

Subject Intent through our Values

Community

- Ways in which computing helps within the community and wider world (Y2)
- Online safety → responsible digital citizen
- Networks (link to online networks)
- Digital footprint

Peace

- Expressing ourselves peacefully
- Aiming to make the internet a better and nicer place to be

Love

- Using technology positively, responsibly and safely
- Exploring positive models
- Bullying and online safety
- Online relationships

Resilience

- Challenging curriculum content – teach children to persevere, seek support and learn from mistakes.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- Celebrate key events for Computing
- Key events for Internet Safety
- Parent workshops
- After school clubs – Minecraft
- Pupil interest – gaming, vlogging, AI
- Cross curricular – links to music, art, D&T are enjoyed pupils.
- Access to new and exciting technology – beebots, microbits, laptops, iPad, raspberry pi
- Meaningful opportunities to interact with technology and its impact on modern society

Our Curriculum Approach

We use Teach Computing and Project Evolve to support the teaching and learning of Computing. Project Evolve complements our PSHE scheme (Jigsaw) and together equip our pupils with the knowledge they need to keep themselves and others **safe** both off and online. Our curriculum meets the requirements of the national curriculum and is well sequenced, building on previous learning so that pupils continue to progress and keep up to date with their computational knowledge in an ever-changing digital world.



COMPUTING

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy:

Key vocabulary is identified within each unit plan and explicitly taught at the beginning of each lesson. We prioritise the broadening of children's subject-specific vocabulary. There are opportunities within each lesson for pupils to articulate their thoughts, feelings and ideas. Resources are **dual coded** to support visual understanding. Discussion is a key element of computing, particularly throughout internet safety and **sentence stems** are used to support children's oracy development.

Spirituality

We strive for our children to gain an insight into just how much technology is capable of and the part that they can play in this advancing technological world. We give our children the opportunity to reflect and ask the big questions such *what if* in our lessons e.g. when using computing programming they often think creatively.

How we Adapt Teaching to meet the needs of our Pupils

- Teachers use the '**I do, we do, you do**' teaching cycle.
- **Scaffolded learning** through adult support, questioning, smaller steps, manipulatives and visuals.
- **Prioritise understanding** over task completion.
- **Extend and challenge** children to deepen their understanding

Big Ideas

Information Technology

- Tinkering: experimenting and playing

Computer Science

- Creating: designing and making
- Debugging: fixing and finding errors

Digital Literacy

- Persevering: keep going
- Collaborating: working together

Teaching and Learning Approaches used in this subject:

- Problem-solving and intentional challenge
- Communication of clear learning objectives
- Planned retrieval practice
- Activating prior learning
- **Key vocabulary** is explicitly taught
- Modelling - thinking out loud and worked examples.
- Small step sequence
- **I do, we do, you do** to scaffold learning
- **Concrete, pictorial** and **abstract** cycle
- **Cold calling** and **think pair share**
- Plenary – includes sharing work, celebrating success

How we assess

- Retrieval questions
- Key questioning
- Formative assessment
- End of lesson and unit quizzing
- Teacher Assessments guided by the Teach Computing scheme