

Lister Infants Recovery Curriculum for Computing/Online Safety

A Recovery Curriculum Statement for Computing/Online Safety

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

At Lister Infant School, we aim to provide children an access to enriching, diverse and creative curriculum that balance all the aspects of computing. Technology has revolutionised the way we live, study and work. Our intent is that pupils continue to build and excel their knowledge and understanding in all aspects of computing and pupils are introduced to a wide range of technology. We have ensured that Remote Learning is established so that should the need arise children can access education remotely on an Online Learning platform. We not only want our pupils to be competent, confident and creative users of technology but also safe and responsible digital citizens.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Class programs and computers. Create own puppet pal for storytelling. Programmable toys	<ul style="list-style-type: none"> Knows how to operate simple equipment, Shows an interest in technological toys Shows skill in making technology work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> I can talk about ICT apparatus, what it does and how to use it safely. I can give reasons why things happen or how things work. I can coordinate actions/instructions to use technology I can click on different icons to cause 	Computing is taught every half term with the knowledge, skills and understanding constantly being revisited throughout the year. Therefore, although two units were missed due to COVID 19 lockdown, most of

	Wonderbug and Codeapillar	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Interacts with age-appropriate computer software. • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. 	<p>things to happen in a computer program.</p> <ul style="list-style-type: none"> • I am aware of different technology in the world around us. • I am aware about keeping safe when using the Internet. 	<p>the KUS had been covered in previous units.</p> <p>To ensure the pupils are ready for new learning, teachers will build in opportunities to revise the crucial learning from the previous year group before new units are taught. School will be working in partnership with Hi Impact to upskill staff and pupils in computing and catch up on missed learning.</p> <p>Hi Impact to deliver a Seesaw workshop to staff and pupils. Seesaw will be used to consolidate learning through homework, be the main platform for home learning and to further the pupil's computing skills within the classroom.</p> <p>Hi Impact to deliver a Coding workshop to staff and pupils as a progressive way of teaching coding and simple programming.</p> <p>Hi Impact to deliver a Green Screen workshop to give pupils the opportunity to use technology, with the use of an iPad in a purposeful way in</p>
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<p>Year 2</p>	<p>We are TV Chefs Filming the steps of a recipe Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school.</p> <p>We are Painters Illustrating an E-book Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully , keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online</p>	<p>We are TV Chefs Filming the steps of a recipe</p> <ul style="list-style-type: none"> • I know how digital technology is used at home and in a work environment. • I know to use technology to create, organise and manipulate digital content • I can name parts of a computer and describe their function. • I know that information comes from different sources • I know that an algorithm is a way of solving a problem • I know that an algorithm can be followed by individuals • I can recognise common uses of computers in everyday life in school and outside of school • I can begin to identify some of the benefits of using technology. • I understand what algorithms are. • I can give examples of algorithms in everyday life • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can use digital cameras, iPod/iPad, video cameras to capture still/moving images for different purposes with help • I can use technology purposefully to create digital content. • I can use technology purposefully to store digital content. • I can develop digital skills e.g. using graphics 	<p>We are TV Chefs</p> <ul style="list-style-type: none"> • I can use digital cameras, iPod/iPad, video cameras to capture still/moving images for different purposes with help. • I can use technology purposefully to create digital content. • I can use technology purposefully to store digital content. • I can develop digital skills • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I know that an algorithm is a way of solving a problem • I know to keep passwords private. • I know what personal information is and know importance of keeping it private. • I know what to do if worried or concerned about something seen or heard online <p>We are painters Illustrating an E-book</p> <ul style="list-style-type: none"> • I can talk about the different ways in which information can be shown. • I can use technology purposefully to create digital content. 	<p>Computing is taught every half term with the knowledge, skills and understanding constantly being revisited throughout the year. Therefore, although two units were missed due to COVID 19 lockdown, most of the KUS had been covered in previous units.</p> <p>To ensure the pupils are ready for new learning, teachers will build in opportunities to revise the crucial learning from the previous year group before new units are taught. School will be working in partnership with Hilmpact to upskill staff and pupils in computing and catch up on missed learning.</p> <p>Hi Impact to deliver a Seesaw workshop to staff and pupils. Seesaw will be used to consolidate learning through homework, be the main platform for home learning and to further the pupil's computing skills within the classroom.</p> <p>Hi Impact to deliver a Coding workshop to staff and pupils as a progressive way of teaching programming and</p>
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	technologies	<p>or sound/music</p> <p>**Online safe messages are taught in all units and as part of daily teaching**</p> <p>We are Painters Illustrating an E-book</p> <ul style="list-style-type: none"> • I know how digital technology is used at home and in a work environment. • I know that ICT can give access quickly to a wide range of resources • I know to use technology to create, organise and manipulate digital content • I can name parts of a computer and describe their function. • I know that information comes from different sources • I can recognise common uses of computers in everyday life in school and outside of school • I can talk about the ways we use technology in our classroom • I can begin to identify some of the benefits of using technology. • I understand that I can find a range of information on the internet. • I can talk about the different ways in which information can be shown. • I can use technology purposefully to create digital content. • I can use technology purposefully to store digital content. 	<ul style="list-style-type: none"> • I can use technology purposefully to store digital content. • I can develop digital skills e.g. using graphics or sound/music • I know to keep passwords private. • I know what personal information is and know importance of keeping it private. • I know what to do if worried or concerned about something seen or heard online 	<p>debugging. This will teach key computer science concepts- understanding algorithms and identify correct mistakes (debugging).</p> <p>Hi Impact to deliver a Green Screen workshop in Term 1 to give pupils the opportunity to use technology, with the use of an iPad in a purposeful way in order to create digital content. It also supports cross curricular learning enabling pupils to use their ICT skills across the curriculum.</p> <p>Hi Impact to deliver Shadow Puppets workshop to create video presentations.</p> <p>Hi Impact to deliver Book Creator Workshop to support pupils to develop their skills to create digital content.</p> <p>Health Week will be used to revise online safety messages and teach key messages e.g. The effect on online actions on others, online benefits and risks</p> <p>Safer Internet day is celebrated each year to</p>
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