

# THE VAYNOR CURRICULUM COMPUTING ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



## INTENT:



### Love for Learning:

All children will have a positive, growth mindset towards computing and technology, understanding its importance in everyday life and within our world. They will delight in new technologies and enjoy using technology to support their learning in all subject areas. They will be inspired to improve the world around them, seek to include others, be other-centred and celebrate difference.



### Enquiring Minds:

Children will have the ambition, skills, and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive. They will use technology **safely**, efficiently and understand the core principles of coding and be able to apply these across a range of situations.



### World Wise:

Children will understand how to **stay safe online** and apply this to their lives and within their communities and the wider world. They will understand the interconnectedness of computing and logical thinking across subjects as well as understand its importance in everyday life.

To ensure progression throughout each year group, Computing has been mapped into core concepts. By doing this, our children build on previous computing knowledge and skills taught and each year they see how these relate to the world and each curriculum area.

## CORE CONCEPTS IN COMPUTING

Online Safety	Programming	Information Technology	Technology In Our Lives
---------------	-------------	------------------------	-------------------------

VAYNOR VALUES	LEARNING SUPERPOWERS	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

## IMPLEMENTATION:

Our Computing curriculum ensures knowledge and skills are progressive and sequenced to provide a framework which enables children to gain expertise in our interconnected and communication rich world. We enable them to learn how to keep themselves and others safe online by teaching online safety explicitly and incidentally in all curriculum areas.

### How Computing is mapped across the school:

#### OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Online safety is revisited in every Computing lesson					
Autumn	Continuous provision	Online Safety Grouping & Sorting Pictograms	Coding Online Safety Spreadsheets	Coding Online Safety Spreadsheets	Coding Online Safety Spreadsheets
Spring		Lego Builders Maze Explorers Animated Story Books	Questioning Effective Searching Creating Pictures	Touch Typing Typing Email Branching Databases	Writing for Different Audiences Logo Animation
Summer		Coding Spreadsheets Technology Outside School	Making Music Presenting Ideas	Simulations Graphing Presenting	Effective Searching Hardware Investigators Making Music

### Approach to Learning:

Computing lessons are predominantly discrete to enable focus on the knowledge for coding and online safety as required. It is also met throughout all other areas of the curriculum as the children use technology and iPads daily with various media applications across all subject areas. Each year the applications required are introduced to ensure children and staff can then use them in the curriculum throughout the year. Explicit instructional guidance worked examples (which are ‘faded’ over time) and subgoals in more complex tasks provide pupils with the framework to develop expertise over time.

### Approaches to Recording:

- Saving work in folders which is then accessed by the teacher and marked.
- Photographs and digital recordings.



### Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

## IMPACT:

### Computing Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils computing skills and knowledge. Retrieval practice tasks are used in and across lessons to consolidate previous learning.

### Tracking and Recording Assessments

Pupils take pre and post unit assessments for every unit. We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

