



SMSC within Computing at Raddlebarn Primary School

Pupils' **spiritual development** is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

EYFS	Using technological devices in roleplay to imagine real life experiences where adults may use ICT. Using ipads/paint programs to create pictures and images.
Year 1	<p>Computer Science</p> <p>Computer science is taught in each year group, where it links to the overarching theme. Computer science is the core of computing where pupils are taught how digital systems work. Having been taught the key skills, children can then use their own imagination to create their own programs. Children then share, evaluate and reflect upon their designs and experiences.</p> <p>In year 1 and 2, we look at;</p> <ul style="list-style-type: none"> • coding in a simple program that controls a character • creating programs using different objects whose behaviours are limited by specific actions <p>In year 3 and 4, we look at;</p> <ul style="list-style-type: none"> • designing and writing a program that simulates a vehicle moving • creating programs with animals that move and make sounds when using text commands <p>In year 5 and 6, we look at;</p> <ul style="list-style-type: none"> • creating playable, competitive games with timers and scores • coding map-based text adventures <p>Information Technology</p> <p>In Information Technology children use their computer science knowledge to create programs, systems and produce content. They gain a sense of enjoyment and fascination in learning about themselves and the world around them. They use their creativity to produce content related to all curriculum areas, through text and images.</p> <p>In year 1 and 2, we look at;</p> <ul style="list-style-type: none"> • animated story books • creating pictures using 2Paint and music using 2Sequence <p>In year 3 and 4, we look at;</p>
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

- using tools within spreadsheets, touch-typing, using email safely and creating databases
- writing for different audiences (formatting text), stop motion animation and the function of different computer parts.

In year 5 and 6, we look at;

- Designing a Tudor house using computer aided design
- Creating blogs or quizzes for a specific purpose

Whole School:

Our termly global themes are presented in whole school assemblies using images, music and key questions delivered through technological devices and carefully selected from the internet. This enables children to be reflective about their own beliefs and religions and to gain an interest in and respect for different people's faiths, feelings and values.

Pupils' **moral development** is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

EYFS	During self-initiated activities children have access to a range of technological devices including computers, ipads, listening stations and cameras. Children are taught to know the right and wrong way to use these technological items.
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Year 1	Digital Literacy Digital Literacy is the evaluating and reflecting on the use of software and the internet. It will prepare children for the future workforce and allows them to make the right choice when selecting technological tools and information. Throughout the school year, we consider how the stay safe at home and how we use the computers safely at school. Children learn how to log on with a private password and discuss why it is important to have a children's log in. Each year group covers online safety as and when it arises but also follows the online safety units within the Purple Mash scheme of work. As children work through school, they consider the moral questions such as ; <i>How can you keep safe whilst using the internet at home, school and in public places? Can I trust everything that I find out about on the internet?</i> <i>How secure are the images that are posted onto the internet?</i> They also develop an understanding of the copyright of images under British law. By the end of Year 6, children can investigate and offer reasoned views about moral and ethical issues related to the use of the internet.
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School:
All children and parents are aware of staying safe online. Each class participates in Safer Internet Day activities every year.

Pupils' **social development** is shown by their:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

EYFS	Children use digital recording microphones and talking pegs to share ideas and communicate with each other and with other adults. Children learn to take turns to use the technological equipment fairly, they also share their knowledge of how to use software with each other during self-initiated time.
Year 1	<p>Digital Literacy</p> <p>Digital Literacy is the evaluating and reflecting on the use of software and the internet.</p> <p>Computer science</p> <p>Children are encouraged to cooperate with each other and listen to each other's ideas and opinions. They evaluate how things work and how they could change the instructions to make them work more effectively.</p> <p>In year 1 and 2, we look at;</p> <ul style="list-style-type: none"> • Working together to complete transport surveys and animated e-books • Reviewing peers' programs <p>In year 3 and 4, we look at;</p> <ul style="list-style-type: none"> • Working together to debug programs • Sharing and exploring programs they have created <p>In year 5 and 6, we look at;</p> <ul style="list-style-type: none"> • Evaluating and improving their own and peers' games
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School:
 Through a range of subject related software subscriptions, for example Bug Club and TT Rockstars, children are offered safe learning environments where they can communicate and work alongside children within the local environment as well as pupils from different social, religious, ethnic and socio – economic backgrounds.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

EYFS	Children find out about local, national and global cultural events using video clips for Chinese New Year and Comic Relief. Children learn about their local area using Google Maps.
Year 1	<p>Digital Literacy</p> <p>Digital Literacy is the evaluating and reflecting on the use of software and the internet. Children learn how to research safely to find out about the past and the wider world. They explore their year group themes by watching video clips, images and reading information to find out more about their own heritage and that of others.</p> <p>Information Technology</p> <p>In Information Technology children use their computer science knowledge to create programs, systems and produce content.</p> <p>During Year 1 children research Influential People (Rosa Parkes, Martin Luther King) using a range of sources.</p> <p>In Year 2, children research the Victorians (Dr Barnardo/George Cadbury) and famous artists.</p> <p>In Year 3 children use search engines to research facts about the Romans before presenting their work.</p> <p>In Year 5 children learn about the Monarchs and Portrait artists through research and writing biographies.</p>
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School:

Through assemblies and whole school themes, children participate and celebrate in cultural, sporting and national events including Red nose day, and World Book Day. Children have access to these events by watching live feeds and historical archive footage. A range of music related to our global themes and selected for its diversity, in terms of genre and cultural mix is played and discussed during weekly assemblies.