



# Bowling Park Primary School

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Learning Together, Achieving Together



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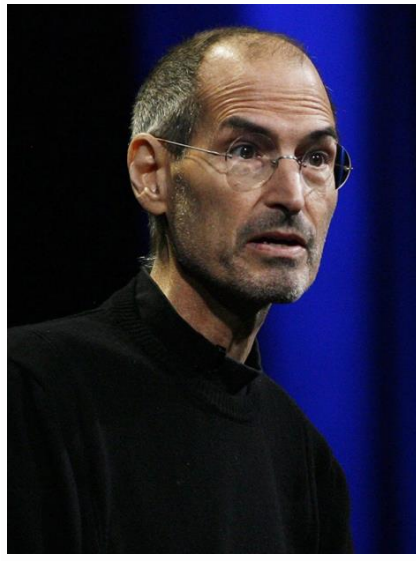
# Computing

# Computing Vision and Design

<b>Vision</b>	<p style="text-align: center;"><b>Responsible</b></p>	<p style="text-align: center;"><b>Confident</b></p>	<p style="text-align: center;"><b>Successful</b></p>
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> <li>- Having the <b>digital literacy skills</b> needed to access the next stage of their education</li> <li>- <b>Contributing to society</b> by being caring and using technology in a safe and sensible manner.</li> <li>- <b>Challenging injustices</b> or different opinions respectfully for their own and other people's beliefs and cultures, allowing them to understand and value the country we live in.</li> <li>- Understanding the impact and significance of technology on society in the past, present and future.</li> <li>- Having a good understanding of e-safety and being safe online.</li> </ul>	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> <li>- <b>Expressing their own thoughts and ideas</b>, communicated in a range of ways.</li> <li>- Having the <b>vocabulary, sense of belonging</b> and range of <b>computing experiences</b> needed to access the <b>same opportunities</b> as their peers.</li> <li>- Gaining a secure grounding in the aspects of the computing curriculum</li> <li>· Digital Literacy</li> <li>· Computer Science</li> <li>· Information Technology</li> <li>· Digital citizenship</li> </ul>	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> <li>· Being able to <b>think critically, question, use problem solving and computational skills, be creative, curious and explore all types of technology.</b></li> <li>· Being able to confidently and respectfully <b>take part in sensitive conversation</b> with their peers and others.</li> <li>· Being ready to <b>take on the world</b> in 21st century Britain gaining confidence and skills to prepare them for a rapidly developing and changing technological world.</li> </ul>
<b>Design</b>	<p style="text-align: center;"><b>Igniting Curiosity</b></p>	<p style="text-align: center;"><b>Connecting Experiences</b></p>	<p style="text-align: center;"><b>Inspiring Learners</b></p>
	<p>Children are encouraged to be curious learners, and we provide opportunities for them to explore, play and develop their digital literacy skills to enable them to engage with technology now and in the future.</p>	<p>Concepts, ideas and skills are connected through conversation, questioning, challenge and opportunities to practise. This may be through the use of technology, discussions and unplugged activities.</p>	<p>Children are encouraged to take pride in their work and celebrate their achievements. They are inspired to solve problems and make mistakes while staying safe. Children learn how technology has made a difference and continues to make the world a better and more accessible place for everyone.</p>

# Significant people we can look up to in the field of technology

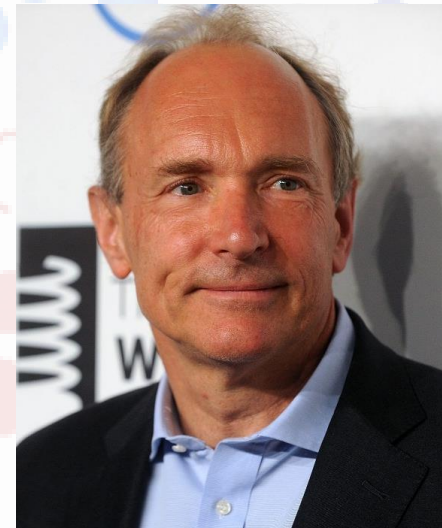
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Steve Jobs



Kimberley Bryant



Tim Berners-Lee



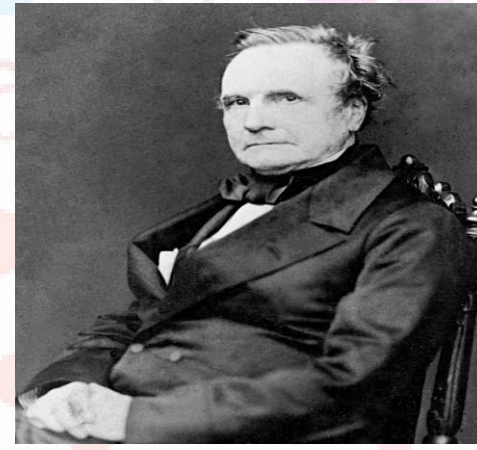
Linus Torvalds



Ada Lovelace



Larry Page



Charles Babbage



Mark Zuckerberg

# Online safety: The Journey



## Early online safety

Our online safety curriculum is delivered using the **Kapow primary computing curriculum** and the **SCARF curriculum**

Throughout the year, children in EYFS build a strong foundation in online safety.

