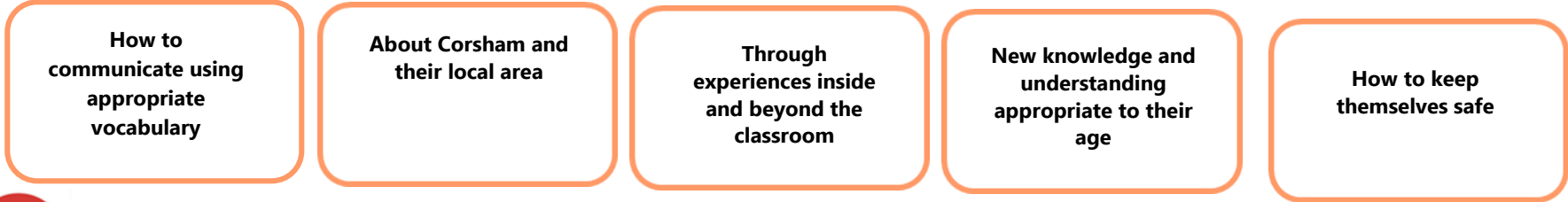


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



These The essential skills and knowledge that we want our pupils, through our scheme "Teach Computing" to learn by the end of:

EYFS	KS1
<ul style="list-style-type: none"> <li>Personal, Social and Emotional Development – show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing – sensible amounts of "screen time".</li> <li>Physical Development – develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Expressive Art and Design – explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Programming – moving a robot (Beebots), introduction to animation (Scratch), control, sensing and variables in a game (Scratch)</li> <li>Data and information – pictograms, graphs and spreadsheets.</li> <li>Creating media – communicate ideas online media (Word, Publisher, Excel, PPT).</li> <li>Computer systems and networks – technology around us and understanding online risks.</li> </ul>
EYFS Misconceptions	KS1 Misconceptions
<ul style="list-style-type: none"> <li>Robots and computers can "think" for themselves.</li> <li>Personal data is name only (not photos, school etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Algorithms and coding are the same thing.</li> <li>Children think that "debugging" means starting again or erasing errors – rather than just correcting specific errors.</li> <li>Children think digital content is stored on screen – rather than on the web.</li> <li>Google has all the information and it is all correct.</li> </ul>
LKS2	UKS2

<ul style="list-style-type: none"> <li>• Programming – create and edit sounds, IF/THEN conditions, sensing, control movement using screen co-ordinates.</li> <li>• Data and information – branching databases and data logging (Excel).</li> <li>• Creating media – Design, communicate, present and edit ideas, work or messages (desktop publishing, audio editing, photo editing).</li> <li>• Computer systems and networks – copyright, online bullying, computing systems and networks, online risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Programming – IF/THEN conditions, create and edit sound, set events, sensing.</li> <li>• Data and information – devise, construct and manipulate data using fact-file databases and spreadsheets</li> <li>• Creating media – Design, communicate, present and edit ideas, work or messages using advanced features (vector drawing, video editing, 3d modelling).</li> </ul>
<b>LKS2 Misconceptions</b>	<b>UKS2 Misconceptions</b>
<ul style="list-style-type: none"> <li>• Algorithms do not have to be written on a computer.</li> <li>• Children think the internet is an APP.</li> <li>• Loops, functions, variables, and classes “exist” inside the CPU as physical objects</li> </ul>	<p>*Confusing sequences in maths (patterns) with sequences in computing (order of commands).</p> <p>* Thinking algorithms must be written as code rather than as structured steps.</p> <p>* Believe online safety = “don’t talk to strangers,” ignoring data privacy, digital footprints, fair use, or misinformation</p>

<b>Strong Foundations</b>	<b>Online Safety</b>
<p>Our Computing for EYFS is centred around play-based, activities that focus on children’s listening skills, curiosity, creativity and problem solving.</p> <p><u>Technology in the Early Years can mean:</u></p> <ul style="list-style-type: none"> <li>-Taking a photograph with a camera or tablet</li> <li>-Playing games on the interactive whiteboard/ computers/i.pads</li> <li>-Exploring mechanical toys</li> <li>-Using a Beebot</li> <li>-Watching a video clip</li> <li>-Listening to music</li> </ul>	<p>We teach online safety to all children and through our scheme ‘Teach Computing’ and have termly assemblies about staying safe online to further address ways to keep ourselves safe and who we report to if we feel unsafe, as part of our PSHE curriculum and safeguarding assemblies. We encourage children to use SMART acronym from Childline as an opening point for online safety discussions. Annually, we welcome to school our local PCSO to deliver age- appropriate social media talks to children from Yr2 to Year 6 alongside a programme delivered through Up and Under called Healthy Heroes which addresses being healthy online and encourages discussions around screen time.</p>
<b>Range of Resources</b>	<b>Awareness Days</b>
<p>The children learn to use a range of electronic and practical resources such as: iPads, chrome books, laptops, desktop computing, microbits and Beebots.</p>	<p>In February, we celebrate Safer Internet Day. The children listen to an assembly, participate in discussions around safety within online video games and complete activities and quizzes.</p>



As a digital citizen leaving Regis, every child will have the skills to:

\*reflect upon their learning and the impact that computing has on their learning, development and wellbeing.

\* be confident in using technology and be ready for the next steps on their journey into the digital world.

\* have a wide computing vocabulary and use this technical language not only in computing lessons but also in other subjects.

\* know how to be safe online and be able to make positive choices to keep themselves safe while also being aware of what to do if they feel unsafe, worried or concerned.

\*have an understanding of how computing impacts their daily life and the wider community.



Corsham Regis  
Primary Academy

## Computing

Together **E**veryone **A**chieves **M**ore