

# COMPUTING AT High Clarence



Our computing curriculum aims to offer a highquality curriculum which will inspire children and develop the necessary skills needed to become digitally literate and thrive in an increasingly changing and fast-paced world.

Digital literacy (communication methods, research and reports, problem solving, typing, editing, formatting) **Identity** (Identifying risks and consequences online, effect passwords and systems, understanding of social media, positive and negative impacts of digital technology).

**Big Ideas** 

**Real World Links** (Real life applications of software and hardware, developing effective life skills and the benefits and limitations of ICT.

### **Organisation and Sequencing**



- Half termly units varying across the year groups, developing and broaden key skills at each stage.
- Content of the National curriculum and skills development that relevant for today's world **Computing in EYFS**
- Fundamentals of e-safety, digital literacy, computer science and information technology Computing in KS1
- Units include typing skills, coding, e-safety, photo editing and data handing
- Units are taught in a sequential manner, building on previously taught skills and knowledge
- Basic skills and knowledge are acquired via a range of technologies.
- All units focus on developing skills towards presenting a final outcome.

### **Computing in KS2**

- Units include word processing, e-safety, animation and drawing, presentations and data handing
- Units are taught in a sequential manner, building on previously taught skills and knowledge
- Acquired skills are continued to be built upon as children move through KS2 building towards children being digitally ready for KS3.
- All units focus on developing skills towards presenting a final outcome.



### Links with other subjects

through computing curriculum are

Knowledge and skills taught

used across other areas of the





- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge

## Assessment/Intervention



### **Accessibility**

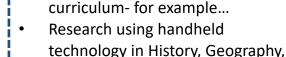


- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions.

Everyone has access to the History curriculum at the same pace.

Support is provided for those learners who require it-scaffolds are used to develop a secure understanding.

Considerations is given for learners who grasp concepts more rapidlyquestions are used to deepen learning.



RE, Art.

Presentation skills via laptop on **PowerPoint** 

Data logging in Science and DT



### **Retrieval Practice**