Children begin their online safety journey by learning about 'trusted adults' and who they can talk to if they feel sad, scared, worried or upset about anything they see while using technology at school or at home.

They learn about the importance of using technology in moderation.

In EYFS, children learn about expressing their feelings and who to talk to. This is explored during circle time discussions and active lessons using visual or physical resources to support their learning.



## KS1 online safety

Our online safety curriculum is delivered using the **Kapow primary computing curriculum** and the **SCARF curriculum**

In KS1, children continue to build on their strong foundations in online safety.

Children continue their online safety journey about 'trusted adults' and who they can talk to if they feel sad, scared, worried or upset about anything they see while using technology at school or at home. Trusted adults include family and friends, teachers and the school safeguarding team.

In KS1, children learn what 'strangers' are and start to learn what should and should not be shared online. We also learn about passwords and that not everything we see or hear online is real.



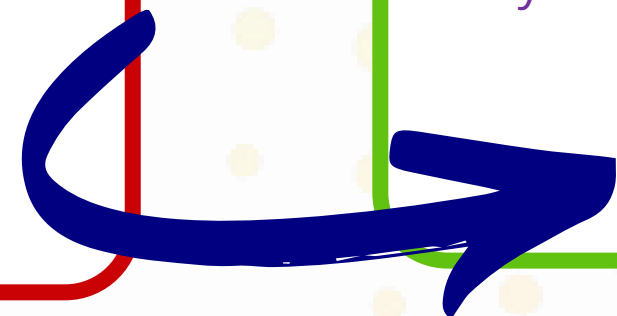
## KS2 online safety

Our online safety curriculum is delivered using the **Kapow primary computing curriculum** and the **SCARF curriculum**

Throughout KS2 children expand their knowledge building on the strong foundations in online safety.

Children debate fact, opinions and beliefs through respectful discussions considering the health and well-being of themselves and others through their actions online.

In KS2 children learn about being respectful and the behaviours that keep us safe online. We also learn about ways to deal with bullying online and who we can talk to if we feel we need support. We learn about 'digital footprints' and how this is a result of the things we do while online.



# Digital Citizenship

Digital citizenship refers to being able to use technology in a positive way and to navigate digital environments or spaces responsibly and safely. It's also about actively engaging in digital communities in a respectful way. At Bowling Park Primary online safety is taught using resources based on the DFE document 'Education for a Connected World' and through our computing lessons and PSHE lessons.



## Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



## Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



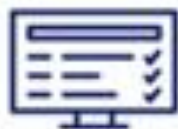
## Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



## Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



## Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.



## Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



## Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



## Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

# Digital Citizenship

## Online safety rules



Be Kind when we are online

it's okay to feel your feelings



Tell an adult if we feel sad or scared

We go online with a trusted adult



EYFS and KS1 online safety rules.

## Online safety Rules



Keep personal information safe and private

keep my passwords safe and do not share them.



Think carefully about sharing photos online

Respect others views, even if you don't agree

Not everyone online is who they appear to be.

Think carefully about others feelings when you comment online



If you feel sad, scared or worried online **tell** a trusted adult.

