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|   **Trewirgie Computing Curriculum**  |
| **Scope** |  | **Components- content and skills to be taught** |
| * National Curriculum coverage
* Following the Natterhub and Teach Computing curriculum content
* E-Safety is explicitly taught through Natterhub throughout the year.
 |  | * Key knowledge is identified through progression of skills document – highlighting prior learning, LO and next steps.
* Vocabulary is carefully picked out showing progression, building on year on year
* E-Safety – Via Natterhub
* Teach computing themes
	+ Creating media,
	+ Programming
	+ Data and information
	+ Creating media
 |
| **Lesson sequencing** |  |
| * Each unit contains 6 lessons building upon prior knowledge/skills
* Lessons each have a learning objective which is working towards creating a project linked using the skills developed throughout the unit. Eg. creating a piece of digital music
 | ●● | * Natterhub lesson regularly revisits and test pupils knowledge on the content covered, as well as through teacher-pupils discussions and questioning.
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| **Retrieval** |  | **Enrichment** |
| * Planned and systematic opportunities for prior learning to be retrieval – from **previous units of learning**
* Opportunities for prior learning to be retrieval – from **previous lessons**, within the lesson design
 | ●●● | Safer Internet Day whole school eventFirst Lego leagues club  |
| **CPD** |  | **SEND Adaptations** |
| * Evidence of CPD undertaken by lead.
* Attendance at TPAT Advantage/Computing form.
* Evidence of CPD provided for staff.
 | ●● | Barrier to learning are identified early.Adaptations made for children who may find recording challenging, including use of technology.Accessibility tools are used and enabled |
|  | ● |
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| **Monitoring** |  | **Assessment** |
| * Monitoring schedule in place for Computing
* Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted
* There is evidence of children’s work on Staff Ydrive.
* Children can talk about how to stay safe online
* Pupil conferencing shows that children can talk about how technology can be used for a variety of different purposes.
 | · Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding* End of unit project.
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| **Impact** |
| * The intended writing curriculum is enacted.
* Children have developed a love of reading and writing and can talk about the process enthusiastically.
* Children are knowing more, understanding more and doing more aligned to end points decided on by school.
* The writing curriculum is accessible to all children.
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