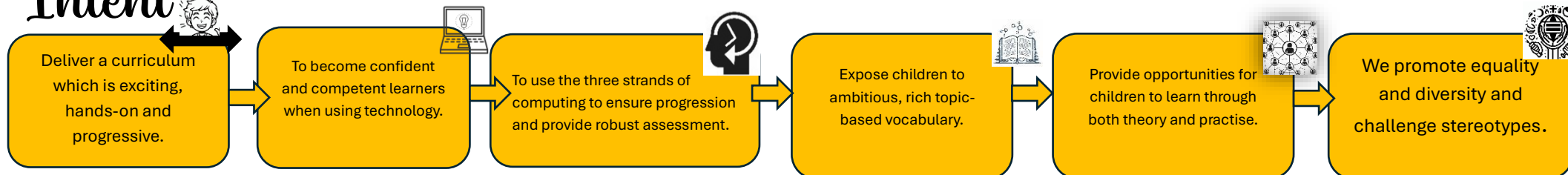


At Hawkchurch Primary School, we are committed to providing a high-quality computing education that equips our children with essential digital skills, computational thinking and creativity. We intend to foster the love for technology, inspire curiosity and prepare children for the digital world. Through a well-structured curriculum, engaging activities and real-world applications, we aim to develop confident and responsible digital citizens who can adapt to technological advancements and contribute positively to society.

SUBJECT ON A PAGE

Intent



Implementation

Sequence

The curriculum is based on a rolling programme to fit the mixed age classes in the school. Each unit builds on children's prior knowledge, then is sequenced into smaller chunks to aid retention of learning. Children complete the five units of computing following a progressive sequence outlined by the Teach Computing Scheme. They will complete one unit of digital literacy, creating media or computer programming. We use a range of devices to make the curriculum hands on and exciting.

Computer Skills

Children are assessed and tracked using the three pillars of computing: computer science, information technology and digital literacy. Our units are broken down into different elements to build a comprehensive picture of the components of the three overarching pillars.

Computer science includes: (Programming) robotics, coding, microbits, logos, hardware, game creators, text adventures, external devices and understanding binary.

Information technology: (Data and information/creating media) mouse and trackpad and keyboard skills, drawing skills, sounds, music making, photography, animated story books, spreadsheets, word processing, AI.

Digital Literacy: (Online safety/computer systems and networks) online safety, emails, technology, blogging. Hardware, technology around us, log in details.

Early Years

The Early Years is crucial for laying the foundation knowledge in computing. Children are exposed to vocabulary early on and are given the opportunity to build skills independently, developing computational thinking and reducing cognitive load. Children will have access to digital reading devices, tablets, cameras and a range of computer apps. In addition to the teaching aids introduced by the teacher.

Developing curiosity and hands on learning.

Computing planning include a range of ways to make children curious about the topic they are studying. This will be mapped through the different topics so children have change to create music, programme, code, use robotics, spreadsheets, art, animated stories and the use of different hardware such as micro bits, robotics, VR, AR, Beebots etc.

Developing reading and vocabulary

Children are explicitly taught the topic related vocabulary in order for them to develop a rich understanding of each topic. Children are also taught how to use specific phrases and prompts when searching for information and reading for validity and reliability when using IT to conduct research across the curriculum. IT is also used across the curriculum to enable different programmes to be taught such as phonic and spelling programmes and maths times table games.

Retrieval practice and metacognition

In order for children to 'know more and do more' and retain the key performance indicators of each topic.

Children have a range of retrieval activities and opportunities to revisit and recap previous learning. Children will have opportunities to practise key skills and the units build in over learning to ensure that each step is remembered and retained so that they can move onto the next step.

Impact

Children leave each year with the knowledge and skills required to enable them to access and apply to subsequent learning. Children will be empowered with essential digital skills, computational thinking and creativity to enable them to use technology safely, respectfully and responsibly, evaluate digital content and recognise dangers. We want children to be digitally literate to equip them with the everchanging landscapes of the modern world.