it's okay to feel your feelings

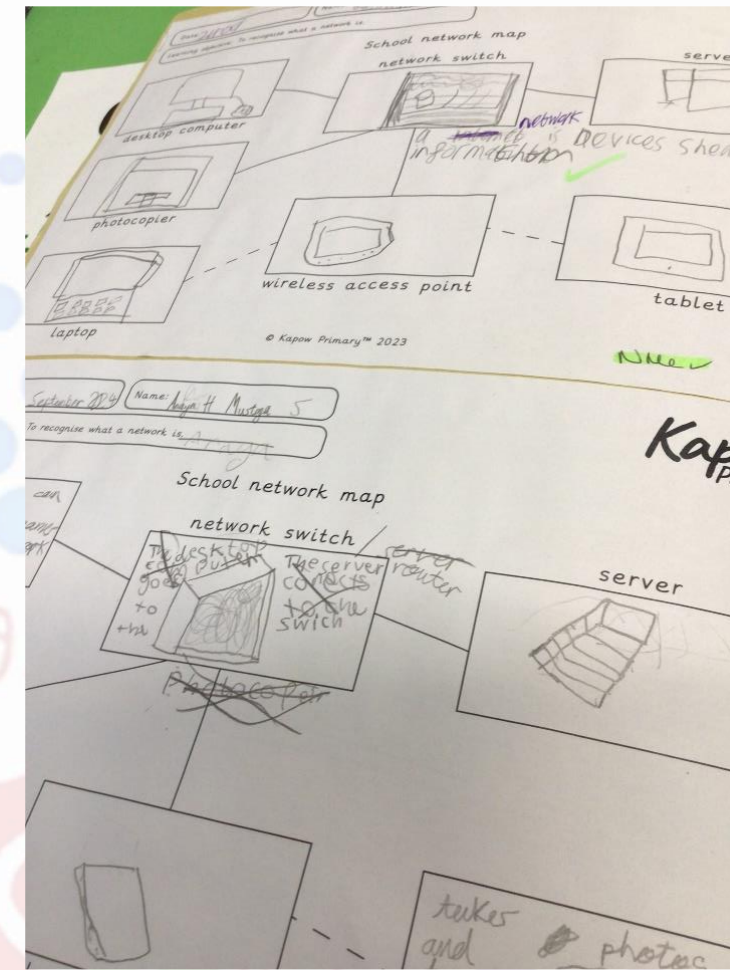
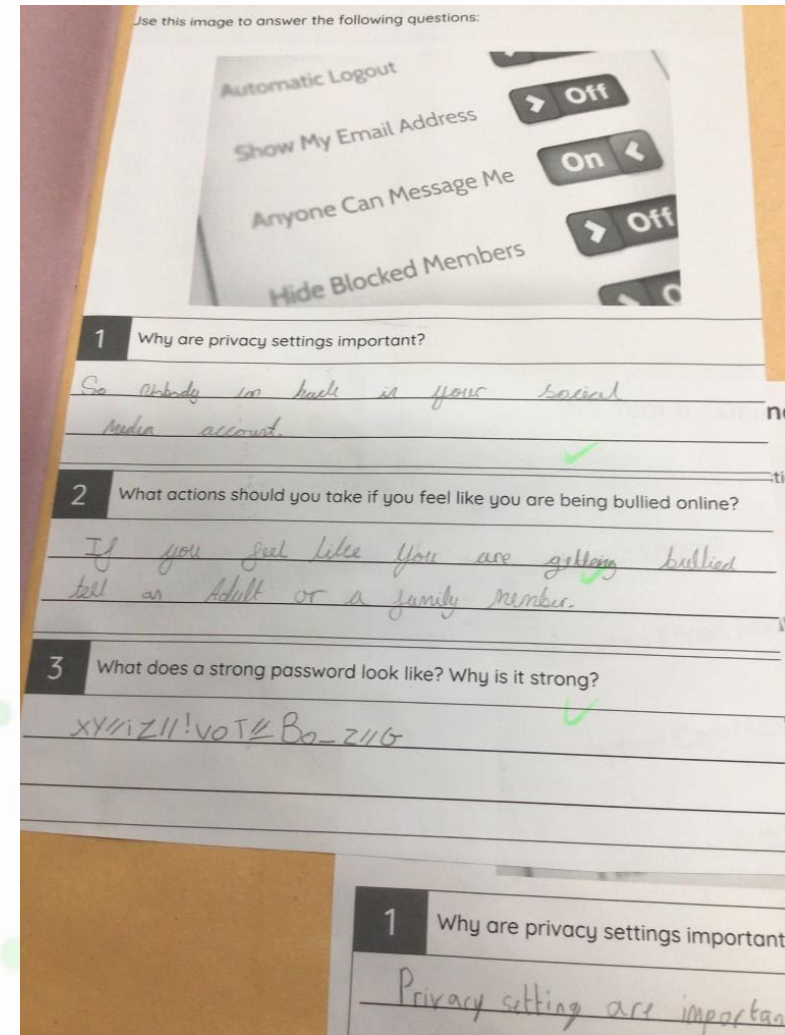
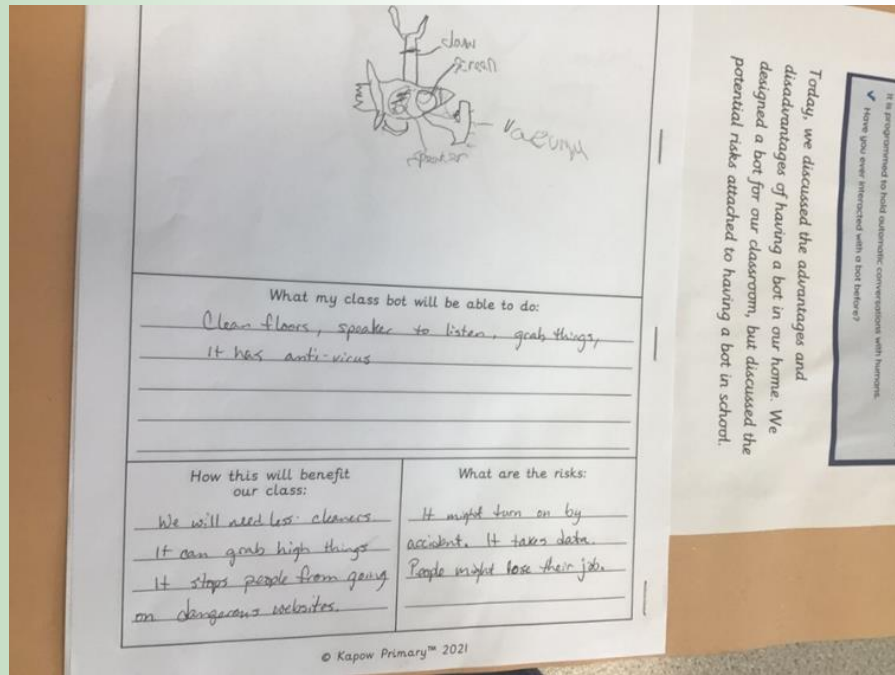


