St Thomas More Catholic Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities			Arts & Culture				Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

Computing

A St Thomas More Computing expert will demonstrate:

• Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

• The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

• An understanding of the connected nature of devices.

• The ability to communicate ideas well by using applications and devices throughout the curriculum.

• The ability to collect, organize and manipulate data effectively.

Supporting community priorities:

• Improving and developing vocabulary.

• Developing an understanding of online safety.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Technology / Digital Literacy	• (UW-T, ELG) Children recognize that a range of technology is used in places such as home and schools. • (UW-T, ELG) Select and use technology for particular purposes.	• Participate in class social media accounts. • Use a range of applications and devices in order to communicate ideas, work and messages.	• Participate in class social media accounts. • Use simple databases to record information in areas across the curriculum • Use a range of applications and devices in order to communicate ideas, work and messages.	• Contribute to blogs that are moderated by teachers. • Understand the term 'copyright'. • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	• Contribute to blogs that are moderated by teachers. • Understand the term 'copyright'. • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. • Understand how online services work. • Devise and construct databases using applications designed for this purpose in areas across the curriculum.	• Collaborate with others online on sites approved and moderated by teachers. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Choose the most suitable applications and devices for the purpose of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. • Select appropriate applications to devise, construct and manipulate date and present it in a effective and professional manner.	• Collaborate with others online on sites approved and moderated by teachers. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand how simple networks are set up and used. • Choose the most suitable applications and devices for the purpose of communication.

Programming (Computer Science)							
Programming (Computer Science)	• (UW-T 40-60mths) Use ICT hardware to interact with age-appropriate software.	• Control motion by specifying the number of steps to travel, direction and turn. • Select sounds and control when they are heard, their duration and volume. • Control when drawings appear and set the pen colour, size and shape.	• Add text strings, show and hide objects and change the features of an object. • Specify user inputs (such as clicks) to control events. • Specify the nature of events (such as single event or a loop). • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	• Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events.	• Create and edit sounds. Control when they are heard, their volume, duration and rests. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators ()+(), ()-(), ()*(), ()/() to perform calculations.	• Set IF conditions for movements. Specify types of rotations giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Combine the use of pens with movement to create interesting effects. • Use IF THEN ELSE conditions to control events or objects. • Use lists to create a set of variables.	• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Set events to control other events by 'broadcasting' information as a trigger. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use the Boolean operators ()<(), ()=(), ()>(), ()and(), ()or(), Not(), to define conditions. • Use the Reporter operators ()+(), ()-(), ()*(), ()/() to perform calculations. Pick Random () to (), Join ()(), Letter ()of(), Length of (), ()Mod() This reports the remainder after a division calculation, Round (), ()of().

E-Safety	• (PSED-MF&B, ELG) Children talk about how they and others show feelings, talk about their own and other's behavior, and its consequences and know that some behavior is unacceptable. • (PSED-MF&B, ELG) They work as part of a group or class, and understand and follow the rules.	• Understand online risks and the age rules for sites.	• Understand online risks and the age rules for sites.	• Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying.	• Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying.	• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online.	• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online.