



Computing at Marshlands Primary School

Intent

Our computing curriculum has been designed to encourage curiosity, enjoyment, individuality, resilience and respect. During computing, children learn the fundamental principles and concepts of computer science, how to use a range of software competently and confidently and how to communicate responsibly with a range of applications. This enables our children to be digitally literate and thrive in an ever evolving technological world.

Areas of learning

- Computer Science
- Information Technology
- Digital Literacy

Content & Sequencing

We meet the aims of the national curriculum across the school.

Our curriculum is designed to build on prior skills and knowledge. Planning is informed by the whole school scheme of Purple Mash.

We have a progression of skills which progresses throughout school. Each year builds on the skills taught in previous years and develops the children's digital literacy.

Other Subjects

Coding activities can be used to explore **mathematical** concepts like patterns, sequences and logic whilst spreadsheets and simple data analysis tools can help pupils collect and analyse data.

Computing can be used to simulate **scientific** experiments giving pupils opportunities to predict and observe outcomes.

Digital literacy skills are used to accelerate **literacy** skills through the use of Lexia.

Computing can introduce pupils to digital mapping tools allowing them to explore maps in **Geography**.

And many, many more!

- Music (composing music programmes)
- PE (track fitness activities)
- Design and Technology (3D modelling software)

Teaching Strategies

Computing involves both conceptual understanding and hands-on application.

Children's digital creations, including programs and projects, are saved to a shared area in their individual folders.

Students learn to analyse computing problems, build their programming skills, design simple applications (appropriate for their age), and review, refine, and improve their own code through testing and feedback.

Retention

Retrieval practice – pupils to access concept maps and quizzes before or after the unit has been taught to ascertain the children's understanding.

Revisit – Children to revisit concepts in the areas of learning throughout the key stages.

Progress & Attainment

Following the progression of skills to ensure that children's expertise are built upon.

Areas of learning are used to build on prior understanding.

Lessons are designed to show new skills and knowledge.

Self and peer assessment is used to encourage children to evaluate and constructively criticize their work.

For each year group, an example of one child's work is documented as the basis of what age-related looks like.

Support

Everyone has access to the computing curriculum.

Adaptations, when appropriate, are made to activities to ensure all can access.

Should it be identified on a specific support plan following assessment with outside agencies, some pupils may access skills and knowledge from lower year groups