

Clifford All Saints Computing Yearly Overview 2024-2025



Teach Computing Scheme

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Managing self</u> Developing skills to manage the school day successfully - routines.	<u>Physical Development</u> Fundamental movement skills acquired and to progress.	<u>Physical Development</u> Developing and refining a range of ball skills- developing confidence and competence.	<u>Managing self</u> Know and talk about the different factors that support their well being - eg screen time.	<u>Physical Development</u> Combining movements with ease and fluency. Developing foundations of handwriting style.	<u>Physical Development</u> Confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group.
Reception Personal, social and emotional development	<p>Three and four year olds (prior learning) - Remember rules without needing an adult to remind them.</p> <p>Reception</p> <ul style="list-style-type: none"> • 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’. <p>Early Learning Goals - Managing self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 					
Physical Development	<p>Three and four year olds (prior learning) Match their developing physical skills to tasks and activities in the setting.</p> <p>Reception</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 					
	<p>Three and four year olds - Understanding the World</p> <ul style="list-style-type: none"> • Explore how things work. 					
Expressive Arts and Design	<p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG - Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 					

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Continuous Provision opportunities

Through ALL areas of provision, children are showing resilience and perseverance to face daily challenges.

Areas always looking to build confidence to try new activities and show independence, resilience and perseverance in the face of challenge.

Remembering rules without needing an adult to remind them, used and applied throughout areas of provision - eg. in computing expectation that the focus programme remains on screen.

INSIDE

Reading- variety of texts with links to computing. Phonics games on iPads - reading links.

Writing area- Fine motor skills developed using a range of different tools.

Block play (construction) - Using iPads to take photos of their constructions when completed.

Small world- Exploring how things work through play.

Home Corner- Exploring how things work, applying and testing understanding through play.

Maths area- Resources to explore, match and investigate through the curriculum in face of challenges.

Computers- Basic computer skills and digital literacy being developed. Area of 2 computers - Purple mash, phonics/maths. Enhancements - Beebots and ipads.

Creative area- Using a range of materials to role play and creating their own and making sense of 'technology.'

OUTSIDE

Sand / Water / Sensory Garden / Mud kitchen - Developing small motor skills through use of a range of different tools and learning scenarios.

Climbing Frames - Opportunities for physical development and refinements.

Den building / Obstacle Course - Developing physical skills matched to the setting throughout the year.

KS1

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	Technology around us (1.1)	Digital painting (1.2)	Moving a robot (1.3)	Grouping data (1.4)	Digital writing (1.5)	Programming animations (1.6)
Year 2	Information technology around us (2.1)	Digital photography (2.2)	Robot algorithms (2.3)	Pictograms (2.4)	Making music (2.5)	Programming quizzes (2.6)

KS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (3.4)	Desktop publishing (3.5)	Events and actions in programs (3.6)
Year 4	The internet (4.1)	Audio production (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
Year 5	Sharing information (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Vector drawing (5.5)	Selection in quizzes (5.6)
Year 6	Internet communication (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing (6.6)

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At Clifford All Saints computing is where children are taught the principles of information and computation and how digital systems work.

Intent

At Clifford All Saints, we want pupils to be confident with technology. Technology is everywhere and will play a pivotal part in students' lives, therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Implementation

At Clifford we use and adapt the Teach Computing Curriculum, created by the Raspberry Pi Foundation on behalf of the National Centre for Computing Education (NCCE). It uses the National Centre for Computing Education's computing taxonomy to ensure comprehensive coverage of the subject. Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications. Based on a spiral curriculum, teaching and learning is facilitated through progression across all key stages within the strands of digital literacy, information technology and computer science. Children are also taught online safety through the 'ProjectEVOLVE' resource, using 330 statements from the UK Council for Internet Safety's (UKCIS) framework that covers knowledge, skills, behaviours and attitudes across eight strands of our online lives. The importance of online safety is shown through displays within the learning environment and through our school website. Parents are informed when issues relating to online safety arise and further information/support is provided if required.

Impact

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well being. Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage

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regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills digitally through evidencing their work using Pupilshare on our school servers and Google classroom. Progress of our computing curriculum is demonstrated through lesson outcomes and the record of coverage in the process of achieving these outcomes.