**Never** meet up with anyone you meet online

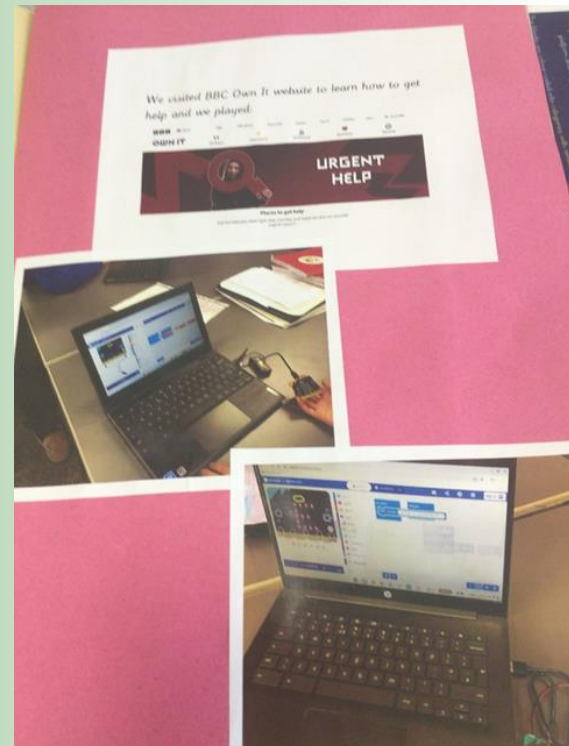
KS2 online safety rules.

# Examples of Work in Computing

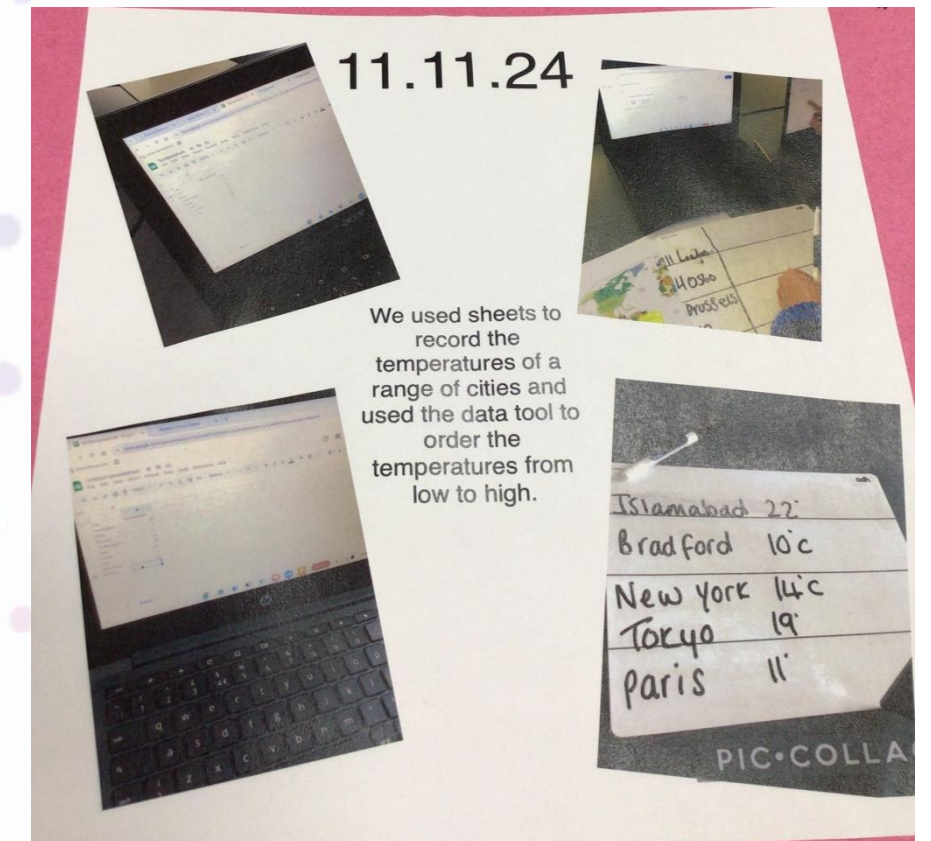
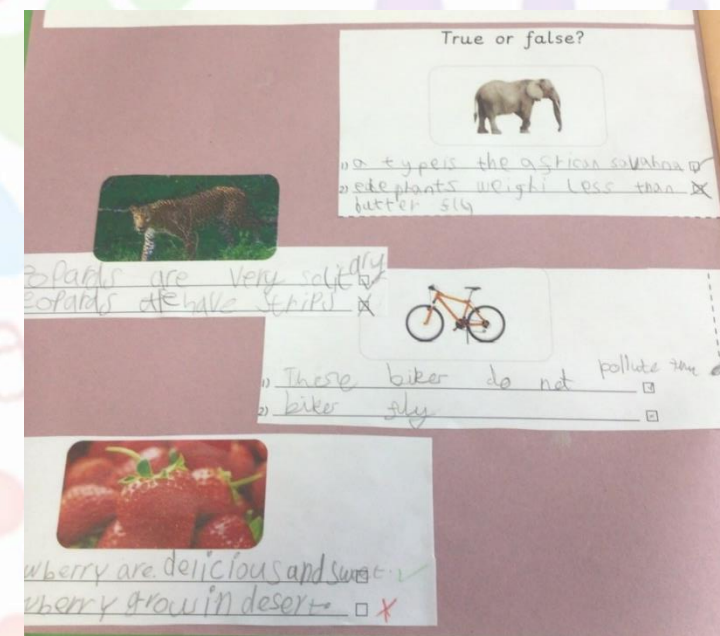
## E-safety



