

# Computing

Regis Manor Primary School



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# Intent

At Regis Manor Primary School we teach computing using a range of unplugged (not using a computer) and plugged in (using a computer) lessons supported by Kapow Primary helping to inspire pupils to think, learn and thrive in a digital world. Our children will be taught computing in a way that ensures a clear progression of knowledge and skills, and follows a sequence to build on previous learning. Our children will be taught to use technology responsibly and carefully, being mindful of how their behaviour, words and actions can affect others.

Our children will gain experience and skills of a wide range of technology in a way that will enhance their learning opportunities, enabling them to use technology across a range of subjects to be creative and solve problems.

Collaboration - Empathy - Independence - Creativity - Perseverance



# Implementation

Computing lessons in EYFS ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. In EYFS it is centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music

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# Implementation

In Key Stage One and Two we follow a broad and balanced Computing curriculum using [Kapow Primary](#) that builds on previous learning and provides both support and challenge for learners. By using Kapow we can ensure the progression of skills and covers all aspects of the Computing curriculum. All classes have a scheduled Computing lesson each week. We want to ensure that Computing is embedded in our whole school curriculum and that opportunities for enhancing learning by using technology are always taken.

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# Online safety

At Regis Manor discrete online safety lessons are taught through the Natterhub scheme of work but it is also delivered through the PSHE and computing curriculum.

Our vision, at Regis Manor, is to keep our pupils safe online. We provide them with the knowledge and skills to do so, promoting safe messages throughout the curriculum. We recognise that as a school we have a responsibility to prepare the pupils for their future by improving their knowledge and understanding of how imperative technology is as an aid to learning and the real world beyond school. Ultimately, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. They learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and wellbeing. We teach children about the content they share online, what not to share.

We are responsive to incidents involving our own pupils and to local area concerns, keeping staff up to date with current potential risks online.

**natterhub**  
preparing children to thrive online

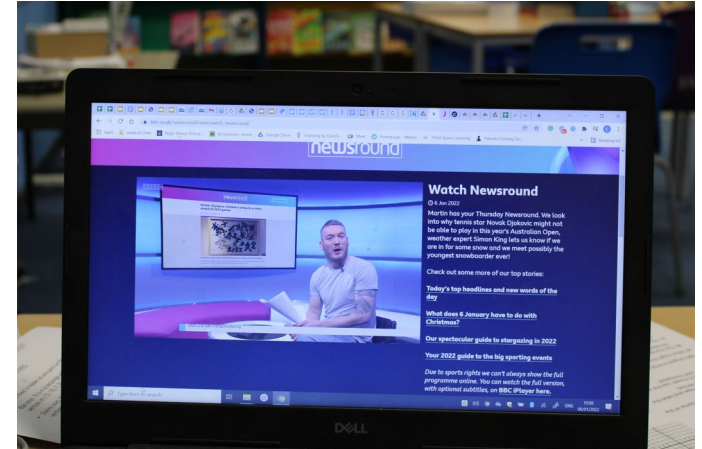
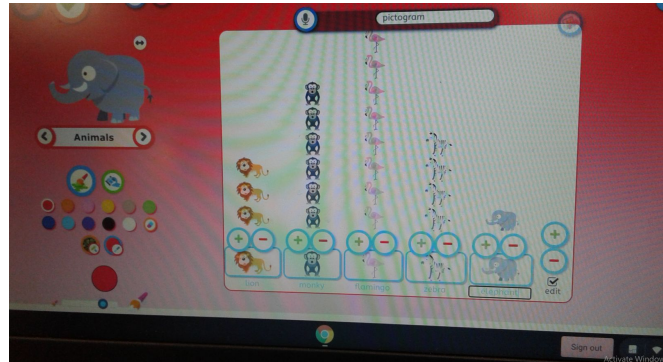
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# Enrichment Activities

At Regis Manor we offer our children enrichment through online learning at home through Mathletics with hundreds of curriculum-aligned lessons and activities. Mathletics is the comprehensive online mathematics learning tool that brings joy to learning. We also run computing clubs for different year groups.



