

EYFS

Within our Early Years Foundation Stage children are given opportunities to engage with technology. They respond to and complete activities across the curriculum on their Year Group tablets; this cross-curricular usage of ICT is embedded in Reception to then continue and develop over a pupil's time at the Academy. One key element of the children's experience and understanding of how Computing supports communication is the routine, usually daily use, of [Seesaw](#) to share work, outcomes, achievements and information with home. This continues throughout a



pupil's time at the Academy, each year and term adding greater opportunities for creativity, complexity and independence in how Seesaw is used by the children.

Discrete subject teaching encourages Reception pupils to identify, describe and understand everyday uses of technologies. Their introduction to computing focuses on the importance of sequencing and the appropriate use of devices to complete practical tasks.

A month after arriving into Reception, one of Arthur's posts on Seesaw. He has used an app to add his voice to a self-portrait. (Click [here](#) for video)

Key Stage 1

In addition to the ongoing and developing use of IT across the curriculum, in Years 1 and 2 we provide ongoing opportunities for the development of general computer skills with specific focuses on text and multimedia, digital image use, virtual control and research skills. Every class has ready access to audio, image and video, recording and playback equipment. The children move from immediate response devices to programmable ones (primarily [Bee-Bots](#)) and consider the importance of precision in instructions.



Year 1 pupils having just had their Geography learning tested using [Kahoot!](#)

Year 1 children are introduced to [Discovery Coding](#) which in subsequent years will progressively develop their emergent programming skills. In Year 1 the children respond to programming challenges and debug simple programs when they don't work. In Year 2 pupils experience additional forms of input and instruction giving.



Left: Year 1 pupils producing and debugging algorithms to solve problems practically before doing this online.



Above: Year 2 pupils used a green screen and a video editing app to tell the breaking news of The Great Fire of London. (Click [here](#) for video)

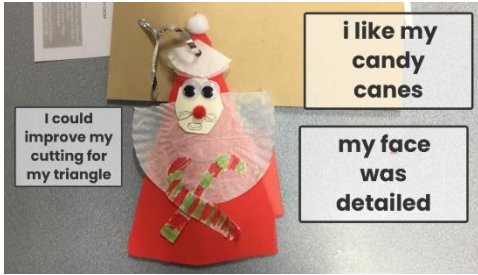


Right: In Year2 Declan has produced a video to show and explain addition. (Click [here](#) for video)

Key Stage 2

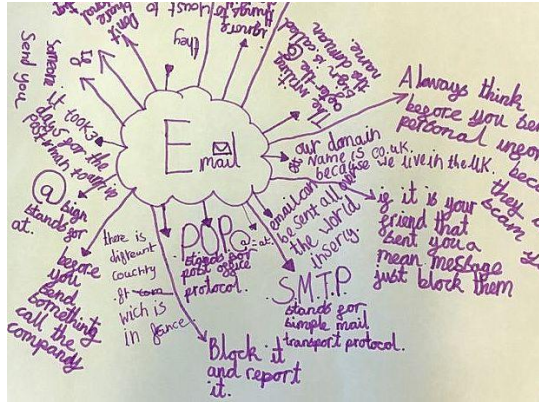
In Years 3 and 4 we build upon and extend the children's ICT experiences from Key Stage 1, both cross-curricular and Computing curriculum specific. The children work through a programming skills progression continuing to follow the [Discovery Coding](#) scheme.

A cycle of program 'review, debug and develop' is followed.

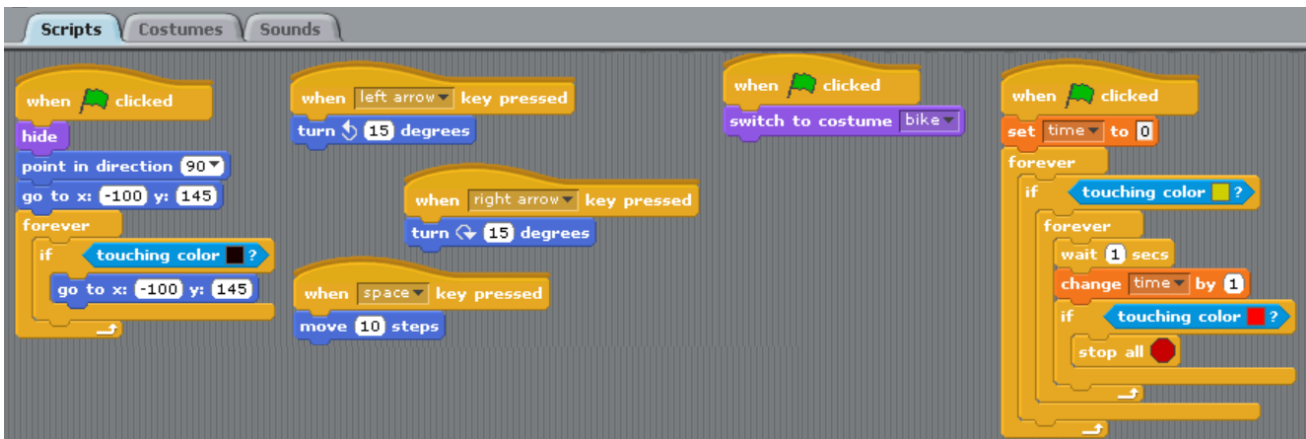
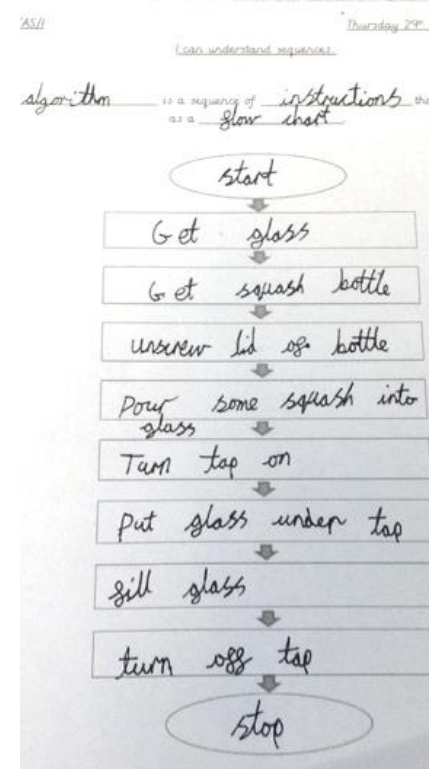


