"Lessons are calming for me because I find using computers relaxing. I am enjoying using kidztype to learn how to type fast at the moment." (Jaylen in Lynx)
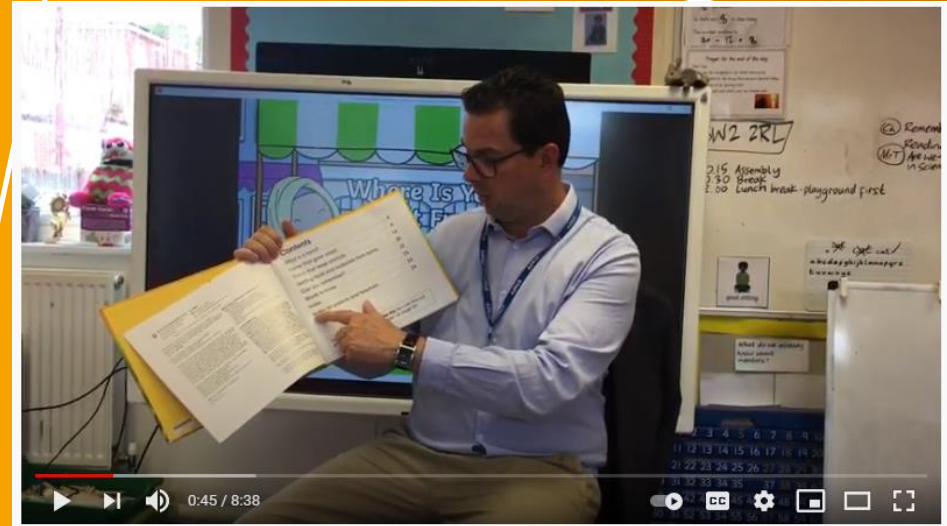
Holy Trinity Computing Portfolio

Stephen Taw

Computing at Holy Trinity

Our History

At Holy Trinity, we have invested time and resources into relaunching our Computing provision in 2021. We have started using a new curriculum and have enough computers for all of the children in a class in KS1 and in KS2.

The Covid 19 pandemic has raised the profile of computing because we relied heavily on them during the two school lockdowns. The second lockdown was particularly successful, using Google Classroom to teach and feedback.

Computing at Holy Trinity

Intent

To provide a computing curriculum which offers each student the opportunity to build confidence in using computers for a variety of tasks.

We have selected teachcomputing.org's fantastic scheme of work, put together by the National Centre for Computing Education and funded by the DfE.

Year 3

- Computing systems and networks – Connecting com...
- Creating media – Animation
- Creating media – Desktop publishing
- Data and information – Branching databases
- Programming A – Sequence in music
- Programming B – Events and actions

Computing at Holy Trinity

Implementation

Each lesson is fully-resourced, clearly explained and leads on from prior-learning.

The syllabus is interesting and varied and has been a big hit with the children.

Curriculum > KS1 > Unit > Lesson

This lesson builds on the basic mouse skills introduced in lesson 2. Learners will have the opportunity to apply mouse skills to a more open-ended, creative task.

Learning objectives

To use a mouse in different ways:

- I can use a mouse to open a program
- I can click and drag to make objects on a screen
- I can use a mouse to create a picture

Package contents

Lesson plans
Learning graphs
Unit overviews
Activities

Download all lesson files

Did you find these resources useful? 👍 👎

Computing at Holy Trinity

Implementation

The scheme of work is user-friendly for teachers, who can quickly assess the topics that they need to cover and those that they have covered already.

Progression

Progression across key stages

All learning objectives have been mapped to the National Centre for Computing Education's taxonomy of ten strands, which ensures that units build on each other from one key stage to the next.

Progression across year groups

Within the Teach Computing Curriculum, every year group learns through units within the same four themes, which combine the ten strands of the National Centre for Computing Education's taxonomy (see table, right).

This approach allows us to use the spiral curriculum approach (see the 'Spiral curriculum' section for more information) to progress skills and concepts from one year group to the next.

