

What are we trying to achieve?	Our Vision	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.			We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.								
	Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.		Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.		Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.		Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.		Building on previous learning, teaching key skills and creating opportunities to explore and be curious.			
	Our Values	Independence			Respect	Teamwork		Thinking		Engagement		Motivation			
How do we implement this?	Our teaching intentions	Carefully planned, rich connected learning journey.		Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.		Parents and carers are supported and challenges to play a role in their child's learning.		Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.			Classroom environment inspires and motivates all children.				
	Effective teaching	Teachers have a deep learning of subjects to be taught.		Teachers have a clear understanding of cognition and learning..		All adults have high expectations and provide challenge for all, with support when necessary.		Teaches employ skilful and effective questioning to check and deepen understanding.			Teachers use a range of flexible and responsive strategies.				
	Assessment for learning	Effective use of summative assessment to inform steps.		Oral and written feedback that has immediate impact.			Purposeful internal and external moderation to inform professional discussions.			Clear learning intentions and success criteria are shared with children and understood by all.					
What is the impact?	Organisation	Units of work are based on key questions and cross-curriculum themes.		Stimulating indoor and outdoor learning environments.		Daily routines and a range of enrichment experiences		Use children's own ideas and interests to shape learning.		Partnerships with other schools and the local community.		Hook that engages the children and gives the context for the learning.		A clear outcome which gives purpose to the learning.	
	EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World					Expressive Arts and Design (EAD)			
		PSHE	PE	English			Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology	Music
An inclusive curriculum for all	An inspiring and challenging curriculum for all.		Teaching that is consistently good or better for all pupil groups.			High levels of attainment and progress.			Positive climate for learners in all classrooms.			Children who are fluent in the language of learning.			
Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?		Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?			Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?			High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?			Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?			

EYFS: Subject Skills Overview

Although the new Early Years Curriculum does not explicitly mention Technology as an Early Learning Goal, like the previous years. There is such a need to teach and instil a strong computational thinking in to EYFS curriculum through exploration of technology. Technology is still included within our enhanced provisions, both indoor and out and within their child and adult led time, using time for the exploration of the technology and using technology to support their learning. There are however lots of the new framework which technology still applies to, these are listed below:

Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
	Physical Development		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> Explore how things work.
Reception	Personal, Social and Emotional Development		<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: <ul style="list-style-type: none"> - sensible amounts of 'screen time'.
	Physical Development		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	<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.
	Expressive Arts and Design	Creating with Materials	<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.

These are all relevant to the foundational computational thinking, these will build upon the confidence the children are experiencing of exploring within technology which will support the transition into a computing curriculum in KS1.

Year One: Subject Skills Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	New Beginnings	The Magic of Toys	What big eyes you've got	What big eyes you've got	Through the Keyhole	Let it Grow/Fire Fire!
Subject Skills/focus	Painting	Programming Toys	Online Safety	Programming Scratch	Word Processing	Using and applying
Computer Science	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.	Programming Give commands. Explore what happens in a sequence Set a set of instructions, Improve/change their sequence of commands	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.	Multimedia Set a set of instructions, Improve/change their sequence of commands	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.
IT	Online/Technology in our lives Talk about the benefits of using technology	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Talk about the benefits of using technology	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Using technology in the classroom.
Digital Literacy			e-Safety Education for a connected world runs alongside this section. Talking about what happens online and telling an adult Being kind online and how to share ideas safely. Keeping password private whilst explaining about personal information. How to be kind and polite online.			e-Safety Education for a connected world runs alongside this section. Talking about what happens online and telling an adult Being kind online and how to share ideas safely. How to be kind and polite online.
Previously learnt vocabulary	Paint draw line shape mouse drag drop	Instruction move	Safe online internet web	Instruction move program algorithm	Mouse, key keyboard, monitor, laptop, save open	mouse, key keyboard, monitor, laptop, log on, internet web, web browser

Tier 1				command sequence animation		
Taught during the topic Tier 2	Save open Select edit eraser pen tools colour palette paint brush toolbar Paint fill text Stamp shapes Folder copy paste	Robot Machine program bugprogramming algorithm, command, control, debug, predict, series sequence QR Code (Quick response code) app (application) scratch; blocks project backdrop costumes script Motion sound looks pen	E-safety; Safe search Safely Respectful Personal information Private online key safe meet email address tell device keyboard search engine image text save folder name date	programming bug control, debug, predict, series sequence QR Code (Quick response code) app (application) scratch; blocks project backdrop costumes script Motion sound looks pen	log on, internet web, web browser search, search engine, website, web link, image text question, copy, paste, information, gallery folder	search, search engine, website, web link, image text question, copy, paste, information, gallery folder
Deeper Learning vocabulary Tier 3	Digital image JPEG gallery magnify	avatar keyboard input code stage scripts sprite cloning	filters accept reliable copyright communicate	avatar keyboard input code stage scripts sprite cloning predict	icon transition	Zoom research

