

Aims and Purpose:

Vision: To prepare children for the challenge of a rapidly developing and changing technological world to

Intent: Computing curriculum intends to: -

- Teach children how to use technology for a range of purposes confidently and independently.
- Ensure that children know how to use technology safely and how to report inappropriate content and use.
- Enable children to apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Enable children to apply information technology in other subjects and in the future perform in a workplace as active participants in a digital world.

Key themes

Computer systems and networks
Programming
Creating Media
Data Handling
Online Safety



Computing at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in Computing

- Teachers use a 2-year cycle in Key Stage 1 and Key Stage 2 to ensure curriculum coverage.
- This also ensures that the topics build on previous learning where possible and are sequenced to develop skills and knowledge.
- Progression documents guide the learning.
- We also use key themes which run through the topics and are consequently revisited.
- Teachers also have Key knowledge documents which are working documents and modified over time to add or delete knowledge statements to develop and improve the topic
- A medium term plan will then identify key Learning Objectives, resources and content and how they will meet the needs of HA and SEND children.
- Lessons begin with a flashback from previous learning to revisit and check knowledge is being retained. This is likely to be a practical task in computing.
- Any gaps in knowledge can then subsequently be addressed through a revisit and reflect. Teachers will use their skills and refer to themes to create this opportunity.

EYFS:

The following areas of learning are most relevant:

- Personal, social and emotional development – managing self- e.g. explain the reasons for rules, know right from wrong and try to behave accordingly.
- Expressive arts and design – creating with materials e.g. safely explore a variety of materials, tools and techniques.

Assessment

- Teachers use the themes across the year groups to make links and secure knowledge.
- They will use targeted questioning and ask for practical activities to be completed to embed learning and establish depth of knowledge.
- Teachers use a spreadsheet to track progress based on TA. They use practical tasks to make judgments.
- Teachers use AFL to track progress and make end of topic judgements.
- Skills and knowledge will be demonstrated by children through questioning and flashbacks and practical tasks.
- Teachers will address misconceptions as they arise and plan to revisit key areas where needed.
- High expectations will be demonstrated in practical tasks and skills the children are developing, showing good practice.
- Termly assessments are shared with all staff to give a picture of progress. They are shared on Staff drive.
- Leaders will talk to children and staff about their Knowledge of the subject.
- During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where possible) in lessons.

SEND

Pre-set questions or data to answer

Word mats to support complex vocabulary

Guided support when using computer programs.

Avoiding complex vocabulary

Challenge

Encouraging more complex tasks and deeper thinking.

Providing more independence for children to explore their ideas and designs.