Hartford Infant School
Computing LTP
2024-2025

At HIPS we use some units of work from the Teach Computing curriculum. We also use Project Evolve for Online Safety lessons, to be in line with Education For A Connected World. Some Online Safety is also taught through PSHE lessons and during our Safer Internet Day.
In YR in Spring we use a unit from Barefoot Computing

	Reception	Year 1	Year 2
Autumn	**Understanding technology, Digital Literacy & Online safety (ELG:Understanding the world)** Learners will think about different forms of technology that they have at home. They will be introduced to the ipads and think about the part names and what each one does. Learners will also be introduced to the sketches app and complete some digital art with an ipad. **Self-image & identity, online relationships** Learners can recognise, online or offline, that anyone can say 'no' – 'please stop' 'I'll tell' 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset. Learners can recognise some ways in which the internet can be used to communicate.	**Digital Literacy, Understanding Technology & Online safety** We are teaching children to become creators on their devices, to understand how to use them to support and enhance their learning, rather than to be consumers. Also called 'digitally literate'. We build on these skills each year so that they can leave Hartford Infant & Pre School being confident and safe users of a digital device ready to build on this in Hartford Junior School. Learners will be introduced to the AUP & Seesaw, how to take photos, use the voice tool. **Self-image & identity, online relationships** Learners can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Learners can give examples of when they should ask permission to do something online and can explain why this is important.	**Understanding Technology & Online Safety Computing systems & network – technology** How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it. **Self-image & identity, online relationships** Learners can explain how other people may look and act differently online and offline. They can identify who can help me if something happens online without their consent.
Spring	**Programming, Digital Literacy & Online safety (ELG: Building Relationships, active learning, creating & thinking critically, mathematics)** This unit involves collaborating with others to solve a problem – in this case, planning a way to help the rabbit get to the carrots it needs. Learners will also use digital art to draw landmarks. **Safer Internet Day** **Online Reputation, Online Bullying** Learners can identify ways in which they can put information on the internet. Learners can describe ways that some people can be unkind online.	**Programming & Online safety** **Programming B -ScratchJr – animation.** This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. **Safer Internet Day** **Online Reputation, Online Bullying** Learners can recognise that information can stay online and could be copied. Learners can describe how to behave online in ways that do not upset others and can give examples.	**Programming & Online safety** **Programming B - ScratchJr – quizzes.** This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects. **Safer Internet Day** **Online Reputation, Managing Online Information** Learners can explain how information put online about someone can last a long time. Learners can explain what voice activated searching is and how it might be used, and know it is not a real person e.g. Alexa, Google Now, Siri
Summer	**Programming & Online safety – Programming A - Moving a robot (Beebots)** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. **Privacy & Security, Copyright & Ownership** Learners can identify some simple examples of personal information and describe who I can share this with e.g. name, address, birthday, age, location. Learners know that work they create belongs to them.	**Digital Literacy & Online safety** **Creating Media -digital writing** Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text. **Managing Online Information, Copyright & Ownership** Learners know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke. Learners understand that work created by others does not belong to them, even if they save a copy.	**Digital Literacy & Online safety – Creating Media – Digital Photography** Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. **Health, Wellbeing & Lifestyles, Privacy & Security** Learners can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the environment. Learners can describe and explain some rules for keeping personal information private e.g. creating and protecting passwords.

Additional units of work available:

- Additional units from the Teach Computing curriculum
- Project Evolve – for online safety, CAM online safety curriculum Online Safety Curriculum - Objectives.docx
- Digital literacy will be taught across the year in KS1, as Seesaw will be used across the curriculum.

Subject content Key stage 1 Pupils should be taught to:

1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
2. create and debug simple programs
3. use logical reasoning to predict the behaviour of simple programs
4. use technology purposefully to create, organise, store, manipulate and retrieve digital content
5. recognise common uses of information technology beyond school
6. 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.