



At St Saviour's Primary School... We are technicians

Our vision is to empower all pupils to become confident, creative, and responsible digital citizens, equipped with the computational thinking and digital literacy skills needed to thrive in an ever-evolving technological world.

Intent

At St Saviour's School, our intent for the Computing curriculum is to equip all children with the knowledge, skills, and confidence to thrive in a digital world using computational thinking. Our computing curriculum is embedded throughout all areas of the Jersey Curriculum so that pupils can embed taught skills to further their learning. We aim to foster a love for Computing by delivering an engaging, broad, and balanced curriculum that:

- Promotes Digital Literacy: We strive to ensure that every child becomes digitally literate, capable of using technology safely and responsibly. This includes understanding online safety, data protection, and the ethical implications of technology use including Artificial Intelligence.
- Encourages Creativity: By integrating Computing with subject areas such as Mathematics, Science, and Art, we provide opportunities for children to express creativity through coding, design, and multimedia presentations.
- Develops Problem-Solving Skills: Our curriculum is designed to develop computational thinking and problem-solving skills. Children learn to break down problems into manageable parts, enabling them to devise practical solutions.
- Enhances Oracy and Vocabulary: We prioritise pupil talk and vocabulary development by incorporating oracy strategies into Computing lessons. This involves structured discussions, peer collaboration, and presentations, helping students articulate their thoughts and engage in dialogue about Computing concepts and processes.
- Prepares for Future Opportunities: We aim to prepare our students for a rapidly changing digital landscape by introducing them to essential skills, such as programming, algorithmic thinking, and understanding computer systems.

Implementation

Our implementation of the Computing curriculum is underpinned by a comprehensive and well-structured approach that is centred around our tailored curriculum design according to the three main themes: digital literacy, computer science and information technology. We follow the Jersey Curriculum for Computing while integrating it with a variety of cross-curricular themes and projects. Our curriculum design means that pupils will have explicitly taught computing lessons as well as opportunities to progress their computational skills and understanding across the curriculum. Each year group has a progressive curriculum that builds on prior knowledge and skills, ensuring continuity and depth of learning as detailed below. In KS1 and KS2, the Computing Progression Pathway provides the framework for teaching and learning through the school, detailing the key skills and vocabulary which will be taught. Particular emphasis is placed on E-safety messages throughout the school and pupils are taught strategies to report and deal with any E-safety issues at or outside of school. Collaborative oracy-based activities are planned in the majority of computing tasks to promote discussions and presentations where students articulate their understanding, ask questions, and build vocabulary related to Computing concepts across the curriculum. Pupils use a variety of tools to support and progress their knowledge and understanding in computing. This includes laptops, iPads, MicroBits and BeeBots. We utilise formative assessments to monitor student progress and adapt teaching methods appropriately. Regular feedback is provided to students, fostering a growth mindset and encouraging them to reflect on their learning. The CLT meets with the STEM Minister each term to ensure that the curriculum is reflective of pupils' opinions and ideas, they consult with the wider school to support the development of the subject as part of the Pupil Government to ensure pupil voice is at the heart of all learning.

Impact

By the end of each year group, pupils are expected to know, apply and understand the matters, skills and processes specified. Pupils have enthusiasm to progress their computational thinking and skills across curriculum, demonstrating a high level of engagement and motivation. End of term assessments demonstrate the progress pupils make, demonstrating high levels of proficiency in programming, algorithmic thinking, and digital literacy which they use to facilitate their learning across the curriculum. Pupils show increased awareness of online safety and digital citizenship, as evidenced by classroom discussions and practical projects. They understand the importance of responsible technology use and apply this knowledge in their daily lives attributing to highly positive attitudes to technology. Pupil skills and knowledge to communicate effectively has improved significantly, as shown through structured discussions and presentations. They articulate their Computing experiences and vocabulary confidently in both collaborative and individual contexts in all areas of the curriculum. Pupils have a high level of innovation and creativity within their computing learning. Pupils regularly showcase their projects in front of small groups, whole class as well as within school assemblies and exhibitions, highlighting their inventiveness and the application of Computing skills in real-world contexts as well as within all other areas of the curriculum. Pupils are confident in using a range of hardware and software, with particular emphasis placed on the importance of e-safety and respectful use of information technology. They recognise the important role of computing as lifelong learners by adapting and applying their skills to different contexts. The children are able to think logically, problem solve and use computing safely to further enhance their learning opportunities.

