Warren School Computing Curriculum **Curriculum: 2024-2025**



Contents

At Warren School pupils:

- Have a varied prior experience of computing.
- Some pupils struggle with basic computer skills such as using a mouse and keyboard.
- Generally, pupils have access to gaming technology including a range of handheld and console devices.

Typically, pupils are used to using touch screen devices. Therefore, the Computing curriculum at Warren School has been planned as follows:

- Builds skills and knowledge over time for the key computing strands.
- Unit plans have been created to ensure coverage of the national curriculum. Skills and knowledge are taught progressively across the school.
- Technical vocabulary is explicitly taught and modelled by teachers.

Subject Intent	Subject Implementation	Subject Impact
The intention of the computing curriculum is to ensure all pupils: • Can understand and apply the fundamental principles and concepts of computing. • Are able to start to analyse problems in computational terms and have repeated practical experience of creating computer programs in order to solve such problems. • Are responsible, competent, confident and creative users of information and communication technology. • Starting to become digitally literate for future • Knowing the dangers of a digital world and understanding how to protect themselves	**Topic overviews and timings are planned using a progressive curriculum. This ensures a broad and balanced curriculum is taught across all areas of computing at an age-appropriate level.** • Computing lessons will provide opportunities in lessons to focus on the six key strands in computing. • iPad, netbooks and Beebots are available to be used to support learning in addition to computing lessons • E-safety is taught regularly as part of units • Computing is taught in all year groups. • Assessment takes place at the end of each unit. • Evidence of computing learning is recorded on Evidence for Learning.	**Switched on computing ensures that all pupils are taught age-related content which builds on previous learning.** • Working walls showcase worked examples so that pupils can refer to them when in class. • Vocabulary is explicitly taught that is relevant to the area of study. Pupils are encouraged to use the correct vocabulary during lessons, and this is modelled by the teacher. • End of term assessments are completed to gain insight into what the pupils have learnt. • Pupils are exposed to a range of computing devices that are relevant to today's digital world. • Lessons are planned which build upon skills previously learnt. • Pupils are given time to apply skills. • Pupils use the skills they have learnt independently. • At the beginning of a unit previous learning is recapped to enable pupils to make links. • Exposure to a range of technologies. • Pupils can explain how to keep themselves safe

Overview 3-year cycle

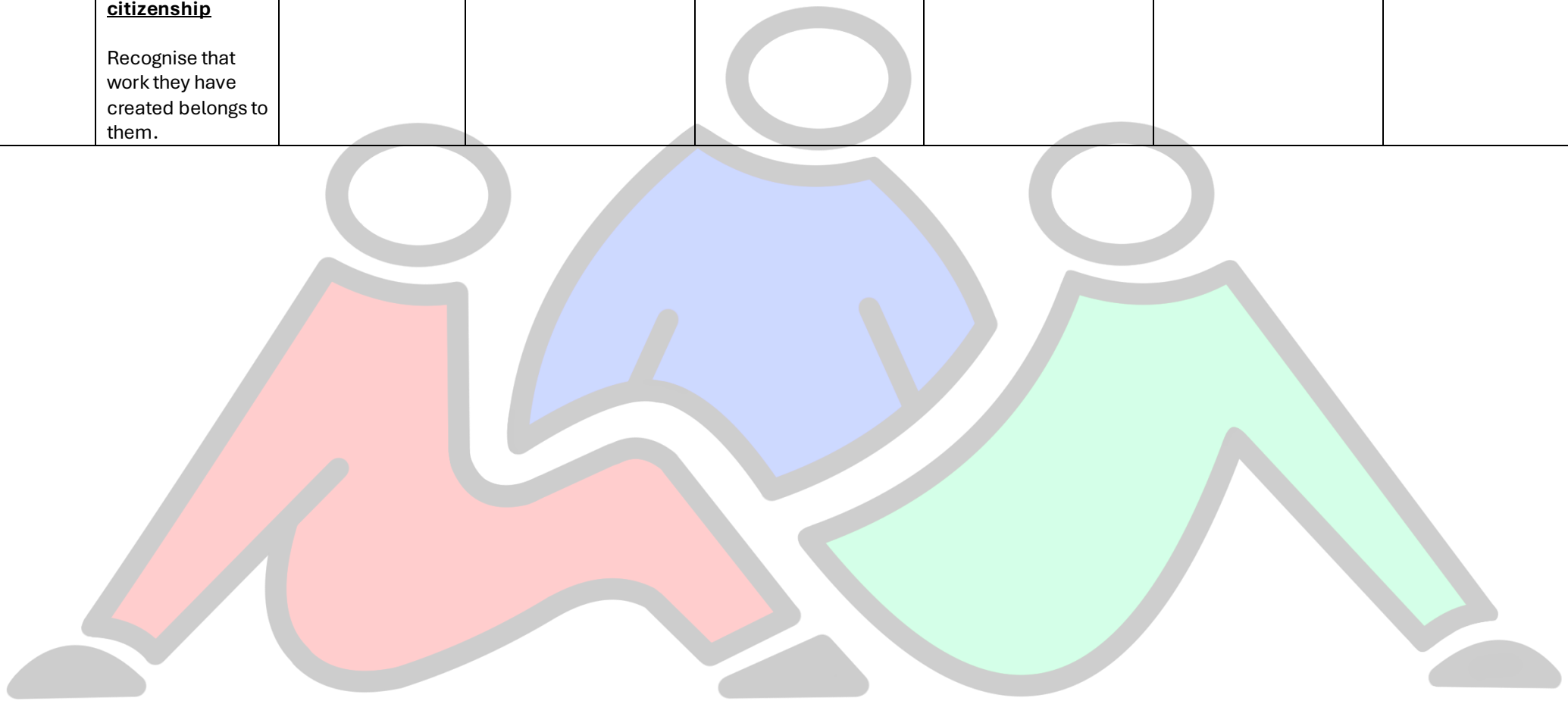
	Cycle Year 1	Cycle Year 2	Cycle Year 3
Autumn 1	We are programming	Computer skills	We are game testers
Autumn 2	We are web designers	We are TV chefs	We are photographers
Spring 1	We are Programming 2	We are digital artists	We are bug fixers
Spring 2	We are being Safe	We are publishers	We are software developers
Summer 1	We are Apps designers	We are Rhythmic	We are connected
Summer 2	We are networkers	We are detectives	We are AI developers