Left: In Year 3 Rocco used a tablet to photograph and review his DT work; knowing he would then share this with his parents via Seesaw.

Centre: Lucy and Lexi produced a poster about email in Year 3.



Right: Year 3 Olivia completed a flowchart to reinforce her understanding of algorithms.



Left: Year 4 Connor was very pleased with the game he programmed and improved in Scratch.



Left: As part of her Year 4 Science learning Emily produced a video about the different types of teeth (Click [here](#) for video).

In Years 5 and 6 we continue to build upon prior learning by using software and resources which have become familiar but with the expectation of a greater awareness of purpose and audience in children's work. Our [Discovery Coding](#) programming progression continues and the children are set tasks to meet following each new skill. Peer-working with the shared debugging and improvement of written programs is encouraged.



Left: Zack enjoyed presenting an extended news programme with other Year 5 boys. (Click [here](#) for video).

Right: Using the Adobe Spark video app Year 5 pupils Charlie and Ewan produced a moving and informative video about The Pals battalions of World War I (Click [here](#) for video).

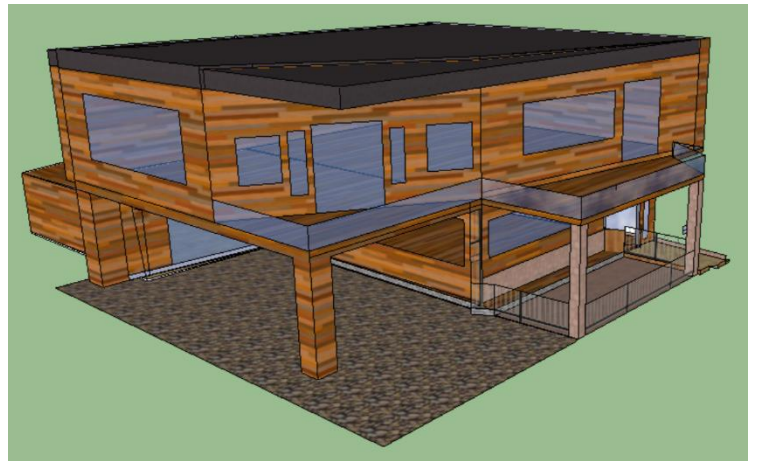


Dans ma trousse il y'a

Left: Harriet, Izzy & Lila used their Adobe Spark video editing skills to produce a film to demonstrate their understanding and abilities with French phrases. (Click [here](#) for video).



Y6 Evie produced a video to demonstrate and explain her understanding of BIDMAS. (Click [here](#) for video).



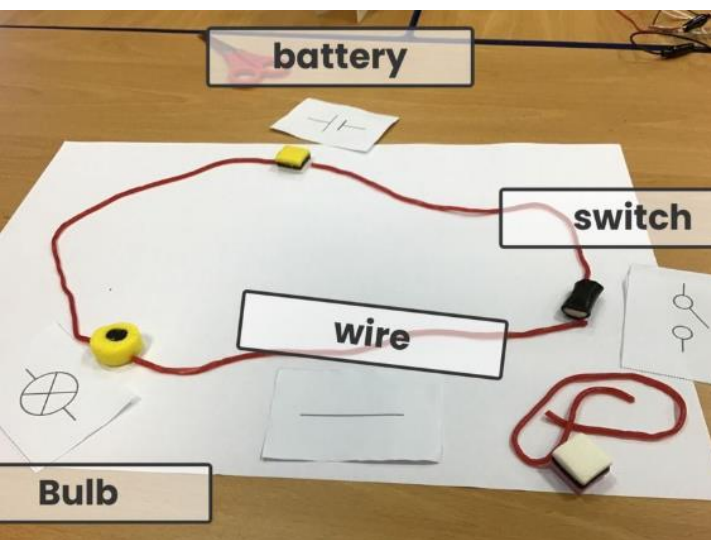
Dylan and Harvey's use of Computer Aided Design in Year 6 showed great skill and attention to detail.



Chloe and Daisy produced a video about Sikhism to share with the rest of Year 6. (Click [here](#) for video).



The use of ICT in English has really helped many pupils like Year 6 Jodie to fully engage with text analysis.



Daniel and Ethan have annotated their photograph of a Year 6 Science lesson and uploaded this to Seesaw.

Do you want a new life ???



Charlie and Lydia scripted and produced a persuasive video offering a better life. (Click [here](#) for video).

By Year 5 pupils are more independently using ICT across the curriculum, further creativity comes in Year 6.