style. Enhancing a picture and manipulating a digital image using multiple effects & features.	**Unit 2.7 Making Music** Create a composition. Manipulate digital content by editing and amending their composition Creating and uploading sounds. Storing and retrieving work. **Unit 2.8 Presenting Ideas** Choosing software to represent a

	Adopt a systematic approach for predicting the behaviour of programs.	Utilise spreadsheets both own and pre-made to manipulate data e.g. generate a graph from a table, produce desired calculations on numerical data e.g. simple addition calculations. Answer questions on data and record collected data into a table and use this data to create a block graph manually.		and accurate explanations of the features and layout of effective searching.		narrative. Creating and presenting a narrative. Understanding of how digital content can be represented in many forms.