Common Road Infant and Nursery School
Computing
Curriculum Statement

'Flying High Together'
We aim to provide our children with the skills and knowledge needed to become confident users of new and emerging technologies in a socially responsible and safe way.

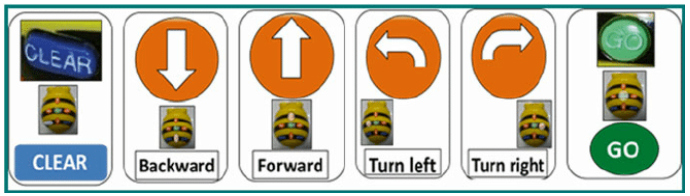
Intent	Implementation	Impact
What will take place before teaching in the classroom?	**What will this look like in the classroom?**	**How will this be measured?**
At Common Road Infant and Nursery School we aim to equip our children to thrive in a rapidly changing digital world where work and leisure activities are increasingly transformed by technology. We will ensure that children are given the skills and tools to be able to embrace and utilise new technology in a socially responsible and safe way. Computing skills enable children to be confident, creative and independent learners, and it is our intention that children have every opportunity to allow them to achieve this. We aim for our children to become independent users of computing technologies, gaining confidence and enjoyment from their activities. In a world where digital technologies create a vast amount of new job opportunities, we aim for our children to have the skills, knowledge and passion for computing to allow them to become successful in future employment.  	At Common Road Infant and Nursery School, the computing curriculum will be taught through three key strands – computing, ICT and digital literacy. Much of our computing curriculum will be based around using a range of digital technologies such as Bee-Bots, iPads, laptops and cameras. However, it is important to note that in order to promote logical thinking and reasoning, some aspects will be non-computer based. The focus in this area is computational thinking and logical reasoning to equip our children with the thinking skills they will need to solve computer based problems. As described by Edsger Dijkstra - "We need to do away with the myth that computer science is about computers. Computer science is no more about computers than astronomy is about telescopes, biology is about microscopes or chemistry is about beakers and test tubes. Science is not about tools, it is about how we use them and what we find out when we do." In EYFS, children have the opportunity to learn and apply skills in computing through direct teaching and enhancements in continuous provision. It is important in the foundation stage to give pupils a broad, play-based experience of computing in a range of contexts, including outdoor play. In Key Stage One, skills are built upon and taught in a more structured 'lesson' approach. Children will have a timetabled computing lesson every week in which specific skills are taught and practiced. Children will then have the opportunity in other curriculum areas to use these vital skills (e.g. presenting a piece of work using a word processing app, or practicing directional vocabulary work in maths using Bee-Bots).	After the implementation of this robust computing curriculum, children at Common Road will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online. As children become more confident in their abilities in computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature. Pupils will demonstrate that they can use a range of ICT devices effectively and independently, and will use their skills in other areas of the curriculum.

The curriculum leader will:

- Share curriculum expectations effectively to support teaching and delivery.
- Ensure appropriate progression of skills throughout EYFS and KS1 by providing a clear, structured long term plan for coding and ICT.
- Ensure staff are confident in delivering the content of the computing curriculum, and are confident users of new technology. Regular staff training will take place to ensure excellent knowledge, skills and understanding.
- Ensure school systems and resources allow the effective teaching of computing.

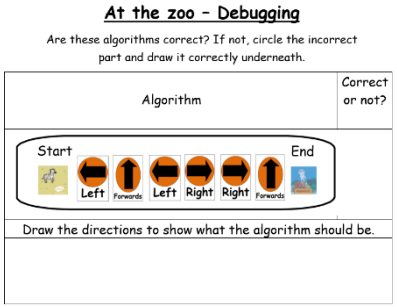
Our pupils will:

- Become autonomous, independent users of computing technologies.
- Be confident users of new technologies and be able to experiment with them in different ways to communicate learning.
- Be able to use logical thinking and reasoning to solve problems.
- Gain and apply new skills and knowledge in the areas set out in the POS.
- Understand how their Computing and ICT learning in school impacts on their future lives.



Recorded evidence will show:

- Pupils actively participating in computing activities.
- Pupils working collaboratively to solve problems.
- Children using a wide range of digital technology independently.
- The ways in which children have applied their knowledge and skills in other curriculum areas.



The class teacher will, with support from the curriculum leader:

- Be confident users of new technologies to be able to use them effectively as powerful tools to support and enhance teaching and learning opportunities across the curriculum.
- Develop good subject knowledge so that they are able to deliver high quality lessons to enable pupils to be challenged and achieve highly.
- Use computing technologies, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- Provide pupils with challenging, engaging and motivating lessons.

The curriculum leader will:

- Celebrate the successes of pupils in assembly, parents meetings, information meetings, governor reports and displays around school.
- Collate evidence over the year which evidences that pupils gain and apply computing skills throughout the curriculum.
- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

School Evidence
Autumn

EYFS	Children use a range of electronic devices in role play, including microphones to record and play sounds and voices. 	Apps are used to support learning and develop skills in using electronic devices. 	Pupils are engaged through the use of games. 
Year 1 & Year 2	Children practice skills in using laptops and iPads to type and create images. Purple Mash 2Type and BBC Dance Mat Typing courses and games helped to develop skills in finding specific keys and typing whole words and sentences with speed.	Computing 'unplugged'. Children take part in coding sessions without electronic devices to introduce the concept of algorithms. 	Children learn about algorithms using Blue-Bots. They follow, create and debug algorithms – practicing skills in logical thinking and reasoning. 

Spring

EYFS			
Year 1			
Year 2			

Summer

EYFS			
Year 1			
Year 2			