	Autumn 1 Pupils will learn....	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Exploring technology around us and using technology to create digital paintings</p> <ul style="list-style-type: none"> How to log in and open an app How to type their name and simple words How to take a picture and voice recording How to create digital paintings <p><i>Apps on J2E- JiT paint, JiT mix, photo, microphone, my files</i></p>		<p>Programming - Moving a robot and onscreen sprite</p> <ul style="list-style-type: none"> How to write short algorithms and programs How to read code to predict outcomes How to debug when things go wrong How to link a picture they have taken of their learning with a voice recording <p><i>Apps on J2E- JiT Turtle, JiT mix, photo, microphone, my files</i></p>		<p>Digital writing</p> <ul style="list-style-type: none"> How to consolidate typing skills from Autumn term How to change the look of text How to save work with a name so that others know it belongs to me How to reopen work that belongs to me How to combine pictures and text by getting pictures from the J2E library using the search bar (e.g. animals, plants, etc) How to create an online book including images, text and voice recording (topic of teacher's choosing – animals, beaches, etc) How to publish my book for others to read using the icon <p><i>Apps on J2E- JiT write, photo, microphone, my files</i></p>	
Year 2	<p>Using technology to create digital music, share information and research</p> <ul style="list-style-type: none"> How to create an online book/poster/ How to type longer sentences using the formatting toolbar How to insert and edit images How to create simple musical compositions <p><i>Apps on J2E- J2Create, photo, microphone, my files</i> <i>Apps – PicCollage, etc</i></p>		<p>Programming – Writing algorithms and converting them into code e.g animation or quiz</p> <ul style="list-style-type: none"> How to create and debug algorithms and programs How to use logical reasoning to read code and make predictions. How to use events to trigger an action How to debug when things go wrong How to use simple repetition <p><i>Apps – Scratch Jr</i> <i>Apps on J2E–JiT mix, photo, microphone, my files</i></p>		<p>Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	
Year 3	<p>First few sessions – Refer to Basic Digital Literacy Skills Doc on Progression Pathway</p> <p>Creating media - Creating, researching and presenting using j2create</p> <ul style="list-style-type: none"> How to format text - bold, italics, underline, change the font size, colour How to insert and format images How to create different types of documents combining text and images How the internet lets us view and search the World Wide Web How to copy and paste text from a webpage into j2create <p><i>Apps – Microsoft Teams, Microsoft Sway (tbc),</i></p>		<p>Programming – Sequencing, events and actions in programs</p> <ul style="list-style-type: none"> How to identify that a program includes sequences of commands How to build a sequence of commands How to combine commands in a program How to order commands in a program How the order of commands can affect a programs output How to identify that different sequences can achieve the same or different outputs How to use different inputs (actions) to start a program or sequence of instructions How to create a sequence of commands to produce a given outcome <p><i>Apps on J2E – J2Code</i></p>		<p>Link to Maths – statistics using J2Data</p> <p>Animations</p> <ul style="list-style-type: none"> How to create a stop-frame animation How to capture digital still images to produce a stop-frame animation that tells a story How to edit an animation and add additional effects such as title, captions and audio How to create an animation inserting different objects, setting timings and add the additional effects <p><i>Apps on J2E- JiT Animate (storyboard).</i> <i>Apps – iMotion (to record) and iMovie (to edit and add on additional effects), Adobe Express for Education (as an extension/ I could...).</i></p>	
Year 4	<p>First few sessions – basic desktop publishing and presenting-typing skills, formatting, etc. – Refer to Basic Digital Literacy Skills Doc on Progression Pathway</p> <p>Managing and sharing information online</p> <ul style="list-style-type: none"> How to analyse information to make a judgement about probably accuracy How to make your own decision regarding content you have listened to, read or watched How to spot fake news and explain the difference between misinformation (confusion) and disinformation (lies) 		<p>Programming - Repetition in shapes and games</p> <ul style="list-style-type: none"> How to identify patterns in a sequence, e.g. 'step three times' means the same as 'step, step, step' How to identify and use a loop command in a program to repeat instructions How to recognise a forever and count-controlled loop and understand when to use them appropriately to produce a given outcome How to justify when to use a loop and when not to How to plan a program that include appropriate loops How to use 2 or more sequences that run at the same time 		<p>Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. – <i>sound in Summer 1 Science</i> - Logging in Science Sound learning.</p> <p><i>(Approx 2 lessons to be covering during maths lessons. CL to</i></p>	<p>Link to Maths – statistics applying knowledge from Data <i>Using Google Sheets</i> <i>(Approx 2 lessons to be covering during maths lessons)</i></p> <p>Y5 unit - Introduction to vector graphics</p>

