

Computing Curriculum





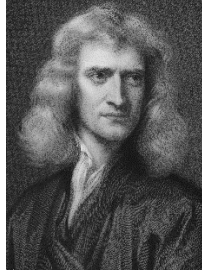





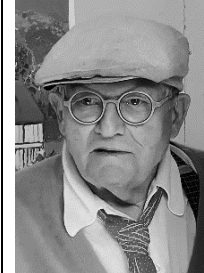
'Inspiring and achieving success for all!'

Upton Cross Academy

Intent

Implementation

Characteristics of Learning

								
Ernest Shackleton I can find out and explore.	William Shakespeare I play with what I know.	Sir Isaac Newton I am willing to have a go.	Beatrix Potter I am involved and can concentrate.	Emmeline Pankhurst I keep on trying.	Kelly Holmes I enjoy achieving what I set out to do.	Steven Hawking I have my own ideas.	Isambard Brunel I make links in my learning.	David Hockney I choose ways to do things.

Impact

2 Year Rolling Programme

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term	Online Safety & Exploring Purple Mash Effective Searching	Online Safety & Exploring Purple Mash Maze Explorers	Online Safety Coding Spreadsheets	Online Safety Coding Spreadsheets	Online Safety/Coding Online Safety and Databases	Online Safety/Coding Networks

	<i>Lego Builders</i>	<i>Questioning</i>				
Spring Term	<i>Technology Outside School</i> <i>Grouping & Sorting</i> <i>Creating Pictures</i>	<i>Online Safety</i> <i>Animated Story Books</i> <i>Making Music</i>	<i>Touch Typing</i> <i>Email</i>	<i>Writing for different audiences</i> <i>Logo</i>	<i>Spreadsheets</i> <i>Game Creator</i>	<i>Spreadsheets</i> <i>Blogging</i>
Summer Term	<i>Spreadsheets</i> <i>Coding</i>	<i>Spreadsheets</i> <i>Pictograms</i> <i>Presenting Ideas</i>	<i>Branching Databases</i> <i>Simulations</i> <i>Graphing</i>	<i>Animation</i> <i>Effective Search</i> <i>Hardware Investigators</i>	<i>3D Modelling</i> <i>Concept Maps</i>	<i>Text Adventures</i> <i>Quizzing</i>

SEND Strategies	
	Here is how we will help:
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> Reinforce instructions on how to use the computing equipment Be explicit about the rules of when to use the equipment and to be listening and focusing on verbal instructions
Anxiety	<ul style="list-style-type: none"> Arrange for another child to be a 'buddy' for computing lessons so that they know they can have a consistent friend to help if needed Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issue =s with the computer/other equipment
Autism Spectrum Disorder	<ul style="list-style-type: none"> Teacher/TA to discuss what the computing session will involve and what programme/software/computing equipment will be used Where possible, the child will work in the same group/team for each session Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson
Dyscalculia	<ul style="list-style-type: none"> Provide printouts of the instructions that will be used in the lesson Where necessary provide screenshots of the computer programme that will be used in the lesson
Dyslexia	<ul style="list-style-type: none"> When using interactive whiteboard avoid black text on a white background and ensure this is avoided when sharing documents on Chromebooks or in pupil's shared areas Show the child how to enlarge or zoom in on a page when using a computer so that the text and images can be clearly read and understood
Dyspraxia	<ul style="list-style-type: none"> Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed Make sure that instructions are clearly explained and repeated if necessary Allow extra time to complete task, especially when new concepts/programmes/software are being used

Hearing Impairment	<ul style="list-style-type: none"> • Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher • Repeat instructions for independent learning to ensure the child knows what to do • Ensure that any videos that are shown in computing lessons are subtitled • Provide printouts or screenshots from the main input in lessons which the child can refer to • New and unfamiliar technical vocabulary is discussed at the start of a new computing unit • Ensure that the background noise is kept to a minimum particularly when sound is being used with computers • Provide headphones for all children if the background noise is going to hinder the hearing impaired child
Toileting Issues	<ul style="list-style-type: none"> • Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet
Cognition and learning challenges	<ul style="list-style-type: none"> • Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar • Provide a word bank to explain unfamiliar technical vocabulary • Provide screenshots of the computer programmes that will be used in computing lessons • Use plenty of modelling on a screen to ensure the child understands how to access programmes and the information within them
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them • Provide lots of 'talk' opportunities so that new concepts can be discussed prior to beginning independent learning • Provide printouts which include the images of symbols/icons/buttons that will be used in the lesson
Tourette Syndrome	<ul style="list-style-type: none"> • Provide a list of components to include in a task to aid attention • Be aware that a piece of work may not be fully completed
Experienced Trauma	<ul style="list-style-type: none"> • The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour • Before the lesson come up with strategies for if difficulties occur during the lesson and ways these can be overcome, reminding children that learning is about trial and error • Use simple, specific instructions that are clear to understand and deliver these slowly
Visual Impairment	<ul style="list-style-type: none"> • Ensure that the child is taught how to adjust the screen resolutions on computers (brightness, contrast) and how to zoom in and out • Consider the colour of backgrounds and text on interactive whiteboards when teaching and that of the computers when accessing shared documents • Ensure that when the computer is being used it is in a space where there is little glare as possible • Consider dimming or switching off the classroom lights during computing lessons • Allow breaks from the computer during extended periods of work where there could be a risk of fatigue through continually looking at a screen