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# Our Curriculum Coverage

EYFS	<ul style="list-style-type: none"><li>● Computer systems and networks 1: Using a computer</li><li>● Programming 1: All about instructions</li><li>● Computing systems and networks 2: Exploring hardware</li><li>● Programming 2: Programming Bee-Bots</li><li>● Data handling: Introduction to data</li></ul>
Year 1	<ul style="list-style-type: none"><li>● Computing systems and networks: Improving mouse skills</li><li>● Programming 1: Algorithms unplugged</li><li>● Skills showcase: Rocket to the moon</li><li>● Programming 2: Bee-Bot</li><li>● Creating media: Digital imagery</li><li>● Data handling: Introduction to data</li></ul>
Year 2	<ul style="list-style-type: none"><li>● Computing systems and networks 1: What is a computer?</li><li>● Programming 1: Algorithms and debugging</li><li>● Computing systems and networks 2: Word Processing</li><li>● Programming 2: ScratchJr</li><li>● Creating media: stop motion</li><li>● Data handling: International Space Station</li></ul>

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# Our Curriculum Coverage

Year 3	<ul style="list-style-type: none"><li>● Computing systems and networks 1: Networks and the internet</li><li>● Programming: Scratch</li><li>● Computing systems and networks 2: Emailing</li><li>● Computing systems and networks 3: Journey inside a computer</li><li>● Resting media: Video trailers</li><li>● Data handling: Comparison cards databases</li></ul>
Year 4	<ul style="list-style-type: none"><li>● Computing systems and networks: Collaborative learning</li><li>● Programming 1: Further coding with Scratch</li><li>● Creating media: Website design</li><li>● Skills showcase: HTML</li><li>● Programming 2: Computational thinking</li><li>● Data handling: Investigating weather</li></ul>

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# Our Curriculum Coverage

Year 5	<ul style="list-style-type: none"><li>● Computer systems and networks: Search engines</li><li>● Programming: Music</li><li>● Programming 2: Micro:bit</li><li>● Data handling: Mars Rover 1</li><li>● Skills showcase: Mars Rover 2</li><li>● Creating Media: Stop motion animation</li></ul>
Year 6	<ul style="list-style-type: none"><li>● Programming: Intro to Python</li><li>● Data handling 1: Big Data 1</li><li>● Computing systems and networks: AI</li><li>● Computing systems and networks: Bletchley Park</li><li>● Data handling 2: Big Data 2</li><li>● Skills showcase: Inventing a product</li></ul>

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# Assessment

At Regis Manor, we assess children's progression in computing against the core curriculum skills and objectives for each year group at the end of each termly topic. We highlight whether the child has met or is working towards their Learning objective on a Topic Assessment Sheet.

If the child has not met their learning objectives for the term, their teacher will record the reasons why on the topic sheet and outline the next steps needed in their learning in order for them to meet the target.



## Broader Curriculum Subjects Assessment Sheet Year 6 Term 2

Name.....		Class.....	
		Term 2	Comments
PSHE Celebrating Difference	<input type="checkbox"/> I can explain how my choices can have an impact on people in my immediate community and globally. <input type="checkbox"/> I can empathise with others in my community and globally and explain how this can influence the choices I make.		
PE Balance on a Line	<input type="checkbox"/> I can organise roles and responsibilities and can guide a small group through a task. <input type="checkbox"/> I cooperate well with others and give helpful feedback.		
Computing Big Data	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
RE Christianity Celebrations	<input type="checkbox"/> I can identify some Christian celebrations <input type="checkbox"/> I can identify similarities and differences between Christian celebrations and another religion <input type="checkbox"/> I can identify the key messages and importance of a Christian celebration		
French The Weekend	<input type="checkbox"/> I can say the days of the week <input type="checkbox"/> I can say a number of different activities <input type="checkbox"/> I can say what I am going to do on the weekend <input type="checkbox"/> I can say what I did on the weekend		
Music Dynamics, pitch and texture	<input type="checkbox"/> *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> *Improvise and compose music for a range of purposes using the inter-related dimensions of music. <input type="checkbox"/> *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		

