



COMPUTING AT HAMER

Vision and Intent

Hamer's computing curriculum aims to equip all the children with the skills and knowledge to ensure they leave Hamer with the ability to safely and securely access and use the ever growing world of IT. Key concepts of communication, coding, collecting and creation are revisited over time, along with a focus on staying safe online all the time. Our aim: for children to have an understanding and **care** about their interactions online, to **challenge** thinking and most importantly, have **fun** learning.

Our computing curriculum will help pupils gain a coherent knowledge and understanding of digital literacy, computer science, information technology and e-safety. Due to our split year groups, we teach topics on a two-year cycle. This has implications for building on prior knowledge but has been addressed with the careful selection and sequencing of topics in our long term plan.

We want our pupils to be able to successfully use and express themselves through information and communication technology in a manner suitable for the current digital world.

Content and Sequencing - Implementation All year groups explore the computing curriculum, covering the areas of computer science, digital literacy and information technology each year. Internet safety is also taught every year, as well as being the focus of assemblies at various points in the year. We use the planning and resources through Purple Mash to deliver our computing curriculum, with additional learning taking place in cross-curricular links. Though the learning takes place within the 2Simple framework, we believe that the skills and knowledge taught allows the pupils to develop transferable skills – much like an adult being able to use a variety of word processing software despite only being shown Word. The topics chosen allow pupils to be exposed to areas that we deem the most important for pupils to learn and develop. This includes a greater focus on basic skills, such as logging in, use of a keyboard and touch typing. We also focus on the use of coding through at least two topics in each unit, backed up by applying these skills in various topics such as game creation as well as in cross-curricular topics. Computing links with EYFS have been removed from the curriculum. However, pupils are exposed to technology in the classroom through the use of interactive boards, iPads, beebots and RC vehicles. These opportunities to develop basic skills feed in to the children accessing digital technologies more formally in key stage one and beyond. Children in EYFS are introduced to Purple Mash during the summer term to help prepare for the next stage of their learning.		
Links Pupils at Hamer will use computers at various points in most subjects, be it for research or presenting information. There are specific DT projects that utilise key computing learning such as switches. These also link to pupils' learning in science. E-safety links with work completed in PSHE.		Progress and Assessment - Impact Due to having a two-year cycle, we ensure that prior learning is referred back to and our topics have been sequenced, with the support of Purple Mash, in the best way possible to build on this learning. Teachers assess formatively throughout the lesson and can look back at work completed within Purple Mash. This is then used by teachers to make an overall judgement at the end of the year.
Retrieval Topics sequenced in order to recap prior learning. Assessment opportunities built in to Purple Mash. Vocabulary recap at the start of a lesson.	SEND Through our use of Purple Mash, the children have a clear and consistent routine to their session delivery. This helps to reduce cognitive load. Our approaches across school (Teacher Walkthrus/Kagan) have all learners in mind but the strategies support pupils with SEND effectively.	Enrichment At Hamer, we strongly believe that the core knowledge we have identified takes precedence. When planning enrichment opportunities, we believe these should be beyond what the children have regular access to and therefore do not routinely offer computing in these situations.