Learning to love, loving to learn

We love because he first loved us.
1 John 4:19

Let all that you do be done in love.
1 Corinthians 16:14

Being an IT specialist at St Chad's

I'm being an IT Specialist

"We need to embrace technology to make learning more engaging. Because when students are engaged and they are interested, that's where learning takes place."

As a school, we want our children to progress as masters of technology within this ever developing technological world. As the children progress through their time at school, they will develop a firm understanding of how computing can be used in a safe, responsible and positive manner.

Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of Computing can be identified in the table below.

St Chad's 5C's	Using our 5C's within Computing
Community	• Visits and Visitors • Sharing of computing projects with St Chad's community.
Communication	• Progression of Computing vocabulary • Oracy opportunities within lessons to demonstrate understanding of subject-specific vocabulary.
Curiosity	• Developing understanding of how different ipad apps work and how they can be used to demonstrate subject knowledge across the Curriculum. • Understanding of algorithms and how to de-bug different software.
Collaboration	• Working in groups when completing Computing projects across Curriculum units. • Self and peer-assessment within lessons. • Collaborative partner work within Computing lessons.
Creativity	• Make links with our connected curriculum. • Use of different ipad apps to demonstrate Curriculum knowledge through cross-curricular Computing projects.

Computing in the EYFS Curriculum

Learning in the EYFS classroom is the starting point for children when developing their initial understanding of Computing. There are a variety of 'inventuring' opportunities for children to explore computing devices within continuous provision, such as using ipads to explore a range of apps to support learning. The use of beebots are also used to teach children about direction, position and for cross-curricular learning.
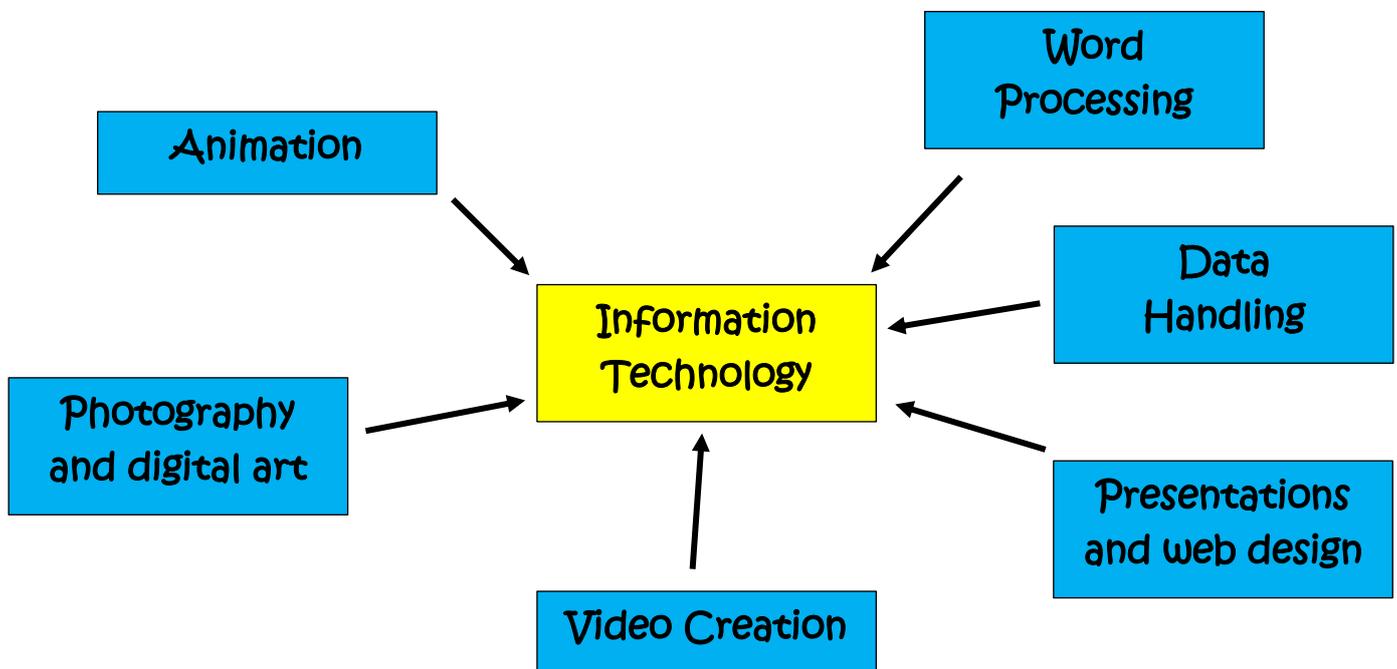
Creating our Computing Curriculum

We believe that our computing curriculum encapsulates the three elements of computer science, digital literacy and information technology.
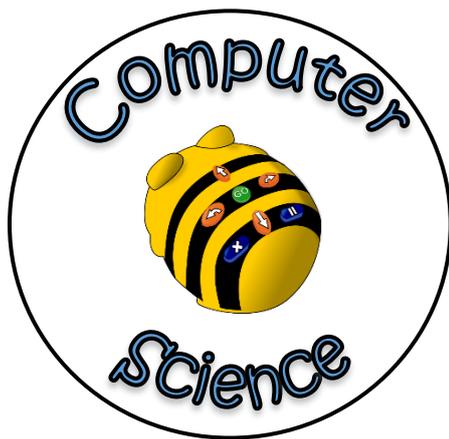
Within computer science, children develop their understanding of computer networks and programming. Throughout their time in KS1, children understand that an algorithm is a set of instructions and that programs work by following sets of different instructions. Children also have opportunities to create and debug simple programs. As children move into KS2, they further develop their knowledge of using logical reasoning to explain how simple algorithms work. Children will also be introduced to new concepts such as sequence, selection and repetition within programs. Throughout their time at St Chad's, children develop their understanding of computer networks. Within these sessions, children progress their knowledge of how computers can be linked together to allow them to 'talk' to each other.

