



Aiming High, Achieving Together

A value led curriculum for Computing

INTENT	MOTIVATION	EXCELLENCE	RESPECT	TEAMWORK	OPPORTUNITIES	NEVER GIVE UP	
	Children are curious and eager to want to learn more. They know own learning goals.	Children will achieve their very best and make great progress. They are able to make links and apply their learning in a variety of contexts. They will know and remember more.	Children are respected and valued. They respect themselves, others and the environment.	Children make positive relationships. They are actively involved and value opportunities to work with others. They have high self-esteem	Children have a ‘I can’ attitude and are fascinated and absorbed in their learning. They want to go somewhere they haven’t before.	Children persevere and show momentum – have energy to continue and overcome barriers. They are not afraid to make mistakes.	
Technology is everywhere and will play a crucial part in our children’s lives both now and in the future. Therefore, it is important that we model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to use technology creatively and confidently to help them share their learning and ideas in creative ways. Our knowledge rich curriculum is balanced with the opportunity for pupils to apply their knowledge creatively which will help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning easily accessible, multisensory and exciting. We want our pupils to be fluent with a range of technology programs to prepare them for their future.							
IMPLEMENTATION	Learner focused teaching	Clear understanding of cognition & learning; strong subject knowledge; modelling and instruction; coaching & facilitation; fluid grouping; high quality learning environments which calm and enrich; challenging cross-curricular links; positive & high expectations for all children					
	National Curriculum	The core of computing is computer science, in which pupils are taught the principles of information, computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate; able to use, express and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.					
	EYFS Underpinned by Characteristics of Effective Learning (CEL)	CEL - playing and exploring		CEL - active learning		CEL - creating and thinking critically	
	Topics	Computing is an embedded subject as well as a specific session. We call these:					
		Information Technology		Computer Science	Digital Literacy & E Safety		
		Word Processing / Typing Data Handling Presentations & Design Animation Video Creation Photography and Digital Art Augmented Reality Virtual Reality Sound		Computational Thinking Coding Programming	Online Relationships Online Bullying Managing Online Information Privacy and Security Copyright and Ownership		
Approaches	Revisit-teach-practice-apply SEAHORSE principles		My turn / your turn Multi-sensory	Knowledge organiser Planned recall / Retrieval Practice			
IMPACT	Focussed, systematic monitoring and evaluation and action to ensure high quality teaching and learning for all						
	Assessment for Learning	Classroom climate: plan-do-review WWW / EBI	Secure pedagogical approaches	Clear & understood learning pathways	Succinct success criteria based on processes and skills progression	Effective questioning	Purposeful feedback Perfect Pink Green to grow
	Success for all Knowledgeable, confident computer scientists who are excited by technology and best prepared for KS2 computing and beyond.	High outcomes & strong progress regardless of their background, needs & starting points	Great attitudes to learning, behaviour and attendance	Happy and safe children who are not afraid to make mistakes	Well rounded learners who have the knowledge, skills and understanding to prepare them for the next stage of education		Sufficient planned recall ensures that key knowledge is not forgotten