Computing Vision

OUR VISION
From tiny seeds, we grow and learn together. Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish. Our school is like the mustard tree; a place where all are valued and belong. Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world. Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth. **Little people can do big things through love, courage and joy.**

OUR VALUES		
LOVE	**COURAGE**	**JOY**

OUR BEHAVIOUR PRINCIPLES		
KIND WORDS	**KIND HANDS**	**KIND FEET**

CURRICULUM INTENT

We define ‘curriculum’ as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

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COMPUTING INTENT It is our intention that all children will experience a high-quality computing curriculum which inspires a growing knowledge, curiosity and fascination about the world and its people, so that they become children who:		
Build confident, curious learners who can use technology safely, purposefully and independently.	Develop logical thinking through simple algorithms, sequencing, patterns and problem-solving activities.	Create, modify and share digital content using age-appropriate tools to express ideas creatively.
Recognise how technology is used in every day life and understand its role beyond school.	Embed strong foundations in online safety, teaching children how to stay safe, kind and responsible in digital environments.	Promote teamwork, perseverance and reflective thinking when problem solving using digital activities.

COMPUTING CURRICULUM IMPLEMENTATION We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.						
Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	**Reflective Owl** Reflectiveness		**Resourceful Squirrel** Resourcefulness		**Tough Tortoise** Resilience	**Team Ant** Reciprocity

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Learning will be organised through	**Early Years Foundation Stage (EYFS)**			
	Understanding the World			
	National Curriculum (KS1)			
	Computing Subject Content			
	Creating Systems and Networks	**Programming**	**Creating media**	**Data and Information**
	Computing Disciplinary Knowledge The disciplinary knowledge and skills needed to work as a Computer Scientist:			
	Computational Thinking & Programming	Digital Systems & Technology	Creating Digital Media	Online Safety & Digital Responsibility
	Pupils understand that programs follow precise instructions (algorithms) and that these can be created, tested, and improved. They learn to design simple sequences, predict outcomes, debug errors, and explain how their programs work using clear reasoning.	*Pupils develop knowledge of what digital devices are, how they function, and how technology is used in everyday life. They recognise common input and output devices and understand that technology processes information to produce outcomes.*	*Pupils understand that digital content can be created, stored, and shared. They learn how different tools can be used to present ideas through text, images, sound, and simple animations, making purposeful choices about the media they use.*	*Pupils know how to use technology safely and respectfully. They understand the importance of keeping personal information private identifying trusted adults, and recognising appropriate and inappropriate behaviour online.*
	Computing Subject Threads These are key threads that run through our Computing curriculum, they are:			
		Resilience	Effective use of tools	Impact of technology	Safety and security	

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Our School specific components	**Crookham Toolkit** ('How we teach here')		**School Library Service**		**Oracy** Approaches
	Raspberry Pi				
CURRICULUM IMPACT					
MEASURING IMPACT We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes		Summative Assessment			External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

Long Term Planning LTP

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See Medium Term Planning MTP for more detail.						
	Autumn		**Spring**		**Summer**	
Year R						
Year 1	Technology around us.	Digital Painting.	Moving a Robot	Grouping Data	Digital Writing	Programming and animations.
Year 2	Information Technology around us.	Digital Photography.	Robot Algorithms	Pictograms.	Digital Music.	Programming quizzes.