## Information Technology



## Computer science



## Digital Literacy

# Examples of Work in Computing

EYFS



Computational thinking



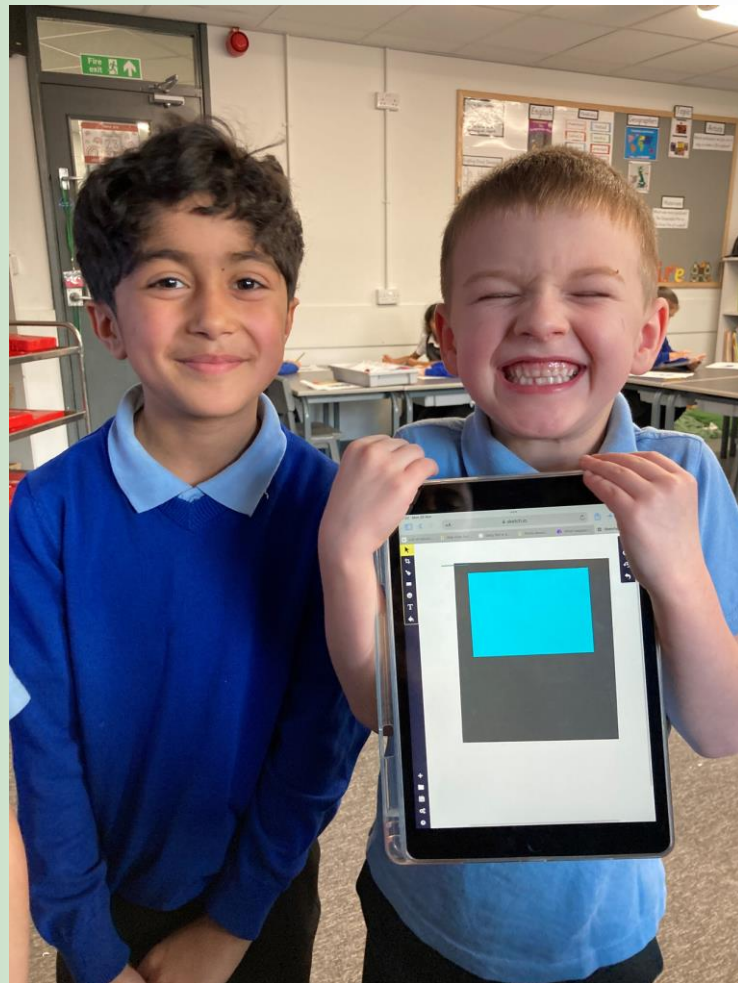
Understanding the world

COEL-  
Characteristics of effective learning

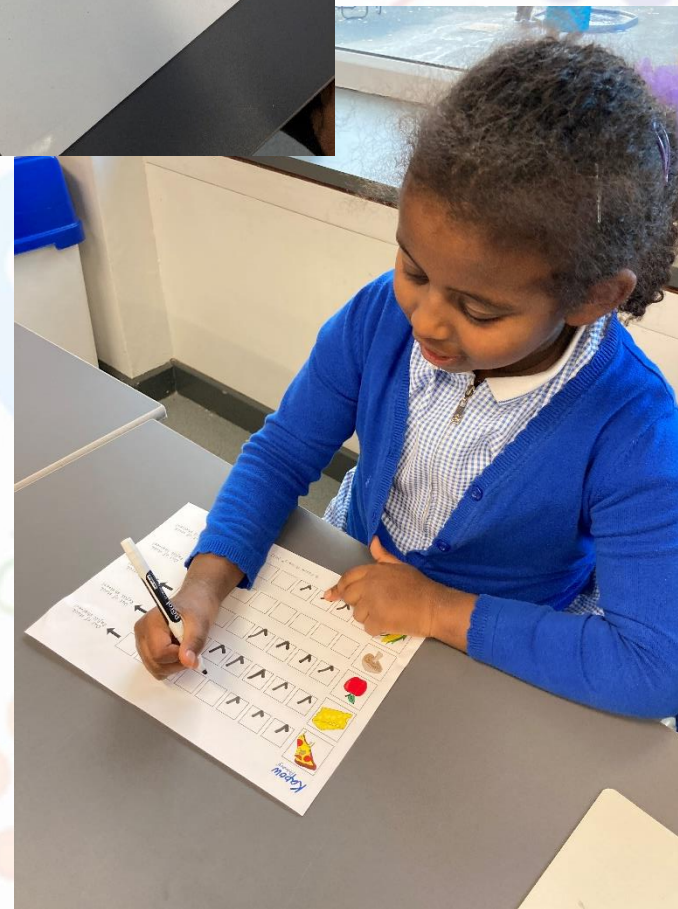
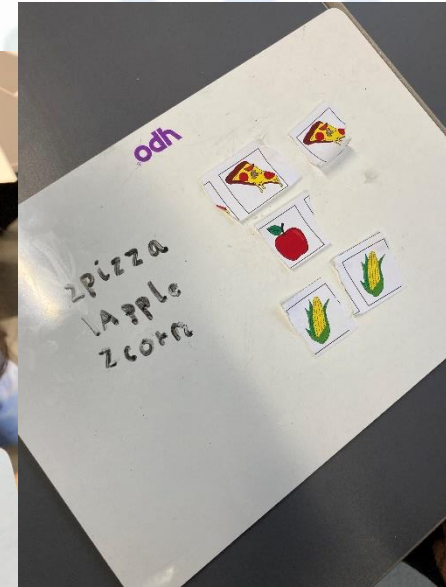
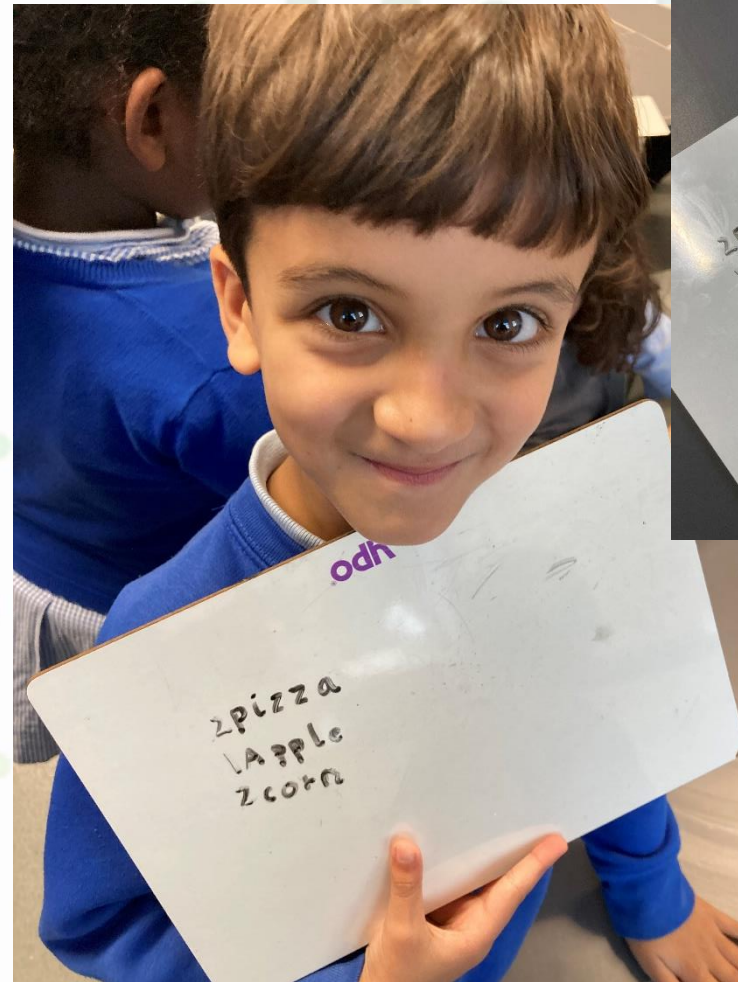


