



Intent for Computing

At The Mary Bassett Lower School, we recognise the important and constantly developing role of computing and digital technologies in the modern world. Our aim is to support our pupils to understand these developments and the purposeful use of computing so they can follow adaptations and developments in the future. We follow an adapted version of the Teach Computing scheme of learning, in line with the National Curriculum, which focuses on the key areas of information technology, digital literacy and computer science. Through a progressive study of units, pupils build on previous knowledge and skills to understand computing systems and networks, communicate effectively with different media and create and debug computing programs.

Pupils access computing using Ipads, chrome books and other hardware. Our computing curriculum enables our pupils to achieve well across the whole curriculum and provides cross curricular learning opportunities to log and represent data, compose music and embed mathematical and spelling fluency. Pupils are able to apply knowledge and skills from across the curriculum to inform problem solving and product design in the computing curriculum, most notably from Maths, Science, Design Technology, Art and Design and Music. When approaching computing projects, pupils are encouraged to apply their skills and knowledge, persevering and adapting these as they progress through the project to fulfil our vision for them to be adaptable and resilient learners.

Computing Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
Computing systems and networks	Technology around us <ul style="list-style-type: none"> ● To identify technology ● To identify a computer and its main parts ● To use a mouse in different ways ● To use a keyboard to type on a computer ● To use the keyboard to edit text ● To create rules for using technology responsibly 	IT around us <ul style="list-style-type: none"> ● To recognise the uses and features of information technology ● To identify the uses of information technology in the school ● To identify information technology beyond school ● To explain how information technology helps us ● To explain how to use information technology safely ● To recognise that choices are made when using information technology 	Connecting computers <ul style="list-style-type: none"> ● To explain how digital devices function ● To identify input and output devices ● To recognise how digital devices can change the way we work ● To explain how a computer network can be used to share information ● To explore how digital devices can be connected ● To recognise the physical components of a network 	The Internet <ul style="list-style-type: none"> ● To describe how networks physically connect to other networks ● To recognise how networked devices make up the internet ● To outline how websites can be shared via the World Wide Web (WWW) ● To describe how content can be added and accessed on the World Wide Web (WWW) ● To recognise how the content of the WWW is created by people ● To evaluate the consequences of unreliable content
Creating media	Digital writing <ul style="list-style-type: none"> ● To use a computer to write ● To add and remove text 	Making music <ul style="list-style-type: none"> ● To say how music can make us feel ● To identify that there 	Animation <ul style="list-style-type: none"> ● To explain that animation is a sequence of drawings or 	Photo editing <ul style="list-style-type: none"> ● To explain that digital images can be changed ● To change the

	<p>on a computer</p> <ul style="list-style-type: none"> • To identify that the look of text can be changed on a computer • To make careful choices when changing text • To explain why I used the tools that I chose • To compare typing on a computer to writing on paper 	<p>are patterns in music</p> <ul style="list-style-type: none"> • To show how music is made from a series of notes • To show how music is made from a series of notes • To create music for a purpose • To review and refine our computer work 	<p>photographs</p> <ul style="list-style-type: none"> • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation 	<p>composition of an image</p> <ul style="list-style-type: none"> • To describe how images can be changed for different uses • To make good choices when selecting different tools • To recognise that not all images are real • To evaluate how changes can improve an image
Programming	<p>Introduction to animation</p> <ul style="list-style-type: none"> • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To explain that each sprite has its own instructions • To design the parts of a project • To use my algorithm to create a program 	<p>An introduction to quizzes</p> <ul style="list-style-type: none"> • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improved 	<p>Sequence in music</p> <ul style="list-style-type: none"> • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description 	<p>Repetition in shapes</p> <ul style="list-style-type: none"> • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loops to produce a given outcome

