



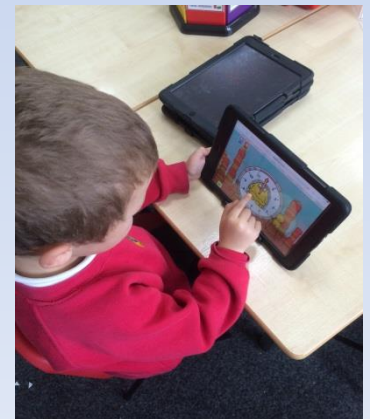
Computing Portfolio

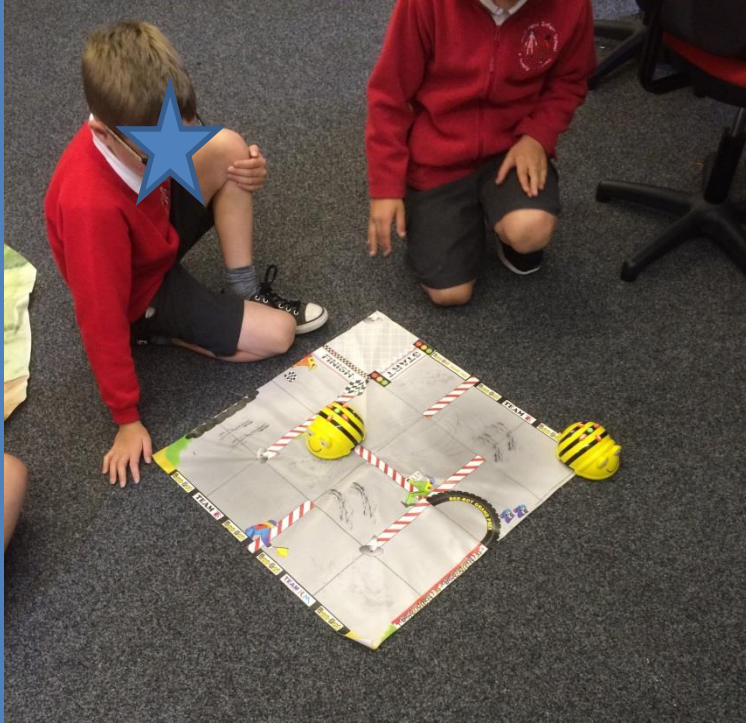
WEST HOVE
INFANT SCHOOL
.....
A family of friends



Computing at West Hove Infants

- Computing is an integral subject at West Hove Infant School, being taught both as a discrete subject and used as a tool to engage and support children throughout the curriculum.
- Each site has a fully fitted Computer suite and each class has their own small set of iPads to use on a regular basis.



