



SMSC - Computing

Walford Nursery and Primary School



Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a 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.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- To demonstrate 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. Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend 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/KS1

Reception

- *Using technological devices in role-play* (Sp)
- *Using paint programmes to create pictures.* (Sp)
- *During child-initiated time children are given a range of devices and shown the correct way to use them.* (M)
- *Children taking turns with equipment.* (So)
- *Sharing ideas using talking pegs.* (So)
- *Children find out about local, national and global events using video clips.* (C)

Year 1

- ☐ *Children will gain awe and wonder, experiencing that they can access information in a range of ways, e.g. through cameras, laptops, iPads etc.* (Sp) (So)
- *Children will learn to control using Beebots and simple computer programmes.* (So)
- *Children will begin to understand ways that they need to keep safe when using ICT and take part in the National Internet Safety week. They will learn why it is important to have a log in and password.* (So) (M)
- *Children will learn about their local area and different cultures using Google maps and video clips.* (Sp) (So) (M)

Year 2

- *As part of our history unit, we will be evaluating the impact and influence of Tim Berners-Lee and other significant individuals.* (C)
- *E-Safety- Awareness that a variety of websites may need to be used and that not everything on the internet is true.* (M, So)

KS2

Year 3

- Children will explore a variety of ICT equipment and develop awe and wonder at the power of the digital age whilst understanding the advantages and limitations of ICT. (So, C)
- They will explore the moral issues surrounding the use of data through e-Safety lessons by considering the benefits and potential dangers of the internet. (M)
- Children will promote social development by discussing the impact of ICT on the ways people communicate. (So)
- They will develop a sense of awe and wonder by exploring human achievements and creativity in relation to worldwide communications. (Sp)

Year 4

- Effective sourcing and comparisons with communication in daily life between Egyptian life and now in UK (C, So, M)
- The children will explore the use of copyright and explore types images found online and their suitability. (M, So, C)
- KeyNote/PowerPoint presentations to present information (So, M)

Year 5

- Use the internet safely and following the SMART rules. Consider potential risks with sharing personal details online. (M, So, C)
- Knowing the difference between right and wrong and how to communicate using instant messaging. (M)
- Understand how to report and deal with malicious content. (M, So)
- Using social skills to collaborate on tasks such as film making project. (So)

Year 6

- Using the internet safely – SMART rules. Create instructional posters and design own webpages for other children to stay safe online. (So)
- Using strategies to decide if published information is accurate and be critical evaluators. (M, So, C)
- Knowing the difference between right and wrong – choosing whether websites are safe or inappropriate to use. (M)
- Take part in video chat following appropriate rules/conduct. (So, C)
- Using social skills – working collaboratively and creating films using script, and different media with other children. (So)

