

# A new computing curriculum

# Why a new curriculum?

- \* In the past at Elmridge we have followed the QCA scheme of work for Computing but have felt in recent years that it was not challenging our pupils sufficiently nor did it embrace new technologies that have become part of our everyday life.
- \* We began creating our own units, such as animation and e-safety in KS2 but were keen to reinvent a curriculum that was current, progressive and innovative across all year groups and right for our children.
- \* Michael Gove has recently echoed this view and called for changes in the new primary curriculum that will come into force in September 2014.
- \* Computing will now place greater emphasis upon e-safety and programming.

# The old curriculum

## Main Areas of Focus

Word processing – Word/ Clicker

Email

Graphs, Databases and Spreadsheets - Excel

Research and the internet

Combining words and graphics - PowerPoint

Control – roamers/screen turtle

Sound taught during music lessons

# The old curriculum

At Elmridge we didn't want Computing to just mean sitting at a computer, but wanted it to become an integral part of the work at the school.

We have introduced laptops, interactive whiteboards, video cameras and a VLE but also recognise the need to look towards other new technologies such as podcasts, blogs, I-pads and gaming.

At the same time we need to acknowledging the importance of getting the balance right and not using Computing just for the sake of it.

In addition we need children to be aware of the potential dangers and limitations of Computing.

# Switched On

A year before education secretary Michael Gove put the "dull and unsatisfactory" Computing curriculum on hold, a group led by Havering School Improvement Services' Computing team had already started work on a dynamic programme of study. The new curriculum, known as Switched on Computing, was designed to help develop the skills our pupils are likely to need in the future.

# Switched On

- \* *We felt that the adaptable nature of the scheme would fit within our ideas for how Computing should be taught at Elmridge. We could shape it to best fit our children and help move teaching and learning forward.*
- \* Our new creative scheme enables us to teach a range of Computing skills and software around inspiring projects that link to our class themes and subjects.
- \* New skills are taught in a progressive way. They begin in the foundation stage, starting and developing each year, engaging and challenging the children.
- \* Every *Switched on Computing* project uses Computing in context to create meaningful outcomes applicable to the real world. The skills that are developed across the entire programme are totally transferable to all areas of the curriculum and enable pupils to become skilled users of Computing.

# New areas included

- \* **Programming including understanding and using algorithms**
- \* **E-safety is embedded into every session**
- \* Recognise uses of technology beyond school
- \* Communication and collaboration
- \* Photography and video
- \* Geolocation
- \* Web design

# We are...

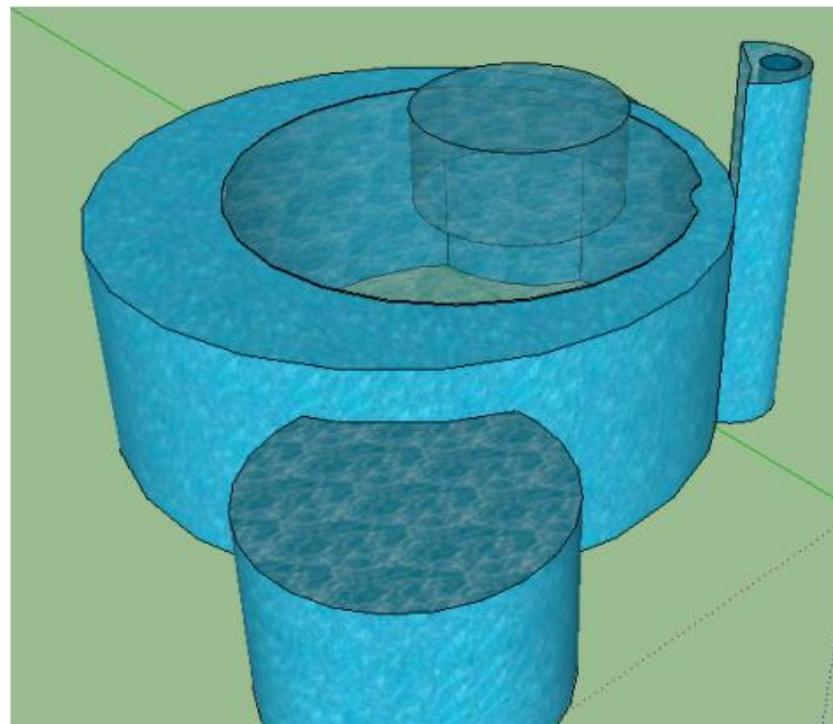
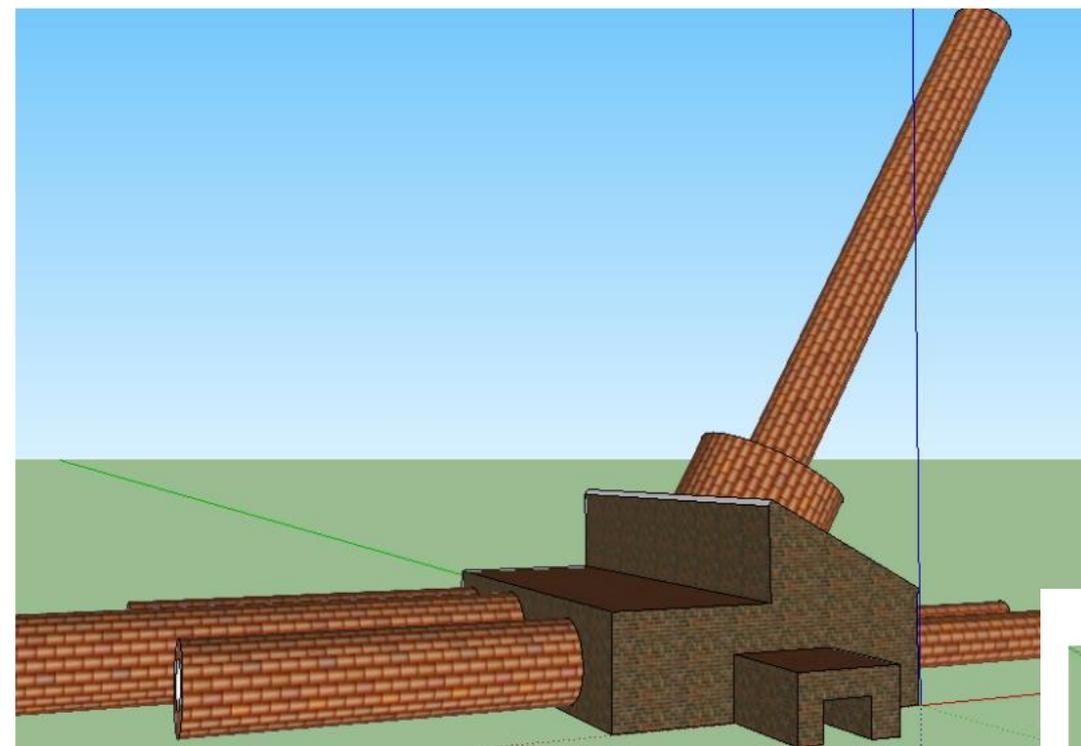
Each unit begins with a 'We are ...' statement. For example in year 6 the units covered are:

- \* We are explorers – Literacy- formal writing / virtual tour
- \* We are fundraisers – Maths – business model
- \* We are game developers – Literacy – extended narratives
- \* We are environmentalists – Geography theme on Rivers & mountains  
Science and habitats
- \* We are web developers – PSHE personal safety & risk
- \* We are publishers – Creating a year book / preparing to leave

# We are architects...

As well as providing access to locations far away, computers allow us to create imaginary, virtual locations, and allow others to visualise these, trying out ideas, changing things and seeing immediately the effect those changes have.

For architects, interior (or landscape) designers and civil engineers, this is a very powerful tool, and in school Google Sketch-up allows children to create realistic representations of fictional places such as an art gallery, in this case.



# Keeping you informed

| English   | Maths  | Science   | Computing   | Theme   |  |
|---|--|---|---|---|--|
| <p>This term the focus of the curriculum will be preparation for the SATS tests which take place during the week commencing Monday 13<sup>th</sup> May. We shall be revising aspects of narrative and non-fiction.</p>  | <p>This term the focus of the curriculum will be preparation for the SATS tests which take place during the week commencing Monday 13<sup>th</sup> May. We shall be recapping key skills covered through the year so far and how to apply them within different situations</p> | <p>How we see things</p> <p>Children learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Children contrast reflection and shadow formation.</p>      | <p>We are web developers</p> <p>Children work collaboratively to produce a comprehensive, balanced and well researched website offering advice on aspects of e-safety for parents and children at school.</p> | <p>Context for learning – 1960s</p> <p>Children learn about aspects of recent history through the study of the life of John Lennon as an example of someone who made a significant impact on popular culture and entertainment, and whose life portrays some of the key social and cultural changes of the post-war period.</p>   |  |
| Music   | Spanish  | Art & Design  | RE  | Games   | Citizenship/PHSE   |
| <p>Cyclic patterns- Exploring rhythm and pulse</p> <p>The children will learn how some music uses cyclic patterns. They will learn how sounds can be used rhythmically. They will listen to examples of world music which experiment with steady pulse and improvised patterns. They will create and develop ideas and make improvements to their own work.</p> | <p>Children will look at talking about themselves and then others linking in with our work upon biography, developing their understanding of 1<sup>st</sup> and 3<sup>rd</sup> person and past &amp; present tense.</p>  | <p>Children will look at fashion trends from the 1960s and the use of textiles, shape and colour. They will research trends of the era and apply their understanding to design and make a paper dress and a smaller fabric version.</p> | <p>Children will look at how expressing faith involves feelings and emotions and the role of music and colour within different religions.</p> <p>They will also look at the Easter story.</p>                 | <p>Sports Development. Sainsbury's challenges. Children will learn a skill, play a game and complete a minute challenge each week to develop fitness as part of the Sainsbury's healthy school challenge.</p> <p><u>PE</u><br/>Dance<br/>Children look at dances of the 1960s and learn and perform a 60s style routine. They then create their own 1960s music videos.</p> | <p>Beach Safety<br/>Children will look at the dangers involved at the beach and near water and learn about the role of the life guards. They will look at making safe choices.</p> |

# An Exciting Time

- \* Elmridge is about to enter an exciting period of change and Computing will be key in this reinvention.
- \* New equipment and facilities are currently being planned for to further improve our Computing provision.

# E-Safety

- \* Most children now have access to the internet at school and at home.
- \* Many of our children also have phones.
- \* At school we are committed to supporting pupils with how they can keep safe and where they can seek help.

# E-Safety

- \* Stephen Skilton
- \* Anti Social Behaviour Officer (South & West)
- \* Trafford Council
- \* Safer Communities