

Computing

WAT Aspire Curriculum - our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Curriculum Overview

[Computing Overview Document](#)

EYFS

Although computing is not explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework (which focuses on the learning and development of children from birth to age five) there are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively, such as through undertaking projects. These opportunities enable practitioners to effectively prepare children for studying the computing curriculum.

KS1 and KS2

- Pupils in Key Stage One and Key Stage Two follow the National Curriculum Programmes of Study.
- Many areas of the Computing curriculum are taught cross-curricularly but some units are also taught discretely.
- Computing is taught weekly in all classes
- Computing is taught following the PurpleMash scheme of learning.

Medium Term Plans

Medium Term plans are developed from the knowledge and skills identified on the knowledge organisers which set out the skills, knowledge and vocabulary to be developed for each unit of work.

[Year 1 MTP](#)

[Year 2 MTP](#)

[Year 3 MTP](#)

[Year 4 MTP](#)

[Year 5 MTP](#)

[Year 6 MTP](#)

Knowledge Organisers

Knowledge organisers for each unit of work set out the skills, knowledge and vocabulary to be developed through the unit. Knowledge organisers for each year group can be seen by clicking on the links below.

[Year 1 Units](#)

[Year 2 Units](#)

[Year 3 Units](#)

[Year 4 Units](#)

[Year 5 Units](#)

[Year 6 Units](#)

Computing Vocabulary

Computing vocabulary is planned progressively and is shared on the Knowledge Organisers.

[Computing vocabulary progression](#)

Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

Formative assessment;

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which are designed to improve pupils' retrieval of key knowledge. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward

eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

Summative Assessment

Pre block and post block assessments are carried out at the start and end of a unit to assess pupils' knowledge. Pupils' learning is also assessed at the end of a unit via their Key Assessment Tasks. In Computing, these will often be a final product or piece of working that they have built up to over a number of weeks.

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

'High Challenge for All' underpins all lessons at Tenterfields which sits alongside our Teaching and Learning cycle.

[High Challenge for All model](#)

SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts
- Sensory audits
- Task management boards to chunk tasks
- Reading rulers, concentration cushions, fidget toys, sand timers, etc.
- Overlays, etc.
- Accessibility features on ipads- magnifier, dictation, read-aloud etc..

All staff have high expectations of all pupils. By reviewing children's progress through formative and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Tenterfields, the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Computing Learner Tools

- Each child will have a copy of the knowledge organiser for the unit being studied inside their curriculum books. This contains key concepts for the current learning as well as the key vocabulary for that unit.
- All pupils in Years 4-6 have access to a 1:1 iPad device in Years 3-6. Pupils in other years have access to a class set of Google Chrome Books to support the computing curriculum.

Sustainability