Progression map Computing

Pathway	Humankind	Processes	Creativity	Materials	Nature	Place and Space	Comparison
Explorer	**Communication** Use a variety of digital technology, such as smartphones and tablets. **Staying safe** Begin to talk about what they would do if they saw something online that makes them sad, scared or worried. **Digital citizenship** Engage safely with age-appropriate hardware and software.	**Physical interactions** Input simple instructions, with support, into floor robots and other technological toys.	**Creation** Begin to use software to create images and record sounds and videos.	**Hardware** Be aware of a range of computing hardware. **Software** Begin to use age-appropriate software.	**Real world** Begin to notice how data can be collected and recorded electronically.	**Digital world** Notice things that people do on digital devices, such as playing games and communicating with others. **Real world** Use a variety of digital technology, such as technological toys and mobile devices.	**Digital searching** Seek support from adults to retrieve digital content including online.
Discoverers	**Communication** Explain that digital technology is used in the home and at school for communication.	**Physical interactions** Input simple instructions to make technological toys	**Creation** Use age-appropriate software to create images and record sounds and videos.	**Hardware** Explore how to use different computing hardware. **Software**	**Real world** Notice how data can be collected and represented electronically	**Digital world** Talk about things that people do on digital devices, such as playing games, communicating with	**Digital searching** Navigate to find digital content, in digital folders and online, with supervision.

	Staying safe Describe what they would do if they saw something online that made them sad, scared or worried. **Digital citizenship** Ask to use digital devices to create work in a safe and responsible way.	operate, including floor robots and onscreen sprites.		Use age-appropriate software independently.		others and watching online videos. **Real world** Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.	
Adventurers	**Communication** Explain simply that digital technology can be used to connect with others locally and globally. **Staying safe** Recognise that some websites ask for private information and discuss how to handle these requests and	**Physical interactions** Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm.	**Creation** Select appropriate software to complete given tasks using text, images, audio and video clips.	**Hardware** Use a range of computing hardware for different purposes. **Software** Begin to use a range of software for different purposes	**Real world** Observe how collected data can be represented electronically.	**Digital world** Understand that there are online tools that can help people to create content and communicate. **Real world** Recognise the ways digital technology can be used in the classroom, home and community.	**Digital searching** Search for or retrieve digital content, including images and information, in digital folders and online, with supervision.

	where to go for help and support. **<u>Digital citizenship</u>** Recognise that work they have created belongs to them.						



Assessment Criteria - Explorers

- Access online content.
- Make an intentional choice between a limited selection of digital resources.
- Intentionally explore digital devices.
- Make something happen intentionally on a digital device.
- Can control a specific element of their environment.
- Recognise that an action produces a predictable result.
- Can follow a single instruction to operate a digital device.

Assessment criteria – Discoverers

- Identify and access online content.
- Make an intentional choice between a selection of digital resources or devices.
- Use technology to explore and access content.
- Select basic options within a familiar application.
- Respond to on-screen cues to make something happen.
- Know they can use technology to control things around them.
- Follow an instruction when operating a range of digital devices.
- Recognise the success or failure of an action.

Assessment Criteria – Adventurers

- Understand that they can access the same content on different devices.
- Recognise that there are different technologies that serve different purposes.
- Identify the appropriate technology from a limited selection to fulfil a task.
- Independently operate a digital device to fulfil a familiar task.
- Create their own simple digital content.
- Choose media from a selection for a given purpose.
- Can follow simple instructions in order to operate digital devices.
- Give an instruction to control a digital device.
- Try another approach if the first doesn't succeed.

Action plan

Focus area:	Quality of Education

Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
SDP2 - Curriculum/Teaching and Learning **2.4** Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	Raise the profile of computing across the school. Improve the standard of work – ensure all staff fully understand and share the expectations. Provide CPD for all staff Work with new teachers to provide support and exemplar work.	Georgina Grant	Teachers fully aware of and share the high expectations of computing. Schemes of work followed and each part of the process evidenced on EfL. CPD session in place	Implement September 2024 Review November 2024
SDP3 - Planning and Assessment **3.3** Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	Lesson explorations Regular monitoring of pupils work on EfL Staff voice Pupil Voice	Georgina Grant	We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of computing and ensures consistency across the school. Pupils voice to be used throughout the year. Leaders are able to identify areas for development and provide support for staff Feedback to all teachers after learning exploration.	Implemented September 2024 Review November 2024

SDP4 - Learning Environment **4.1** Connections to be formed with other schools to enable sharing of good practice.	Connections to be formed with other schools and external agencies	Georgina Grant	Links formed with Riverwalk School	Implemented September 2024 Review November 2024
SDP2 - Curriculum/Teaching and Learning **2.4** Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	To provide staff with bespoke CPD so that they can confidently deliver their schemes of work. Staff to understand the skills being taught Progression maps	Georgina Grant	Teachers possess the skills, enjoy and be confident when delivering the schemes of work.	Implemented September 2024 Review November 2024