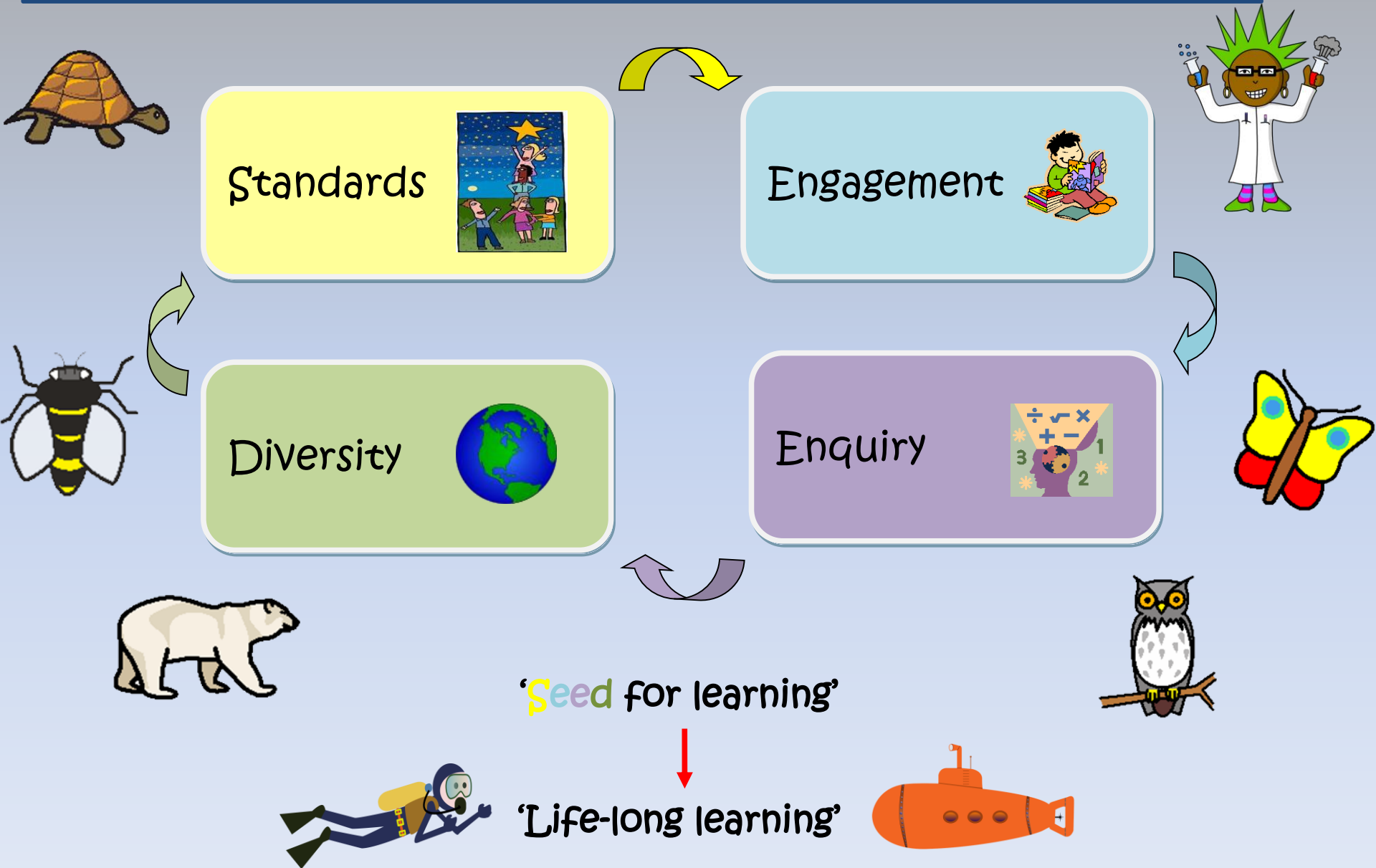


Our curriculum aims to give children the ability and skills to produce high quality work, to work collaboratively, explore their own ideas and express themselves creatively.

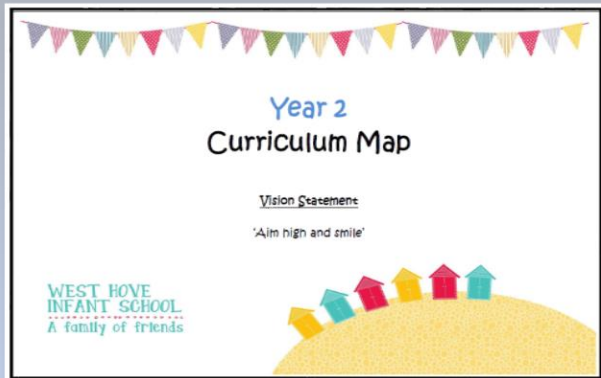
CURRICULUM



Curriculum Drivers: SEED



Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **COMPUTING** throughout each year.

<p>Range of Opportunities</p> <ul style="list-style-type: none"> • Immerse themselves in the world of what has been read so far. • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen. <p>Pupils:</p> <ul style="list-style-type: none"> • Listen to a range of new types, including fiction and non-fiction. • Read and listen to poetry and learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Frequenter read with other year groups. • Celebrate reading at events like World Book Day. 	<p>¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and Silver banded books are used as an age-related expectations benchmark.</p> <p>² Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p> <p>³ Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>
---	---

