Computing Intent, Implementation and Impact Statement.

Phase	Topic	Intent	Unit Outcomes
KS1 Year 1	**We are treasure hunters**	This unit will enable the children to: understand that a programmable toy can be controlled by inputting a sequence of instructions, develop and record sequences of instructions as an algorithm, program the toy to follow their algorithm, debug their programs , predict how their programs will work.	In this unit, the children will use a sequence of instructions that will move a programmable toy along a given route.
KS1 Year 1	**We are TV chefs**	This unit will enable the children to: break down a process into simple, clear steps, as in an algorithm use different features of a video camera, use a video camera to capture moving images, develop collaboration skills, discuss their work and think about how it could be improved.	In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts.
KS1 Year 1	**We are painters**	This unit will enable the children to: use the web safely to find ideas for an illustration, select and use appropriate painting tools to create and change images on the computer, understand how this use of ICT differs from using paint and paper, create an illustration for a particular purpose, know how to save, retrieve and change their work reflect on their work and act on feedback received	In this unit, the children will create a piece of electronic artwork to illustrate a traditional tale, collated into an eBook
KS1 Year 1	**We are collectors**	This unit will enable the children to: find and use pictures on the web, know what to do if they encounter pictures that cause concern, group images on the basis of a binary (yes/no) question, organise images into more than two groups according to clear rules, sort (order) images according to some criteria, ask and answer binary (yes/no) questions about their images.	In this unit, the pupils will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised. Children will create a number of presentation slides, each with different collections of animals, organised according to rules
KS1 Year 1	**We are detectives**	This unit will enable the children to: understand that email can be used to communicate, develop skills in opening, composing and sending emails gain skills in opening and listening to audio files on the computer, use appropriate language in emails, develop skills in editing and formatting text in emails, be aware of e-safety issues when using email.	In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table to solve the mystery.
KS1 Year 2	**We are astronauts**	This unit will enable the children to: have a clear understanding of algorithms as sequences of instructions, convert simple algorithms to programs, predict what a simple program will do, spot and fix (debug) errors in their programs	In this unit, the children will build on work from We are treasure hunters (Year 1) to program a sprite (such as a spaceship) to move around the screen using Scratch.
KS1 Year 2	**We are games testers**	This unit will enable the children to: describe carefully what happens in computer games, use logical reasoning to make predictions of what a program will do, test these predictions, think critically about computer games and their use, be aware of how to use games safely and in balance with other activities.	In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.
KS1 Year 2	**We are researchers**	This unit will enable the children to: develop collaboration skills through working as part of a group, develop research skills through searching for information on the internet, improve note-taking skills through the use of mind mapping, develop presentation skills through creating and delivering a short multimedia presentation.	In this unit, the children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.
KS1 Year 2	**We are photographers**	This unit will enable the children to: consider the technical and artistic merits of photographs, use a digital camera or camera app take digital photographs, review and reject or pick the images they take edit and enhance their photographs, select their best images to include in a shared portfolio.	In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio
KS1 Year 2	**We are zoologists**	This unit will enable the children to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content, Recognise common uses of information technology beyond school, Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals

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Implementation	**Knowledge Organisers:** Children have access to key knowledge, language and meanings to understand Computing strands and to use these skills across the curriculum. At the beginning of each topic, children will complete a KWL table (what I know, what I want to know, what I have learnt) or thought shower so that teachers can tailor their lessons to meet the needs of the children in each class. They will be completed as a class and referred back to throughout each unit. **Knowledge Walls:** Computing Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Computing across all four strands. **Subject specific vocabulary:** Identified through knowledge organisers and knowledge wall and highlighted to the children at the beginning of lessons. Geographical enquiry vocabulary and subject specific vocabulary based on each topic are available on mats for children to use in every lesson. **Provision in EYFS:** Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension and develop understanding of our local area. **Assessment:** The Computing teacher will assess children's understanding in Computing, and this is then recorded on a tracking sheet and used to inform Classroom monitor assessments. This data is then analysed to improve the children's learning in Computing. **Approaches to teaching:** A wide variety of teaching approaches are used in Computing lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including cooperative learning structures, and individual learning in Computing lessons all of which are tailored to the specific needs of the child. **Consistent teaching sequence:** Computing lessons will follow a clear and consistent teaching sequence, which will consist of a review of learning covered in previous lesson/s to ensure the knowledge is embedded before we move on. Specific topic related key vocabulary to be used and its meaning alongside each lesson. Children are taught the skills they are needed before embedding this by using the skill. **Learning environment:** The learning environment is designed to ensure children develop their geographical knowledge and continue to know more and remember more. Computing strand walls are drivers to this when teachers regularly make reference to them during lessons and at other regular times during the lessons. **Research:** Children will be asked to research geographical aspects of places independently. This allows the children to have ownership over their curriculum and lead their own learning in geography. **Basic skills:** English and Maths skills are taught during stand-alone lessons but may be revisited in Computing lessons also so children can apply and embed the skills they have learnt in a purposeful way.
Impact	Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The quality of children's learning is evident in each lesson folder. Evidence such as this, is used to feed into teachers' future planning, teachers are able to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. This supports varied paces of learning and ensures all pupils make good progress. Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them and prepare them for their education in computing. From research methods, use of presentation and creative tools and critical thinking, Computing at Baguley Hall Primary school gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their education journey.