

Curriculum Principles in Computing

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

children will be ready for the challenges and opportunities of the future.			
In Computing this is evidenced through:			
<p>KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum.</p> <p>A Computing curriculum that begins in F2 and builds on year on year.</p> <p>The opportunity to continuously revisit prior learning.</p> <p>Use of assessment tools to help retain children’s learning.</p> <p>Knowledge map with information on data to be filled in.</p> <p>Quizzes using Purple Mash .</p> <p>Curriculum links to other subjects – history and ancient Britain – children learn phrases from enquiry in Spanish – Roman Britain, Habitats, WWII, Olympics, rainforest LFL (National Online Safety).</p> <p>Assessment opportunities to identify gaps in learning/ knowledge.</p> <p>Review and reflect of prior learning.</p> <p>Granular knowledge being built on from each Tear group. Coding in Year groups progresses from just writing an algorithm (Yr2) , to debugging an algorithm (Yr4-5), to</p>	<p>Learning about how to use computers safely, how to keep information's safe, who to report things to if anything upsets you, how to communicate appropriately, how to check information for reliability etc..Learning about specific elements of Computing for example coding (Yr 6). 3D modelling to create DT work (yr4/5)</p> <p>Curriculum links to other subjects – LFL E-safety, Research any curriculum (Egyptian topic children used the Ipads and software to look at the pyramids and ancient artifacts in Cyro) create games and activities sing Purple Mash.</p> <p>Google earth Zoomed in on monuments in London and Coding with local history in Sutton (Year 1/2)</p> <p>‘E-safety Week’ planned into the yearly map to allow all children to be immersed in Computing activities.</p> <p>Anti-Bullying week.</p> <p>Army day (robot spheres from the army).</p>	<p>A vocab rich environment.</p> <p>Flashcards on display in classrooms and used to revisit vocabulary.</p> <p>A range of books in Spanish to immerse themselves in the language.</p> <p>Review and Reflect vocabulary from previous learning.</p> <p>Knowledge Maps (to be introduced)</p> <p>Using the written language during curriculum lessons to embed knowledge.</p> <p>Using Purple Mash software and activities.</p> <p>Computing acronym SMART. Display in the hall.</p> <p>Resources shared to parents from National Online Safety.</p>	<p>Quality first teaching of COMPUTING allows all children to access the learning.</p> <p>Learning is scaffolded up, so all children aspire to know and learn more.</p> <p>Scheme of learning from Purple Mash followed.</p> <p>National Online safety used to support learning with communication outside of school.</p> <p>Resources shared with parents.</p> <p>All children have access to the use of IT equipment to support in their learning.</p> <p>Support provided in lessons for children when required to allow all children to make progress.</p> <p>Following KKPD’s and ensuring that every child is making progress and able to access learning challenge.</p>

being able to make it effective as possible (Yr6)	ESafety week assembly, Assemblies on ESafety for whole school if a concern appears (a certain game parents are concerned about). Children use in authentic outcomes. To create coded games each other can play, produce Nets which can then be linked to DT.		
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