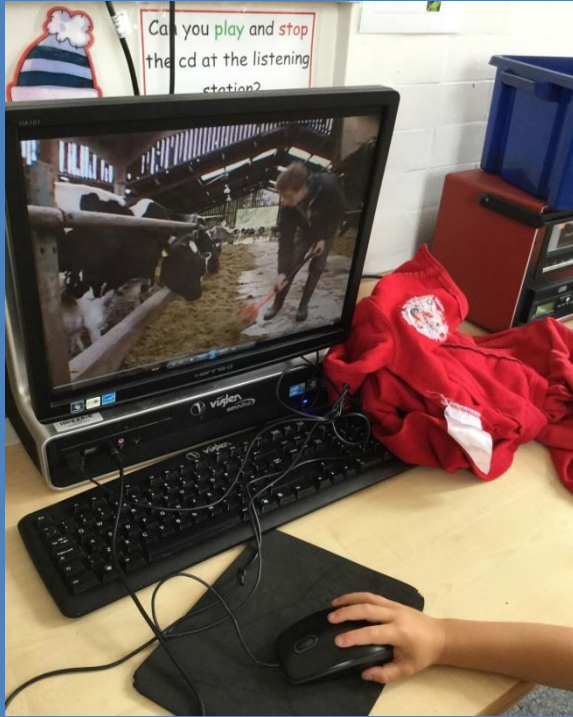
Learning Expectations	<ul style="list-style-type: none">• Use co-ordinators (e.g. on / and / but) and some subordination (e.g. when / if / that / because) to join clauses.• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and marking phonically plausible alternatives at others.• Spell many common exception words¹.• Use cursive handwriting.• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Use spacing between words that reflects the size of the letters.• Revise, evaluate and polish their writing.• Publish and share work to celebrate their achievements.						
Range of Opportunities	<table><tr><td>Non Fiction</td><td>Poetry</td><td>Fiction: Narrative</td></tr><tr><td>• Alien Fact File</td><td>• Rainforest description</td><td>• The Magic pebble</td></tr></table>	Non Fiction	Poetry	Fiction: Narrative	• Alien Fact File	• Rainforest description	• The Magic pebble
Non Fiction	Poetry	Fiction: Narrative					
• Alien Fact File	• Rainforest description	• The Magic pebble					

¹ These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<p>Learning Expectations</p> <ul style="list-style-type: none"> • Use sentence stems to explain understanding. • Ask questions based on discussions. • Challenge each other to build on and explain ideas. • Explain and discuss texts read to them and those they have read for themselves. • Take turns and listen to others. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Continue to build, appreciate and recite a repertoire of poems and poems. 	<p>Range of Opportunities</p> <p>Pupils:</p> <ul style="list-style-type: none"> • Enliven in Creative Partner, group and whole class discussions in all areas of the curriculum. • Listen to and learn a wide range of subject specific vocabulary. • Through reading identify vocabulary that enriches and enlivens stories.
--	--

<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Information Texts • Narrative • Poetry from other cultures • Writing for a variety of purposes • Joney Barker (A Jungle adventure) 	<p>Poetry:</p> <ul style="list-style-type: none"> • Beach • Non-Fiction: Non-Chronological Reports • Brighton tour guides • Fiction: Poetry writing • My Plan Poems
---	---





CURRICULUM

engage, inspire, respect..

Please go to:
<http://www.westhoveinfants.co.uk/our-curriculum/scheme-s-of-work/>
to see our
COMPUTING
curriculum
planning in full

Spiritual, moral, social and cultural development

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Computing	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By Considering the benefits and potential dangers of the internet – e.g. Campaigns for Charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By Considering the vision of those involved in developing the Internet.</p>	<p>By highlighting ways to stay safe when using on line services and social media</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype, e mail, text in age appropriate language.</p> <p>By using technology to further our understanding of the world we live in.</p>	<p>By exploring human achievements and Creativity in relation to worldwide Communications.</p> <p>By using technology to further our understanding of Cultures and beliefs.</p>

Please look at our website for further information





'Stunning Starts',
'Fabulous Finishes'