Primary themes	Computing systems and networks	Programming	Data and information	Creating media
Taxonomy strands	Computer systems	Programming	Data and information	Creating media
	Computer networks	Algorithms		
		Design and development		Design and development
	Effective use of tools			
	Impact of technology			
	Safety and security			

National Curriculum Coverage — Years 3 and 4	3.1 Connecting computers	3.2 Stop-frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in programs	4.1 The Internet	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			✓			✓			✓			✓
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	✓		✓			✓			✓	✓		✓
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			✓			✓			✓			✓
Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	✓						✓					
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						✓		✓	✓		✓	
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact								✓	✓		✓	
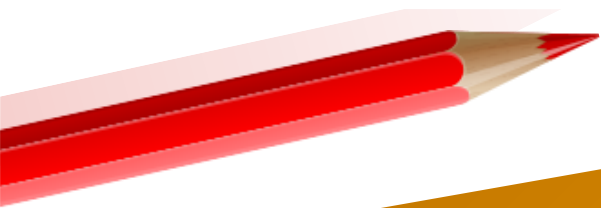
Google Classroom

Students' on-line work folders.

We use google-classroom to teach and keep a record of what students have learned. Classes have their own folders where students save their work and write a short evaluation at the end of each lesson.

Evidence of learning

Computing at Holy Trinity

Implementation

We have made a massive investment in new hardware at Holy Trinity in 2021. We have enough Ipads and laptops, in each key stage, for a full class to have one computer each to use during computing lessons. This availability also means that there are slots available each day for classes to book out hardware for use in other lessons, such as art, science, history or literacy.

"The lessons will help me when I go to secondary school. I know how to research on the internet. It is really helpful." (Nodrika in Tiger)
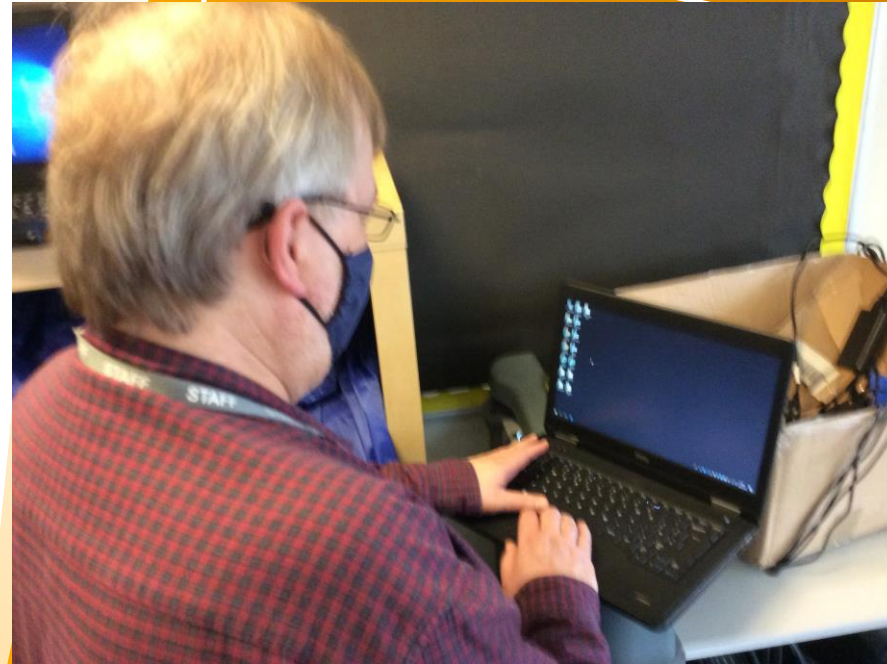
Computing at Holy Trinity

Implementation

We are supported by weekly visits from our excellent Computing consultant, Phil.

Phil is pictured setting up one of our new laptops. These are kept in cabinets, on charge, so that they can be wheeled to classes for each child to have their own computer to use.

Each class has their own set of six Ipads which are utilised for a variety of uses each day.

Computing at Holy Trinity

Implementation

We have started a new project called Digital Leadership, which is run by Childnet. This is a course involving one child from each Year 2 and KS2 class.

Participants are being trained in the use of computer hardware and programs with 'safe and responsible use' as the underlying principle.

Computing at Holy Trinity

Impact

Safe and responsible use of the internet is a theme that runs through our computing and PSHE curriculums. We were proud to support Safer Internet Day each year.

Last year the children produced short information videos on the subject. In prior years we ran a poster competition.

The winning-entry was featured on our school website and Twitter account.

