






Subject Overview

Computing					
Vision for Computing		Key Concepts		Content and Sequencing	
<p>The core of computing is computer science, in which pupils are taught how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information technology.</p>		<p>E-Safety Data Handling Multimedia Technology in our lives Programming Communication</p>		<p>Learning is sequenced so that knowledge is built upon each year. E.G: KS1 children are taught to create and debug a simple program. In KS2 debugging design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. As the children progress through the key stage, they begin to explore computer programming, using databases and manipulating different media.</p>	
Curriculum Drivers					
Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based
<p>Computing teaching and learning enables children to understand that great Computer Scientists have influenced our society today and are continuing to influence our future. We teach them that there are many jobs using Information technology available to them.</p>	<p>Computing teaching and learning builds pupil's knowledge of the digital world. It provides them with an understanding about what impact Computing can have on their life and that of their community and also the wider world.</p>	<p>Our pupils should be able to organise their Computing knowledge, skills and understanding around our key concepts. These concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop computing vocabulary.</p>	<p>True Computer scientists make discoveries through experience. Computing teaching and learning is practical to make learning memorable. Children make links to their own experiences to make sense of new knowledge.</p>	<p>The quality and variety of language heard and spoken are key factors in developing computing vocabulary and articulating computing concepts clearly and precisely. This language assists children making their thinking clear, both to themselves and others.</p>	<p>Computing teaching and learning begins with asking questions. Throughout a unit of learning, children are encouraged to explore and practice with a sense of excitement and curiosity.</p>
Links with Mathematics and English 		Progressive 		Inclusive 	
<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> ➤ Research for a non-fiction text ➤ Publishing work <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> ➤ Collect data, make predictions, analyse results, and present information graphically. ➤ Maths games are used to consolidate key areas of the syllabus. 		<ul style="list-style-type: none"> ➤ Computing will be evident in books or saved on the school learning pool. ➤ Deepening understanding. ➤ Children will be able to work independently. ➤ Children can talk confidently at each stage about the concepts in computing ➤ Evidence of children applying their understanding after the unit of learning or another subject. 		<ul style="list-style-type: none"> ➤ Task varied to support children to access the task. ➤ Learning is challenging. ➤ Children's starting point are identified using assessment tools and teaching builds on prior knowledge. ➤ The curriculum is practical to engage all. ➤ Resources are used to aid understanding. 	