

SMSC within Computing at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • 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 	
Foundation Stage	<p>Using technological devices in roleplay to imagine real life experiences where adults may use ICT.</p> <p>Using paint programs to create pictures and images.</p>
Year 1	<u>Computer Science</u>
Year 2	<p>Computer science is taught in each year group for a minimum of two half terms, 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 the Autumn Term, Children in Year three and four create their own maze games.</p> <p>In Year two, in the summer term children create their own pirate game using coding.</p> <p>In the Summer Term, Year 5 children develop a sense of the world around them by creating a rivers game, linked to geography.</p> <p>In the Autumn term, Year 6, children create a clock counter to be shared with children throughout school.</p> <p><u>Information Technology</u></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 the summer term, children in Year 1 gain a sense of enjoyment and awe in how plants change and grow. They use their imagination by creating a plant animation to document the change in a sunflower and their sense of fascination is developed by exploring time lapse films of broad beans growing.</p>
Year 3	
Year 4	
Year 5	
Year 6	
Whole School	<p>Our three, 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.</p>

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

Foundation Stage	During self-initiated 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.
Year 1	<u>Digital Literacy</u>
Year 2	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.
Year 3	
Year 4	During the Autumn term, Year 2 considers how the stay safe at home and how we use the computers safely at school. Children
Year 5	learn how to log on with a private password and discuss why it is important to have a children's log in.
Year 6	As children work through year two, they consider the moral questions such as ; <i>How can you keep safe whilst using the internet at home, school and in public places?</i> <i>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.

Whole School

All children and parents sign up and agree to our school E-Awareness policy, The Think then Click agreement. This offers advice and guidance between right and wrong when using the internet, in order to keep themselves and their children safe.

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

Foundation Stage	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.
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Year 1	<u>Digital Literacy</u>
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Year 2	Digital Literacy is the evaluating and reflecting on the use of software and the internet.
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Year 3	<u>Computer science</u>
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Year 4	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.
Year 5	

Year 6	<p>In the autumn term, the Year 1 children work collaboratively to direct a bear (another child) back to the cave.</p> <p>In Year two children work collaboratively to predict how something will work. They work as a team to create an algorithm to get a caterpillar (programmable toy) across a vegetable patch.</p> <p>By Key stage 2 children develop and demonstrate skills (in programming) and attitudes that will allow them to participate fully in, and contribute positively, to life and work in modern Britain. Children learn the skills of creating a program and detecting where there is a problem and how they are going to resolve it.</p> <p>In the Autumn Term, children in Year three and four create their own maze games and reflect on whether it has worked successfully.</p> <p>In the Summer Term, Year 5 children develop a sense of the world around them by creating a rivers game, linked to geography.</p> <p>In the Autumn term, Year 6, children create a clock counter to be shared with children throughout school.</p>
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Whole School	Through a range of subject related software subscription, for example Mathletics and Bug Club 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.
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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

Foundation Stage	Children find out about local, national and global cultural events using video clips for Chinese New Year and Child In Need. Children learn about their local area using Google Maps.
Year 1	<u>Digital Literacy</u>
Year 2	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.
Year 3	
Year 4	
Year 5	<u>Information Technology</u>
Year 6	In Information Technology children use their computer science knowledge to create programs, systems and produce content. During Key stage One; children celebrate Mothering Sunday by typing Mother's Day poems and creating cards. In Year Two, children research what life is like for children in Brazil. They watch video clips of children living in Favelas and compare it to their own lives. Using Google Maps they compare their local environment with the wider world. In Year 4 children use search engines to research the Five Pillars of Islam before writing a report. Music to the 4 offers children in Year 1, 3 and 5 a chance to develop their music technology skills using music and sampling technology. In RE, Year 5 children learn about charity and helping people by researching the work of Christian Aid in Britain and the wider world.
Whole School	Through assemblies and whole school themes, children participate and celebrate in cultural, sporting and national events including Red nose day, World Book Day, The Olympics and the Eclipse. 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.