Whilst studying information technology, it is important that children understand that digital technology is everywhere. As children progress through their time at St Chad's, they will have the opportunity to access a range of different apps which they can use to support project work within the wider connected curriculum.

Word Processing

Animation

Data Handling

Information Technology

Photography and digital art

Presentations and web design

Video Creation

We strongly believe that children must be provided with creative opportunities to use devices and programs throughout our connected curriculum which are accessible and are going to have a positive impact on learning outcomes. Within KS1, children use technology in creative ways to support project work within the connected curriculum. It is important that children begin to develop the confidence to create and manipulate digital content throughout project work in innovative ways to express and convey their learnt knowledge from that particular Curriculum unit. As children progress into KS2, they are provided with more freedom with how they use particular apps to support their work and accomplish given goals.

Within this ever-changing world, it is a firm belief of the school that through the world of social media and technology, our children need to be correctly educated on the use of a range of different platforms. We recognise that the best prevention for a range of different issues we currently see with technology and social media is through educating our children. Children have many opportunities to develop their understanding of digital literacy throughout the computing curriculum. Regular digital literacy learning opportunities occur throughout the year to support developing, deepening and embedding important knowledge.

St Chad's Rolling Programme

When creating our computing curriculum, it is important that it links into our connected curriculum as closely as it can. Therefore, allowing links to be made across computing strands and with other academic subjects enabling knowledge to be sequenced and carefully mapped.

Follow this link to find out more about St Chad's Rolling Programmes.
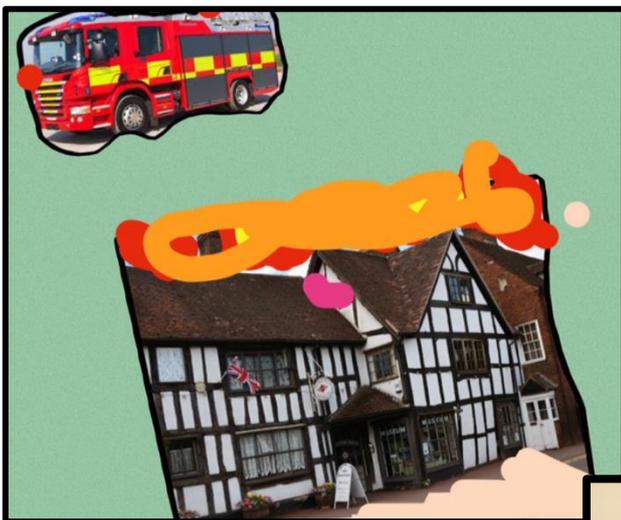
Information technology at St Chad's

Digital devices are used frequently by children across curriculum subjects to support the learning outcomes that are produced within lessons. Within each Curriculum unit, children complete a specific day-long project. The focus of these projects is to develop children's skills within that particular strand of information technology whilst further embedding Curriculum knowledge from the taught unit. A progression of apps and programs demonstrates the different apps that children use across their time at St Chad's within particular Information Technology strands.

Progression of Apps and Computer Programs across St Chad's

	Data Handling	Animation	Photography	Video Creation	Presentations
1	www.j2e.com	PuppetPals HD	Keynote PicCollage Powerpoint	Puppet Edu	
2	Numbers	PuppetPals HD Stop Motion Studio	Keynote PicCollage Powerpoint	iMovie Sketchpad	Powerpoint Word
3	Numbers Excel	Stop Motion Studio I Can Animate	Sketches Keynote Powerpoint	iMovie Clips	Powerpoint Word Pobble Book Creator
4	Numbers Excel	Stop Motion Studio I Can Animate	Sketches Keynote Powerpoint	iMovie Clips	Powerpoint Word Pobble Book Creator Microsoft Sway
5	Numbers Excel	Stop Motion Studio I Can Animate	TinkerCAD Sketches Keynote	iMovie Clips	Powerpoint Word Pobble Book Creator Microsoft Sway
6	Numbers Excel	Stop Motion Studio I Can Animate	TinkerCAD Sketches Keynote	iMovie Clips	Powerpoint Word Pobble Book Creator Microsoft Sway

Talking like an IT Specialist

It is important that children are able to demonstrate a growing understanding of subject-specific vocabulary. A progression of Computing vocabulary has been created to demonstrate vocabulary that is revisited before identifying the vocabulary that is introduced within a particular unit of learning.

Click here to find out about the progression of Computing vocabulary.

Knowing More and Remembering More

To ensure children are strengthening schemas within their memory, it is important that computing knowledge is constantly being developed and embedded within children's long term memories. Therefore, a computing knowledge progression has been developed to demonstrate how knowledge is introduced and then deepened throughout further units of learning. The computing knowledge progression focuses on the three key areas of computer science, information technology and digital literacy. Key professional research is undertaken, like using Mr P ICT, to ensure a secure progression of knowledge is developed across the school.

Follow the links below to find knowledge progression for the Computing curriculum across the school.

[Digital Literacy](#)

[Computer Science](#)

[Information Technology](#)

[Computer Networks](#)

> I liked when we drew pictures to help create algorithms.

> I enjoy using iMovie to create videos within curriculum lessons.

Children's Voice

> I liked when we looked at inputs and outputs and what made up a computer.

> I enjoy using learning all about programming.