# Example of Work in Computing

KS1



Computer science



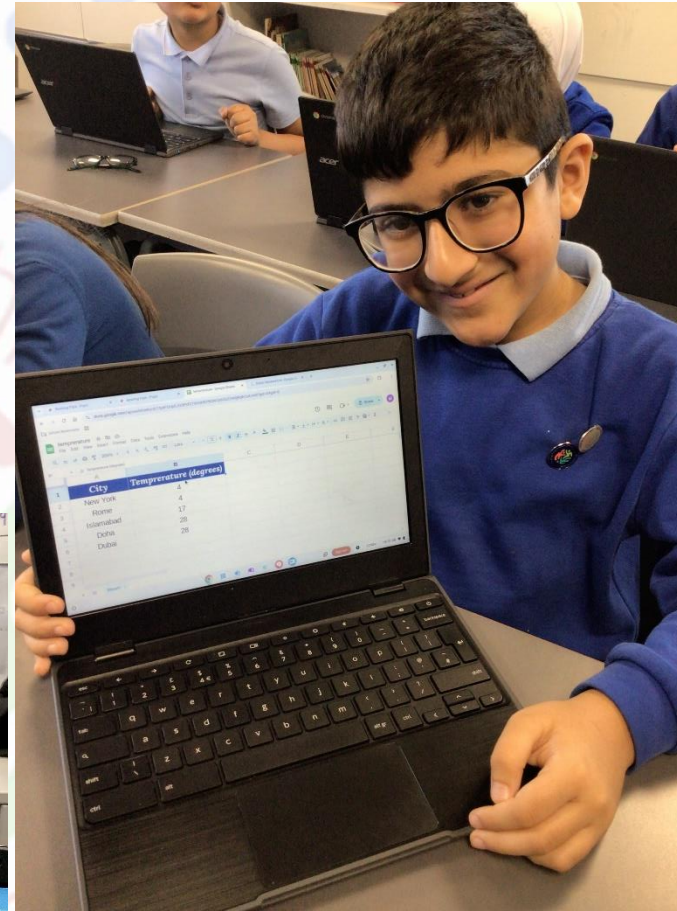
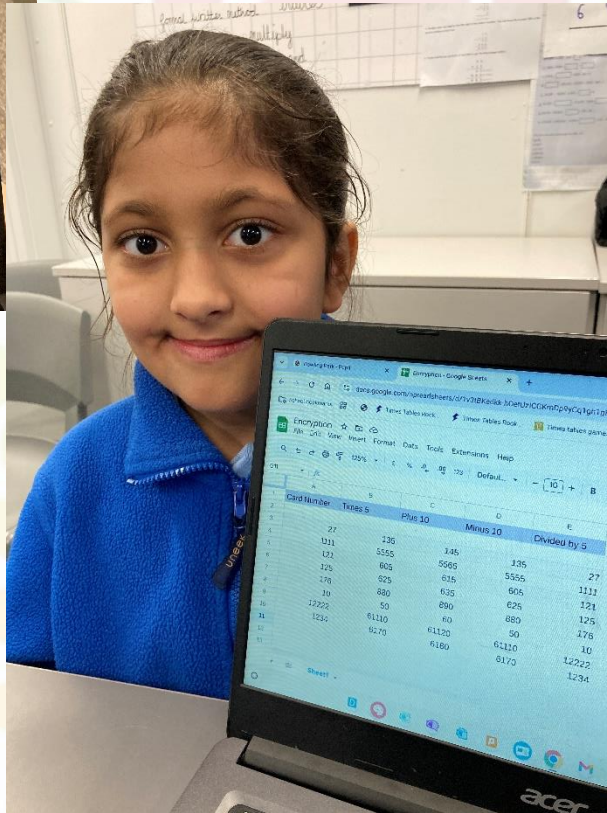