	<ul style="list-style-type: none"> How to verify whether information online is accurate How to explain why lots of people who share their opinions or beliefs online are not always accurate How to capture and edit audio to produce a PSA for the plague <p><i>Apps – BandLab for Education (Adobe Express for Education/Adobe Podcast)</i></p>	<p><i>Apps on J2E – J2Code</i></p>	<p><i>check Science MTP to match across lessons)</i></p>	<p>Creating images in a drawing program by using layers and groups of objects.</p> <p><i>(End of year, 6 lesson project)</i></p>
<p>Year 5</p>	<p>First few sessions – basic desktop publishing and presenting-typing skills, formatting, etc. – Refer to Basic Digital Literacy Skills Doc on Progression Pathway (ADD KAZ TYPING) J2 Webby</p> <p>Photo editing (Y4 unit)</p> <ul style="list-style-type: none"> How to manipulate digital images How to create new images using Gen AI How to edit images using Gen AI How to reflect on the impact of changes and whether the required purpose is fulfilled How to spot photos created using AI and understand the ethical considerations when using AI to create, edit and manipulate photos <p><i>Apps – Adobe Express for Education</i></p>	<p>Flat-file databases</p> <p>Using a database to order data and create charts to answer questions. – link to maths <i>using J2 Data (Approx 4 lessons)</i></p> <ul style="list-style-type: none"> How to know that a computer program can be used to organise data How to order data to answer questions How you can use operands/attributes (choices) to search and filter data How 'and' / 'or' can be used to filter data selection How to choose multiple criteria to search data to answer a given question How to select an appropriate graph to visually compare data and present information to others <p>Link to Maths – statistics. Using Google Sheets. (Approx 2-3 lessons to be covering during maths lessons)</p> <p>Step 1 Draw line graphs</p> <p>Step 2 Read and interpret line graphs</p> <p>Step 3 Read and interpret tables</p> <p>Step 4 Two-way tables</p> <p>Step 5 Read and interpret timetables</p>	<p>Selection in quizzes</p> <p>Exploring selection in programming to design and code an interactive quiz.</p>	<p>Selection in physical computing</p> <p>Exploring conditions and selection using a programmable microcontroller (Using Microbits).</p>
<p>Year 6</p>	<p>First few sessions – Refer to Basic Digital Literacy Skills Doc on Progression Pathway</p> <p>Variables in games</p> <ul style="list-style-type: none"> How to read code and identify the use of variables How to design and write algorithms and programs incorporating variables How to detect errors and debug How to solve problems by decomposing them into smaller parts How to use sequence, selection and repetition in programs using various forms of input and output <p><i>Apps on J2E – J2Code, Make Code on Microbits (I could...)</i></p> <p>Special comment – this is overarching for the year Communication and collaboration</p> <p><i>Exploring how data is transferred by working collaboratively online. J2 Webby</i></p>	<p>Creating and producing videos using Adobe Express for Education - AI knowledge</p> <ul style="list-style-type: none"> How to identify that videos can be edited and manipulated to be almost unrecognisable from an original How to use different effects and techniques to edit and manipulate videos How to combine different types of media e.g. video, photos, voice-overs, animated characters, sound effects/music, text and objects How to spot videos created using AI and understand the ethical considerations when using AI to create, edit and manipulate videos How to recognise that videos can be improved through editing How to use 'split', 'trim', and 'crop' to edit a video and different types of media How to create video using a storyboard How to implement the storyboard as a video How to export a video 	<p>3D modelling</p> <p>Planning, developing, and evaluating 3D computer models of physical objects.</p> <ul style="list-style-type: none"> How to use a digital tool to modify and manipulate 3D objects How to combine objects to create a 3D digital artefact How to view 3D objects from different perspectives How to use 'place holders' to create holes in 3D objects How to design a real-world object – i.e. dream house, playground, etc. (teacher/class to choose focus) <p>OPTIONAL</p> <p>Link to White Rose Maths 'Bakery Project' – statistics and spreadsheets using Google Sheets.</p> <ul style="list-style-type: none"> How to use functions to perform calculations How to use a spreadsheet to model a real-life project How to recognise when to link cells so that the cell value will automatically update 	