Safer Internet Day officially breaks GUINNESS WORLD RECORD™

POSTED ON 26 APRIL 2021

In February for Safer Internet Day, we asked for your help to support the UK Safer Internet Centre and 2Simple as we attempted the official **GUINNESS WORLD RECORDS™** title for 'Most pledges received for an internet safety campaign in 24 hours.'

Thanks to everyone who made a pledge for Safer Internet Day we are pleased to announce we are now the current record holders for 'Most pledges received for an internet safety campaign in 24 hours' with a total of **16,372 pledges**.

Well done to everyone who made a pledge to help create an internet we trust and for being part of Safer Internet Day.
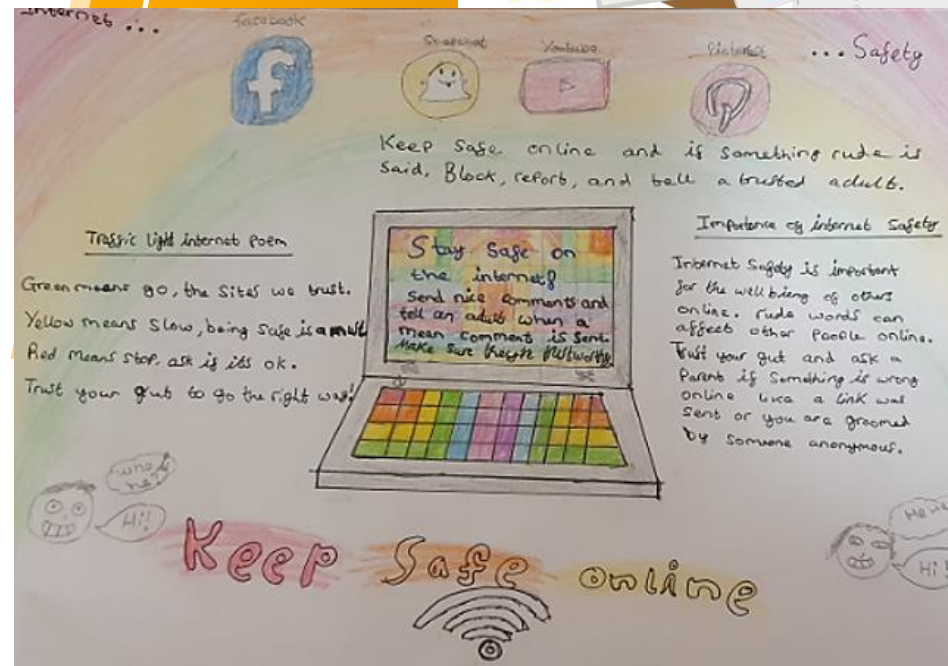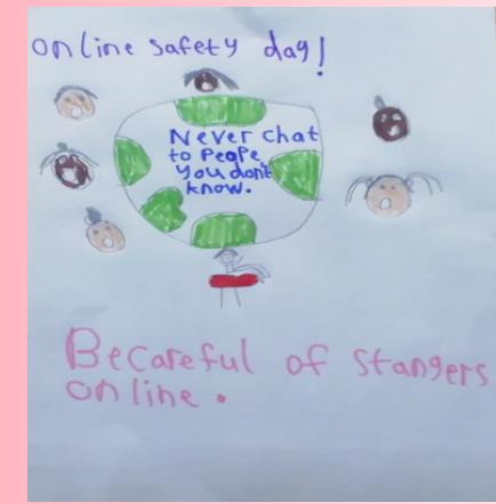
Enrichment/ Enhancement activity highlight

Leah – Bunny Class

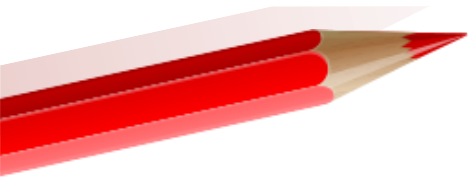## Elif – Lynx Class

Sarai – Panther Class

Janessa – Meerkat Class

The children were learning at home in February when Safer Internet Day 2021 was held. The children showed an excellent understanding of the issues and steps that they can take to stay safe on-line.

In 2022 the children worked in small groups to create 'public information film' using their class Ipads.

Online Safety

Internet safety tips are posted weekly as part of our Newsletter. These are adapted from advise disseminated by our e-safety advisor through Online Safety Weekly Updates.

Increasing parents' and carers' understanding of the issues.

Thank You!

Stephen Taw