Local
environment:
walks, beach visit,
Wish park



Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges



Engagement



Theme days:
Superhero Day,
Art Day, French
week



Learning outside.
Active Learning.
Sports & PE

Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



First hand
experiences.
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



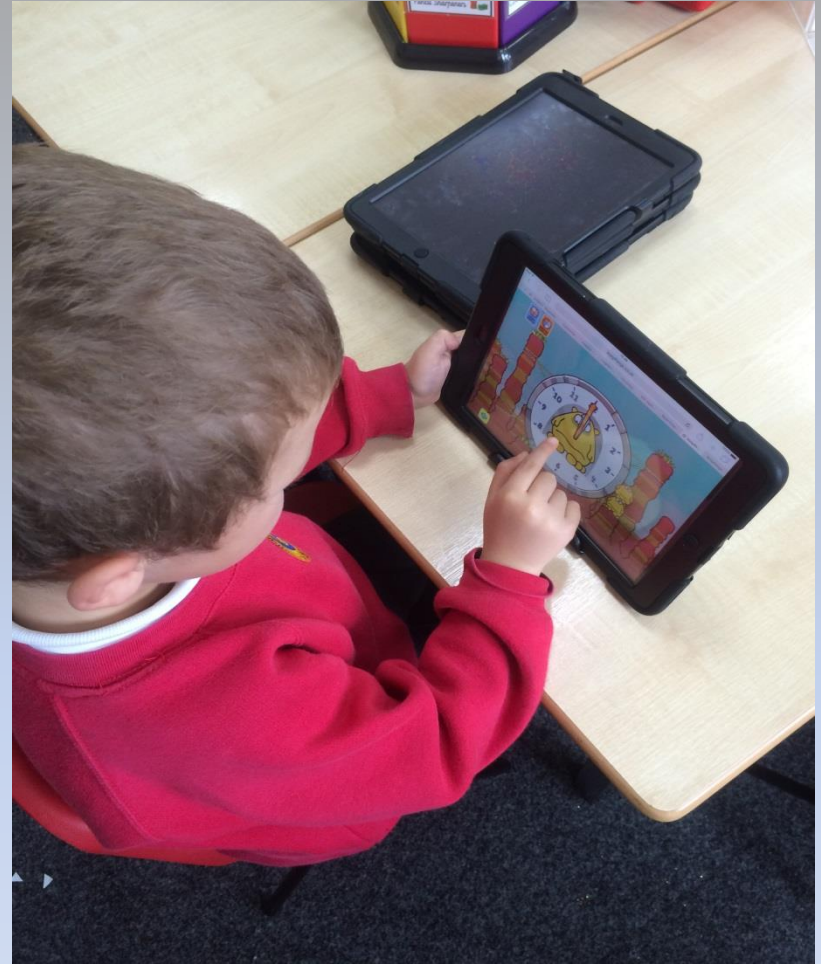
Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!



Are you
ready to
learn?



Engagement



The children at West Hove Infants are enthusiastic about Computing. There are high levels of engagement during lessons and activities.

Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions



Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

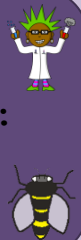
Discussion and
Negotiation



Enquiry:
Developed
through:



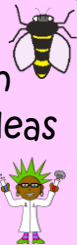
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding



Learning through Play:
Active Learning,
Exploring, Innovating,
Creating



Enquiry



Children are encouraged to work independently and collaboratively in pairs or groups. Discussion and applying previous knowledge are strong themes of Computing.



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Developing a positive attitude to the process of learning:

Learning Characteristics, Growth Mindset, Learning Model, Learning Ladders



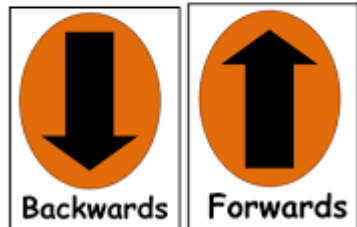
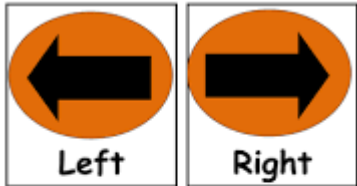
Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



Standards



Computing is taught to a very high standard with children working towards a final piece of work for each unit of work.



Choose the money mat.



