Computing

The programme of study that we follow are:
Key Stage 1: National Curriculum 2014

Subject leader: Paige Simper

At Blossomfield Infant School we ensure that children are surrounded by technology in different forms in a rich and stimulating environment. We provide children with a broad range of opportunities to use ICT across the curriculum and on a range of devices. We aim to ensure that all children become confident, competent and respectful users of ICT in school and at home.

The computing curriculum is divided into the following areas:

- Computer Science
- Digital Literacy
- Information Technology

Online Safety

At Blossomfield Infant School children are encouraged and enabled to become respectful users of the internet through well planned lessons and by participating in a range of exciting activities. Online safety is taught not only in online safety sessions and computing lessons, but it is embedded across the curriculum in order to enable children to become safe users of the internet. At Blossomfield, we ensure that children have a voice, and an online safety team is made up of representatives from each class. We work in collaboration with parents and aim to deliver a consistent approach to online safety at school and at home.

What does 'Adaptive Teaching' look like in Computing?

We adapt our teaching to ensure children reach age-appropriate milestones.

Here are some examples of how we adapt our pedagogy:

- Targeted, tailored support
- Additional practice
- Breaking down components into smaller parts
- Acting on information from AFL
- Teaching carefully selected groups
- Well chosen resources
- Mixed attainment pairs

Break learning into small clear steps

-Model each step on the board before pupils try

-Using 'I do -> We do -> You do'

-Keeping instructions short and visual

Vocabulary support:

-Pre-teach key word

-Provide sentences starters:

'To debug the error, I…'

-Encourage talk partners

Use unplugged activities

-Algorithms: giving instructions to a partner to draw a shape or directing a friend to a different location in the classroom

-Debugging: finding mistakes in a sequences of picture cards

Scaffold coding tasks

-Introduce practical 'coding' exercises before moving on to instructional coding activities (BeeBots) and then block based coding (Scratch Jnr)

-Use colour code blocks

Visual opportunities:

-Step-by-step pictures/illustrations to support

-Icons, symbols, and colour coding for code blocks

-Images

-Videos

Auditory opportunities:

-Discussions

-Thinking aloud while modelling algorithms

Kinesthetic opportunities:

-Unplugged computing: sorting, sequencing cards, acting out algorithms

-Using physical robots (e.g. Bee-Bots)