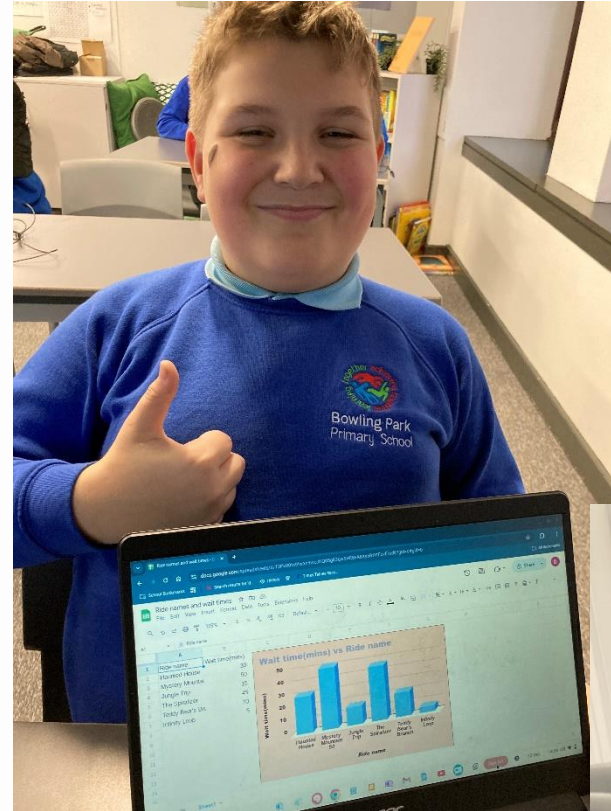
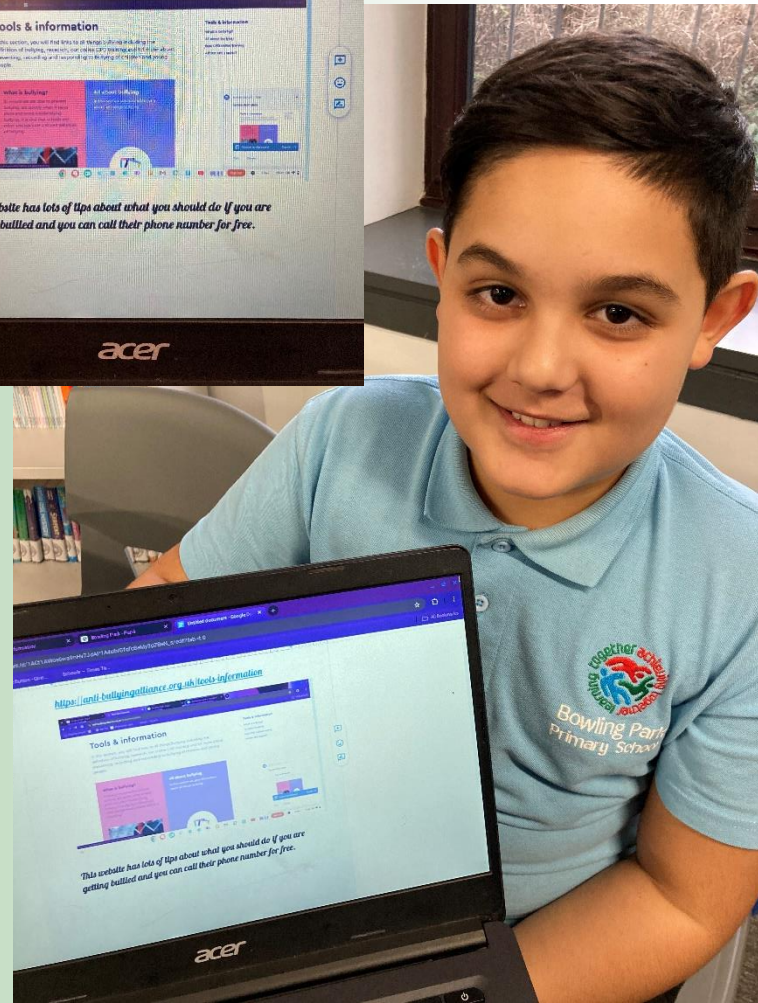
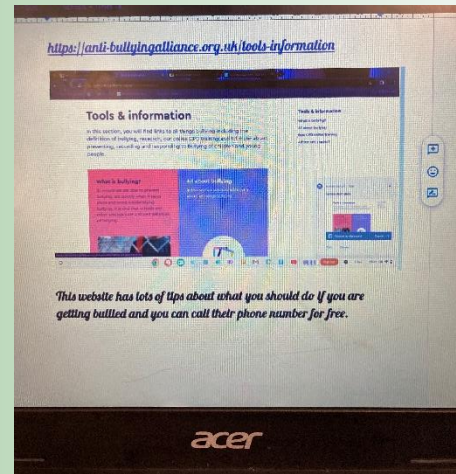
Information Technology