Move Bee-Bot to



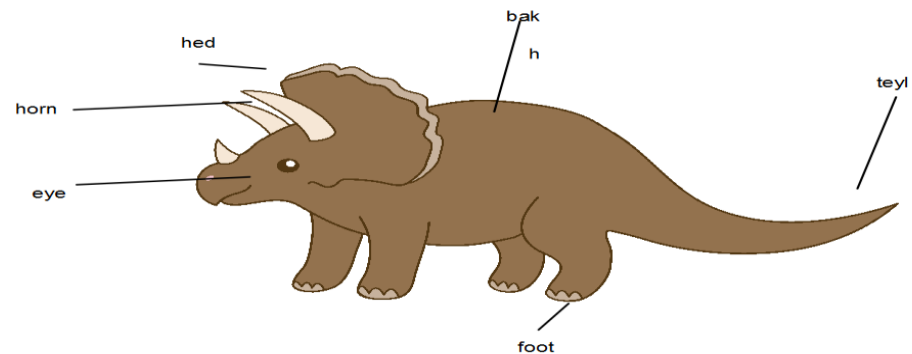
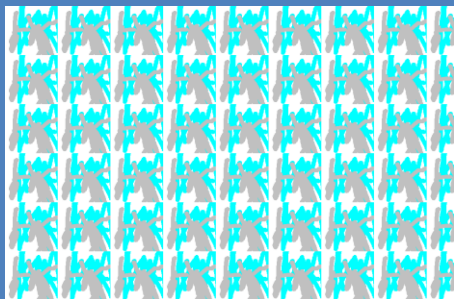
Standards



Examples of Work in Year R

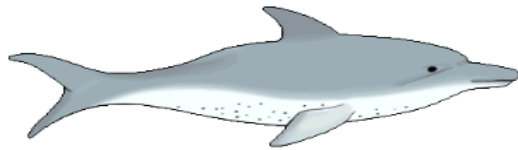
Children in Reception work towards achieving the 'Early Learning Goal':

- *Age related expectations* - Completes a simple program on a computer and Uses ICT hardware to interact with age-appropriate computer software.
- *Early Learning Goal* - Children recognise that a range of technology is used in places such as homes and schools.

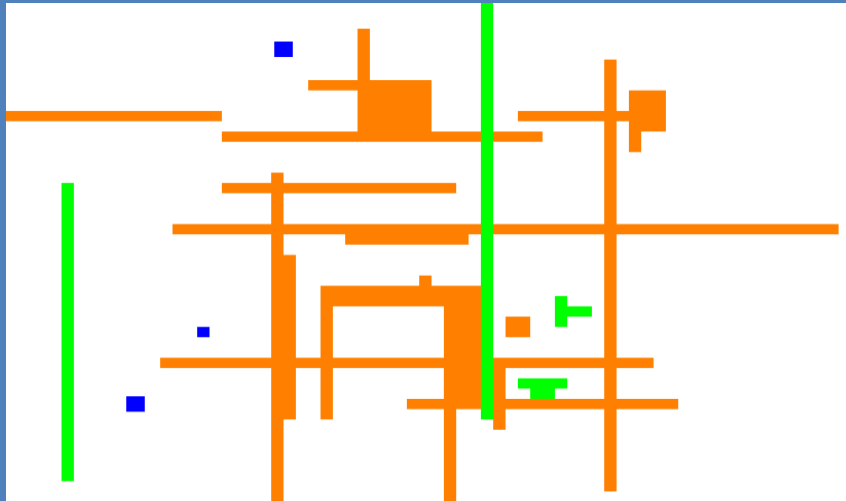


Further Examples of Work in Year R

Dolphin



Dolphin dighv in the worter



Use the keyboard to type a letter the same as the one already typed. Don't forget the shift key gives you capitals.

b b

EE

q q

g g

D D

L L

a a

HH

NN

Standards in Key Stage 1

Computer Science

- Understand programs work by following precise instructions
- Create and debug simple programs
- Create and understand simple algorithms
- Use logical reasoning to predict the behaviour of simple programs



Information Technology

- Can use technology purposefully to create, organise, store manipulate and retrieve digital data