Year Two: Subject Skills Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Reach for the stars	Wacky races	Around the World	Unsinkable	Bees seeds and enormous trees	Brilliant Brazil
Subject Skills/focus	Word processing	Online Safety	Programming Turtle	Programming Turtle Logo	Presentation Skills	Using the internet
Computer Science	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.	Programming Give commands. Explore what happens in a sequence Set a set of instructions, Improve/change their sequence of commands	Programming Give commands. Explore what happens in a sequence Set a set of instructions, Improve/change their sequence of commands	Multimedia Set a set of instructions, Improve/change their sequence of commands Programming Give commands. Explore what happens in a sequence Set a set of instructions, Improve/change their sequence of commands	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access.	Multimedia Uses ICT to generate ideas for their work Creating text which they can save and re access. Understand how people use their information.
IT	Online/Technology in our lives Talk about the benefits of using technology	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Talk about the benefits of using technology	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Using technology in the classroom.	Online/Technology in our lives Using technology in the classroom.
Digital Literacy	e-Safety Education for a connected world User agreements Keeping my password private	e-Safety Education for a connected world Talking about what happens online and telling an adult How to be kind and polite online. Keeping password	e-Safety Education for a connected world Being kind online and how to share ideas safely.	e-Safety Education for a connected world Being kind online and how to share ideas safely.	Handling data Talking about the different ways to use technology to collect information such as a camera etc.	e-Safety Education for a connected world Talk about the difference between real life and online. Being kind online and how to share ideas safely.
Previously learnt	log on, internet web, web	E-safety; Safe search Safely Respectful	programming control, bug debug, predict,	programming control, debug,	log on, internet web, web browser search, search engine,	search, search engine, website, web link, image

vocabulary Tier 1	browser search, search engine, website, web link, image text question, copy, paste, keys space barinformation, gallery folder word text word processing save open, gallery folder font font size text box slide	Personal information Private online key safe meet email address tell device keyboard search engine image text save folder name date	series sequence QR Code (Quick response code) app (application) scratch; blocks project backdrop costumes script Motion sound looks pen action	predict, series sequence QR Code (Quick response code) app (application) scratch; blocks project backdrop costumes script Motion sound looks pen action	website, web link, image text question, copy, paste, information, gallery folder word text word processing save open, gallery folder font font size text box slide	text question, copy, paste, information, gallery folder Zoom research Animation presentation media slideshow stock image audio slide transition information
Taught during the topic Tier 2	icon transition home row keys top row keys bottom row keys	filters accept reliable copyright communicate	avatar keyboard input code stage scripts sprite cloning predict command	avatar keyboard input code stage scripts sprite cloning predict command	Animation presentation media slideshow stock image audio slide transition	Data graph
Deeper Learning vocabulary Tier 3	Shift delete save to draft formatting	Blog concept map spoof PEGI rating attachment	Precise design output input computer simulation selection	Precise design output input computer simulation selection	Facts	database field

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: Computing & Technology

At Freegrounds Infant School we provide a Computing curriculum which is accessible for all children. We strongly believe that high-quality Computing lessons inspire children to ask questions about the technology and how this is used in the world around them as well as encouraging observations, creating, making changes and persevering with tinkering, noticing patterns and algorithms, all whilst becoming confident to use the technology skillfully and safely.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences. These will all support the foundations of the children's technology journey to KS2 and the rest of their lives. We provide a structured sequence of lessons, that have covered the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. Consequently, our children develop analytical problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology.

At Freegrounds Infant School we link learning through a range of topics, which give children the essential characteristics to help them learn about the uses of Computing in the wider world and the ways in which it can support other topics and areas of learning. Through effective Computing planning our children have the opportunities to develop a sense of curiosity about Computing and Technology in the world. We aim to expose the children to different technologies, so the children grow in confidence and learn to explore, compare, identify, observe, edit and be safe with a range of Technology skills.

We aim to increase and develop children's Computer skills, knowledge and attitudes by immersing them in Computing learning through first hand experiences; for example creating and following algorithms, exploring programs, creating and recording and making comparisons between technologies. We plan purposeful outcomes which enable children to share experiences and what they have learnt.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: Computing & Technology

At Freegrounds Infant School we ensure high standards of teaching and learning in Computing, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners and through effective Computing lessons Teachers encourage all children to develop a growth mind-set and develop sound Computing knowledge and skills. Computing is taught through our topics, focusing on the knowledge and skills stated in the National Curriculum. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society and how to be respectful and how to use technology safely and kindly.

At Freegrounds Infant School each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges

Children have opportunities to explore a wide range of Computing resources and we offer experiences to motivate the children's interest, create passion, memories and encourage positive attitudes towards the subject. Through their Computing learning children will develop the ability to explore and respond to a variety of situations and how technology can adapt to support this.

At Freegrounds Infant school we believe that a language rich Computing curriculum is essential to the successful acquisition of skills in Computing. Quality Computing resources provide an opportunity for the children to explore and apply their understanding of the Computing skills and so it is carefully planned for across the school. Through a rich Computing curriculum, the children will feel prepared and well equipped for a successful future and life as an adult.

CURRICULUM IMPACT

Subject Name: Computing and Technology

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with Computing skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

We want our children to have thoroughly enjoyed learning about Computing, therefore encouraging them to undertake new life experiences now and in the future. We want our children to talk about their Computing learning with passion and enthusiasm both within school and at home. Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products.

On leaving Freegrounds Infant school we want children to know more, explore, tinker, question, remember more and understand more about Computing so they will be able to use the skills taught and apply these to the wider world in the future. Our children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives

Thorough assessment activities have been created for Teachers to assess and reflect on the learning throughout a Computing learning journey and against the carefully planned outcomes to link with the topic which is being undertaken. Standards are monitored by the Computing lead through learning walks, pupil conferencing and book scrutiny.