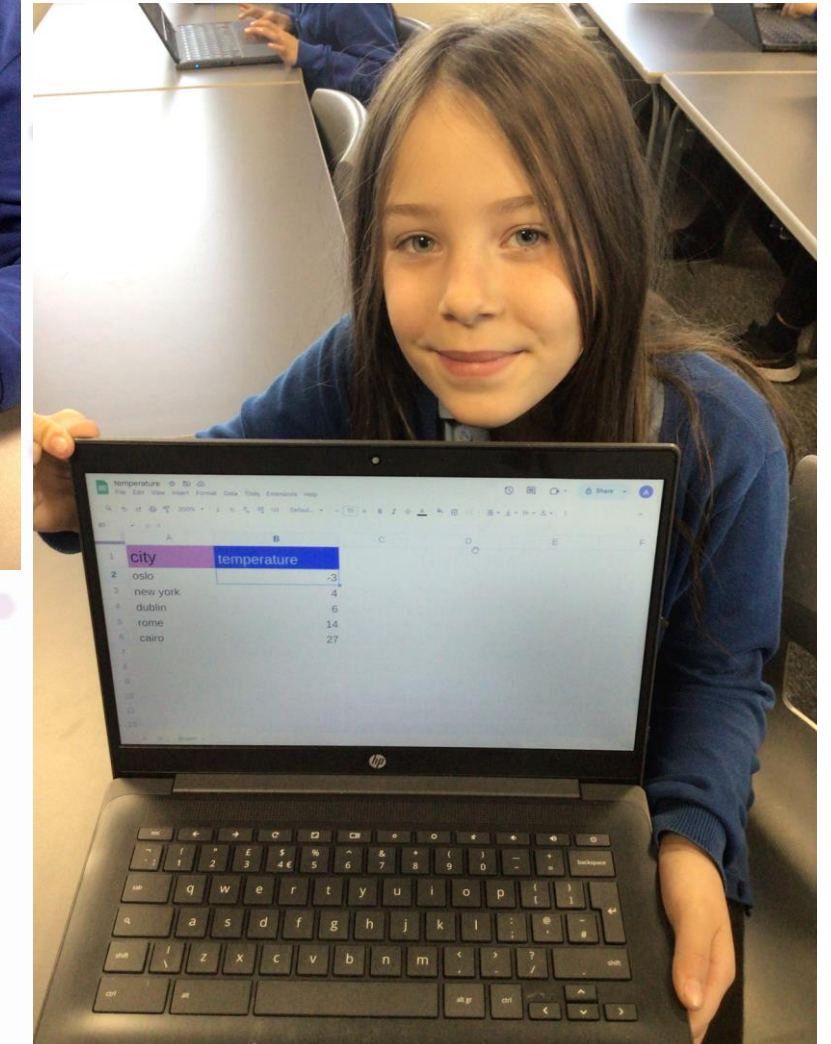
Digital Literacy

# Examples of Work in Computing

KS2



Information Technology



Digital Literacy