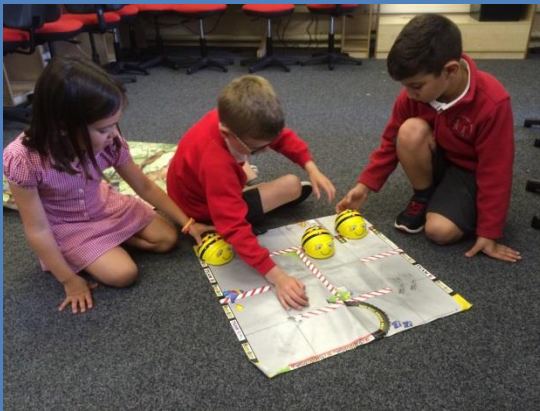
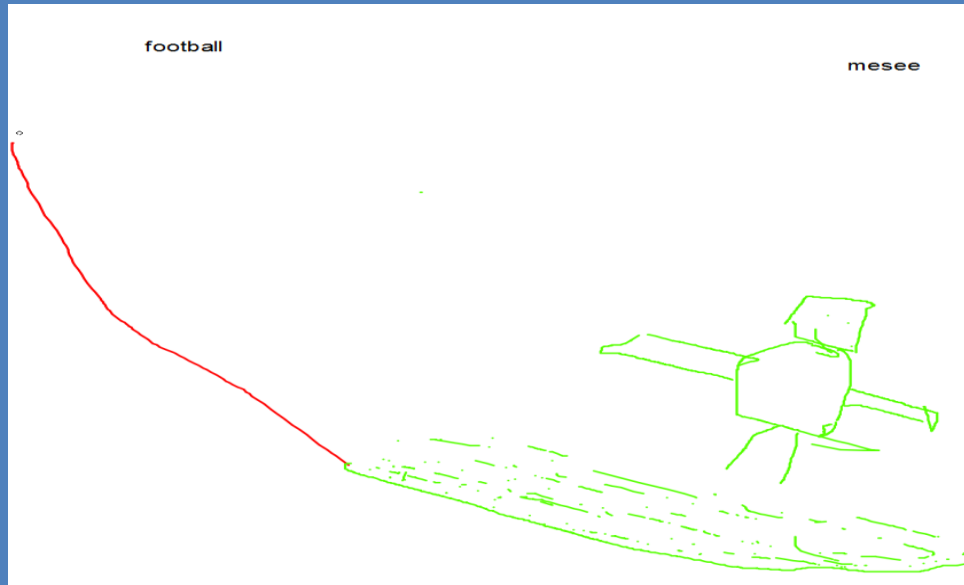
Digital Literacy

- Can safely and respectfully use technology, can name other uses for information technology outside school
- Understands the importance of keeping personal information private
- Understands where to go for help and support when they have concerns about online content

Standards in Year 1



Standards in Year 1



Standards in Year 2



WANTED!!!

HAVE YOU SEEN THESE BAD VILLAINS?!

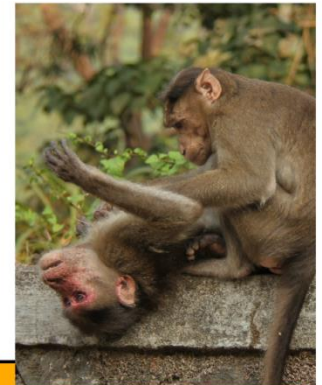
She can jump from building to building! If you shoot her she will miss it!

He is really strong, he can lift up buildings! If you shoot him he heals!

Reward: huge house with a big swimming pool.




MONKEY



- There are currently 264 known monkey species.

- The monkey is the 9th animal that appears on the Chinese zodiac, appearing as the zodiac sign in 2016.

- There are currently 264 known monkey species.

- Monkeys can be divided into two groups, Old World monkeys that live in Africa and Asia, and New World monkeys that live in South America.

- A baboon is an example of an Old World monkey, while a marmoset is an example of a New World monkey.

- Apes are not monkeys.

Standards in Year 2



Scratch 2 Offline Editor

File Edit Tips About

scratch_planets1

Scripts Costumes Sounds

Motion

- move 10 steps
- turn 15 degrees
- turn 15 degrees
- point in direction 90
- point towards
- go to x: 96 y: -85
- go to mouse-pointer
- glide 1 secs to x: 96 y: -85
- change x by 10
- set x to 0
- change y by 10
- set y to 0

Events

- when clicked

Control

- pen down
- set pen color to
- turn 90 degrees
- glide 1 secs to x: -77 y: 56
- go to x: -77 y: 56
- go to x: -114 y: -94
- go to x: -114 y: -94
- point towards
- move 100 steps
- set pen color to

Sensing

- point towards

Operators

- clear

More Blocks

X: -195 Y: 180

Sprites

New sprite: [Stage] [Rocket]

Stage 4 backdrops

New backdrop: [Image] [Image] [Image]

Stage 4 backdrops

Rocket

when clicked

pen down

set pen color to

turn 90 degrees

glide 1 secs to x: -77 y: 56

go to x: -77 y: 56

go to x: -114 y: -94

go to x: -114 y: -94

point towards

move 100 steps

set pen color to

clear

go to x: -77 y: 56

Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community:
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,
French



Diversity:
Through
celebration and
awareness of...



