



Hoylake Holy Trinity Primary School

A Hoylake Holy Trinity Technician

*Learning for Life
Caring for All
Living each Day to the Full
Together as a Community
With Jesus by our Side*

We want our curriculum to be

- enjoyable - engaging - meaningful - relevant - progressive - risky - empowering- memorable - develop a love of learning -challenging -accessible/inclusive - creative -knowledgeable -experiences

We want our learners to be

-curious- obsessed - inspired - invested - engaged - happy - safe - confident- risk-takers - comfortable in failure - reflective - collaborators - resilient - bothered - global citizens -empathetic

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Why is Computing important?

Hoylake Holy Trinity's vision for Computing

Early Years Foundation Stage: Understanding the World

What does a technician look like at Hoylake Holy Trinity?



Why is Computing important?

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use computers to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computers to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of computers promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computers to best effect, and to consider its implications for home and work both now and in the future.

Hoylake Holy Trinity Vision for Computing

- On completion of the Computing curriculum at HHT, pupils will have developed:
- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using a range of applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.



Early Years Foundation Stage

There are no specific Development Matters statements or Early Learning Goals for Computing, however we feel these objectives link to computing.

F1	Personal, Social and Emotional Development		Remember rules without needing an adult to remind them.
	Physical Development		Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		Explore how things work.
F2	Personal, Social and Emotional Development		- 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'.
	Physical Development		Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Understanding the World		Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development.	Managing self	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



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Year Group	Computer Science	Information Technology	Digital Literacy	Knowledge and understanding	Skills
1	I understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. I know that an algorithm written for a computer is called a program. I can work out what is wrong with a simple algorithm when the steps are out of order. I can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	I can sort simple digital content. I can collate simple digital content. I can edit simple digital content. I can store simple digital content. I can name, save and retrieve my work. I can follow simple instructions to access online resources.	I understand what is meant by technology. I can identify a variety of examples both in and out of school. I can make a distinction between objects that use modern technology and those that do not. I understand the importance of keeping information, such as my usernames and passwords.	I understand the different methods of communication (e.g. email, online forums etc). I know you should only open email from a known source. I know the difference between email and communication systems such as blogs and wikis. I know that websites sometimes include pop-ups that take me away from the main site. I know that bookmarking is a way to find safe sites again quickly.	I follow the school's safer internet rules. I can use the search engines agreed by the school. I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). I can use the internet for learning and communicating with others, making choices when navigating through sites.
2	I can explain that an algorithm is a set of	I can demonstrate an ability to organise data.	I can effectively retrieve relevant, purposeful digital	I have begun to evaluate websites and know that	I can send and receive email as a class.



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	instructions to complete a task. I can show an awareness of the need to be precise with my algorithms so that they can be successfully converted into code. I can create a simple program that achieves a specific purpose. I can identify and correct some errors (debug). I can identify the parts of a program that respond to specific events and initiate specific actions.	I can edit more complex digital data such as music compositions. I am confident when creating, naming, saving and retrieving content. I can use a range of media in my digital content including photos, text and sound.	content using a search engine. I can apply my learning of effective searching beyond the classroom. I can make links between technology I see around me (coding) and multimedia work I do in school (animations).	everything on the internet is not true. I know that it is not always possible to copy some text and pictures from the internet. I know that personal information should not be shared online. I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.	I can recognise advertising on websites and learn to ignore it. I can use a password to access the secure network.
3	I can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. I can identify an error within my program that prevents it following the desired algorithm and then fix it.	I can carry out simple searches to retrieve digital content. I can collect, analyse, evaluate and present data and information using a selection of software.	I can demonstrate the importance of having a secure password and not sharing this with anyone else. I can explain the negative implications of failure to keep passwords safe and secure.	I understand the need for rules to keep me safe when exchanging learning and ideas online. I recognise that information on the internet may not be accurate or reliable and may	I follow the school's safer internet rules. I recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in



