Intent

- To have the skills required to flourish in Computing so that they can be 'computer savvy'
- Provided with guidance and support to develop their understanding of how to stay safe online in the digital world.
- Provide opportunity for children to discover an interest and potential unique talents in computing, build confidence and nurture well-being.
- Enabled to use computational thinking and creativity to further understand our world
- Allow children to be digitally literate and ready for the next stage in their lives
- Understand how to participate effectively and safely in the digital world
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum

Fritchley CofE (Aided) Primary and Nursery School

Computing

Implementation

- Follow the 'Teach Computing' program of study.
- Two year rolling cycle developed with 'Teach Computing' mentor.
- Cross curricular links made as appropriate.
- Teacher modelling combine with the opportunity to explore and investigate.
- Online and offline lessons.
- Opportunity to use physical computing: Microbits and Crumbles.
- Collaborative learning within school and external projects.
- Computing taught as a discreet subject.

Curriculum

Structured through a two-year rolling program for each class meeting criteria for The Statutory Framework for the Early Years Foundation Stage and The National Curriculum

EYFS: Understanding the World: Technology.

Units for Key Stage 1 and 2:	Content	Design & development
Computer systems and networks	Algorithms	Effective use of tools
Creating media	Computing systems	Networks
Programming	Creating media	Programming
Data and information	Data & information	Safety & security

SEND

Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo.

Generally, children in this scenario do not complete different activities but are supported to achieve expectations with adult support or peer mentoring.

Limitations in reading and maths should not be a barrier to attainment in computing.

Substantive Knowledge

- Vocabulary is appropriate for the level at which the child is working.
- Built upon through each unit, reinforced through units occurring sequentially in the two-year cycle.
- Key skills (typing, shortcuts, collaborative learning) underpin opportunities to build and decode.

Disciplinary Knowledge

- Understanding the work of computer scientists: Ada Lovelace, Sam Aaron (Sonic Pi) as well as animation creators such as Nick Park.
- Opportunities to debug as well as extend.
- Curiosity welcomed – children are encouraged to explore to see 'what happens if…'

Online Safety

Education for a Connected World is embedded throughout the curriculum in Computing and PSHE.
PSHE: self image and identify, online relationships, online reputation, online bullying, health, wellbeing and lifestyle (Digital wellbeing units)
Computing: Managing online information, privacy and security, copyright and ownership.

External providers may be used e.g. NSPCC. Concerns raised addressed e.g. use of age restricted apps (What's App.)

Assessment

- Formative assessment completed by teachers within each session and lessons adapted as appropriate.