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries



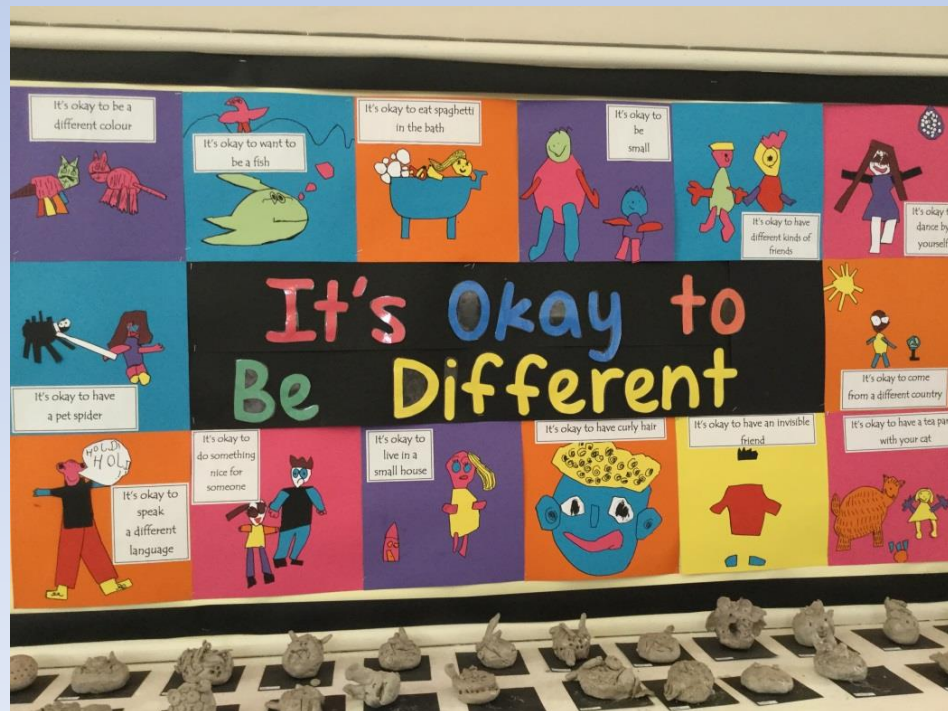
Diversity



Be kind to other
people online.



We celebrate children's achievements and successes throughout our school environment. High quality displays in classrooms and around the school environment celebrate and reflect cultural diversity.



E-safety

E-safety is a theme we run through all computing activities.

E-safety is a theme we run through all computing activities.


Staying Safe Online

Be kind to other
people online.




Don't pretend the
work of others is
your own.

Pay attention to age ratings. They are there to keep you safe.




Everything you put
online could be seen
by anybody.

Tell a grown up if
someone says mean
things to you online.




Don't give out your
real name or photo.

User Name: Bumble

A cartoon drawing of a girl with glasses and pigtails, wearing a red and white outfit, standing next to a red heart.

Keep your passwords
safe – Don't tell
others what they are.



Use trusted sites,
they are more likely
to be true.


BBC **NATIONAL GEOGRAPHIC**

When searching read
the description

It might tell you it's not what you want.

Notes: California and Texas have the True Mexican Distiller Challenge with only one winner (individual distillery).
* requires front end paid for all applicants (to qualify applicants - no paying before the contest and award of 1st prize \$1000)

If you don't like something you see or hear. Turn the screen off and tell an adult.