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	I can demonstrate the ability to design and code a program that follows a simple sequence. I can experiment with timers to achieve repetition effects in my programs. I understand how variables can be used to store information while a program is executing. I can 'read' programs with several steps and predict the outcome accurately. I can list a range of ways that the internet can be used to provide different methods of communication. I can describe appropriate email conventions when communicating in this way.	I can create purposeful content to attach to emails		be used for bias, manipulation or persuasion. I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. I use strategies to verify information, e.g. cross-checking. I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. I understand that copyright exists on most digital images, video and recorded music. I understand the need to keep personal information and passwords private.	ways which are unique and new. I can identify when emails should not be opened and when an attachment may not be safe. I can explain and demonstrate how to use email safely.
4	I can make more intuitive attempts to debug my own programs.	I understand the function, features and layout of a search engine.	I can explore key concepts relating to online safety using concept mapping.	I understand that if I make personal information available online it may be seen and used by others.	



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	I understand 'if statements' for selection and attempt to combine these with other coding structures. I can make use of user inputs and outputs such as 'print to screen'. I can trace code and use step through methods to identify errors in code. I can 'read' programs with several steps and predict the outcome accurately. I can recognise the main component parts of hardware which allow computers to join and form a network.	I can appraise selected webpages for credibility and information at a basic level. I can make improvements to digital solutions based on feedback. I can make informed software choices when presenting information and data.	I can help others to understand the importance of online safety. I know a range of ways of reporting inappropriate content and contact.	I know how to respond if asked for personal information or feel unsafe about the content of a message. I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. I know how to report an incident of cyber bullying. I know the difference between online communication tools used in school and those used at home. I understand the need to develop an alias for some public online use. I understand that the outcome of internet searches at home may be different than at school.	
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5	I attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. I can test and debug my programs as I go. I can use logical methods to identify the approximate cause of a bug with help. I can translate algorithms that include sequence, selection and repetition into code. I can combine sequence, selection and repetition with other coding structures to achieve my algorithm design. I can use tabs to organise code and name variables. I understand the value of computer networks but are also aware of the main dangers.	I can search with greater complexity for digital content when using a search engine. I can explain in some detail how credible a webpage is and the information it contains. I can make appropriate improvements to digital solutions based on feedback received. I can collaboratively create content and solutions using digital features. I can use several ways of sharing digital content (Email, blog, display boards).	I can demonstrate the safe and respectful use of a few different technologies and online services. I can relate appropriate online behaviour to my right to personal privacy and mental wellbeing of myself and others.	I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. I understand the potential risk of providing personal information online. I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). I understand that some material on the internet is	I follow the school's safer internet rules. I can make safe choices about the use of technology. I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. I can create strong passwords and manage them so that they remain strong. I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. I can competently use the internet as a search tool. I can reference information sources.
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	I recognise what personal information is and can explain how this can be kept safe.			copyrighted and may not be copied or downloaded.	I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
6	I can turn a more complex programming task into an algorithm by identifying the important aspects of the task. I can test and debug my program as I go and use logical methods to identify the cause of bugs.# I can demonstrate a systematic approach to try to identify a particular line of code causing a problem. I can translate algorithms that include sequence,	I can readily apply filters when searching for digital content. I can explain in detail how credible a webpage is and the information it contains. I can compare a range of digital content sources. I can use critical thinking skills in everyday use of online communication. I can make clear connections to the audience when designing and	I can demonstrate the safe and respectful use of a range of different technologies and online services. I can identify more discreet inappropriate behaviours through developing critical thinking. I can recognise the value in preserving my privacy when online for my own and other people's safety.	I understand that some messages may be malicious and know how to deal with this. I understand that online environments have security settings, which can be altered, to protect the user. I understand the benefits of developing a 'nickname' for online use. I understand that some malicious adults may use various techniques to make contact and elicit personal information. I know that it is unsafe to arrange to meet unknown people online. I know how to report any suspicions.	I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.



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	selection and repetition into code. I can interpret a program in parts. I can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. I can explain in some depth the difference between the internet and the World Wide Web.	creating digital content. I can design and create my own blogs to become a content creator on the internet. I can evaluate the quality of digital solutions and identify improvements, making some refinements.		I understand I should not publish other people's pictures or tag them on the internet without permission. I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate.	
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