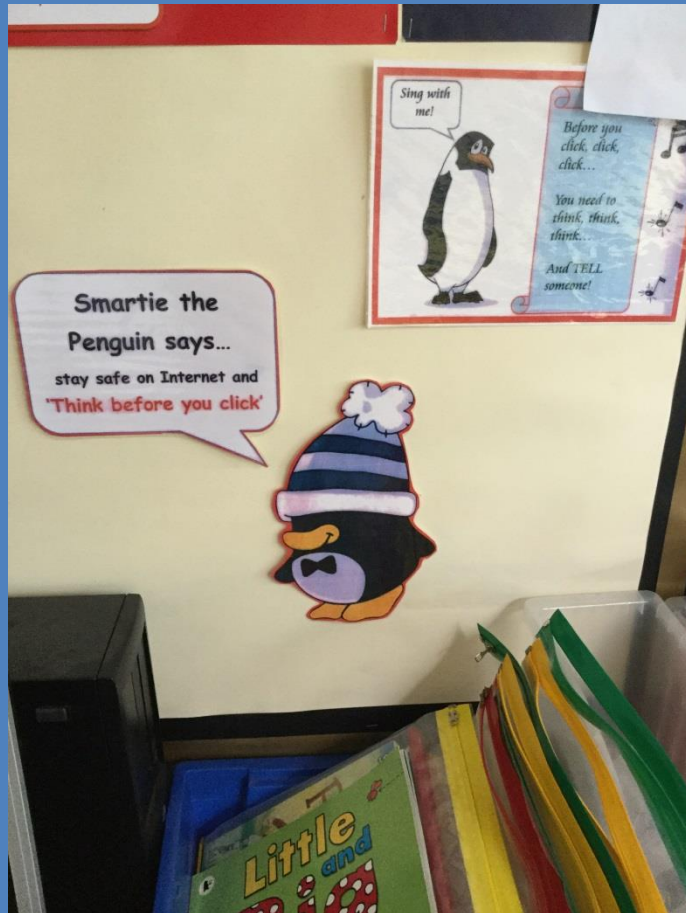
Never arrange to meet
someone you've spoken to
online without telling an
adult first.

Use a Kid Safe Search – these are designed for children.



E-Safety

We use characters to inform the children's understanding.

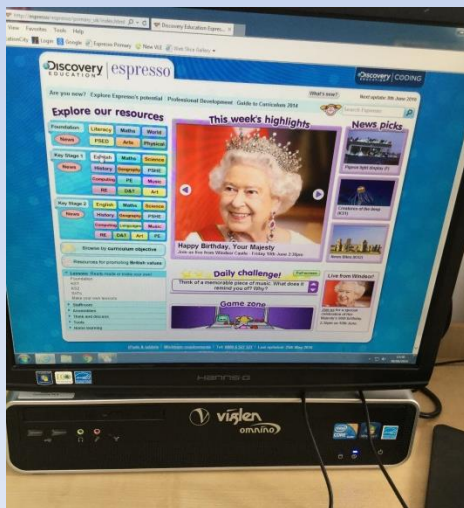


We run e-safety workshops for parents.



Cross Curricular Learning

Computing Skills are applied across the curriculum to inform, engage and motivate the children's learning.



Cross Curricular Learning...

Sorting plurals –s and –es

peaches

cats

bushes

cars

kisses

tigers

foxes

lions

Plural –s

Plural –es

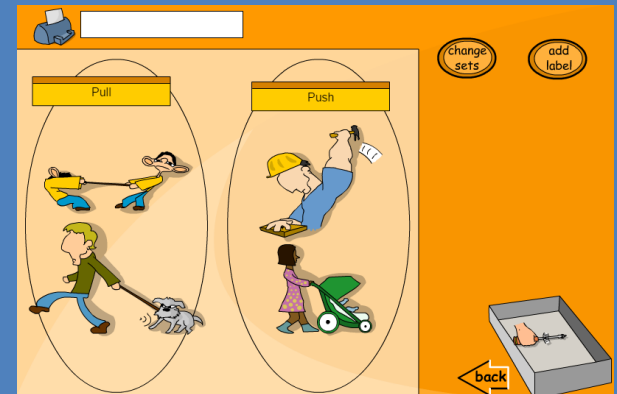
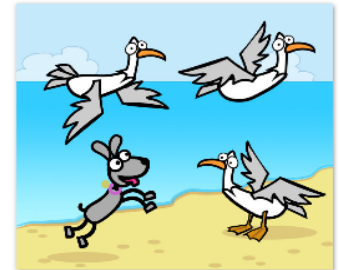
Check

There were 9 seagulls on the beach and Scrap chased 2 of them away. How many seagulls were left?

$$2 - 9 =$$

$$9 - 2 =$$

$$9 + 2 =$$



Supporting your child at home...

