Computing at Abingdon Primary School

Our Bespoke Drivers

Role Models of all Protected Characteristics

Accessing our local area and all it offers

The Power of Word




safe







Our Vision for Computing – Why is Computing important at Abingdon?

At Abingdon Primary School, we view Computing as a fundamental component of the creative curriculum. It is a subject that not only stands alone but is an integral part of all learning. Computing is now a significant part of daily life and we believe that children should be at the forefront of new technology, with a desire to learn more about our fast-changing world.

We aim to provide our children with a wide range of skills which enables them to be computational thinkers and participate effectively and safely in the digital world. Abingdon's Computing curriculum provides children with pertinent learning opportunities, which ensures they are well-equipped with the skills to help them succeed in today's modern life.

How is Learning Across Our School is Sequenced?

The Purple Mash Computing Scheme of Work is a comprehensive set of resources that align with the National Curriculum for teaching Computing, Technology and Digital Competence. This Scheme of Work allows for the very best outcomes for all children, as it exposes them to a wide variety of digital tools, technological skills and innovations to enable them to become informed members of the digital community.

The scheme provides the scaffolding for learning key skills, alongside the flexibility to change the context to meet needs of individuals. Purple Mash consists of several computing units which explore a range of programs, tools and new skills. Each unit and lesson has opportunities to recap and review learning from previous lessons and years, whilst continuing to build upon knowledge and practice new skills. There are 3 key areas which are covered in both cycles by all Key Stages, which are Online Safety, Coding and Spreadsheets. These 3 units are sequential throughout Years 1 – 6 as they build their knowledge of how to present ideas effectively, allows them to become confident computer programmers and educates them on the importance of staying safe online.

Content Overview – Cycle A

ABINGDON PRIMARY SCHOOL – Computing Yearly overview CYCLE A							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Ongoing throughout the year: Technology Around Us Hardware Online Safety	**Digital Literacy - Unit 1.1 Online Safety & Exploring Purple Mash** Number of lessons – 4 Programs – Purple Mash **Digital Literacy - Unit 2.5 Effective Searching** Number of lessons – 3 Programs – Google Chrome **Computer Science - Unit 1.4 Lego Builders** Number of lessons – 3 Programs – 2DIY		**Digital Literacy - Unit 3.2 Online Safety** Number of lessons – 3 Programs – Purple Mash **Computer Science – Unit 3.1 Coding Crash Course** Number of lessons – 8 Programs – 2Code **Information Technology - Unit 3.3 Spreadsheets Crash Course** Number of lessons – 3 Programs – 2Calculate		**Digital Literacy - Unit 5.2 Online Safety** Number of lessons – 3 Programs – Purple Mash **Computer Science – Unit 5.1 Coding Crash Course** Number of lessons – 8 Programs – 2Code **Information Technology - Unit 5.3 Spreadsheets Crash Course** Number of lessons – 6 Programs – 2Calculate	
Spring	Drawing skills Photography	**Digital Literacy - Unit 1.9 Technology outside of school** Number of lessons – 2 Programs – Purple Mash **Computer Science - Unit 1.2 Grouping & Sorting** Number of lessons – 2 Programs – 2DIY **Information Technology - Unit 2.6 Creating Pictures** Number of lessons – 5 Programs – 2PaintAPicture		**Information Technology - Unit 3.4 Touch Typing** Number of lessons – 4 Programs – 2Type **Digital Literacy – Unit 3.5 Email** (including email safety) Number of lessons – 6 Programs – 2Email, 2Connect, 2DIY **Information Technology - Unit 3.6 Branching Databases** Number of lessons – 4 Programs – 2Question		**Information Technology - Unit 5.4 Databases** Number of lessons – 4 Programs – 2Question, 2Investigate **Computer Science – Unit 5.5 Game Creator** Number of lessons – 5 Programs - 2DIY 3D **Information Technology - Unit 5.6 3D Modelling** Number of lessons – 4 Programs – 2Design and Make	
Summer		**Information Technology - Unit 1.8 Spreadsheets** Number of lessons – 3 Programs – 2Calculate **Computer Science - Unit 1.7 Coding** Number of lessons – 6 Programs – 2Code **Information Technology - Unit 2.8 Presenting Ideas** Number of lessons – 4 Programs – 2Connect, 2Quiz, 2Publish, 2Create A Story		**Information Technology - Unit 3.7 Simulations** Number of lessons – 3 Programs – 2Simulate, 2Publish **Information Technology – Unit 3.8 Graphing** Number of lessons – 2 Programs – 2Graph **Information Technology - Unit 3.9 Presenting with Google Slides** Number of lessons – 6 Programs – Google Slides		**Computer Science - Unit 5.7 Concept Maps** Number of lessons – 4 Programs – 2Connect **Information Technology – Unit 5.8 Word processing with Google Docs** Number of lessons – 8 Programs – Google Docs	

Content Overview – Cycle B

ABINGDON PRIMARY SCHOOL – Computing Yearly overview CYCLE B							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Ongoing throughout the year: Technology Around Us Hardware Online Safety	**Digital Literacy - Unit 1.1 Online Safety & Exploring Purple Mash** Number of lessons – 4 Programs – Purple Mash **Computer Science - Unit 1.5 Maze Explorers** Number of lessons – 3 Programs – 2Go **Information Technology - Unit 2.4 Questioning** Number of lessons – 5 Programs – 2Question, 2Investigate		**Digital Literacy - Unit 4.2 Online Safety** Number of lessons – 4 Programs – Purple Mash **Computer Science – Unit 4.1 Coding Crash Course** Number of lessons – 8 Programs – 2Code **Information Technology - Unit 4.3 Spreadsheets Crash Course** Number of lessons – 6 Programs – 2Calculate		**Digital Literacy - Unit 6.2 Online Safety** Number of lessons – 2 Programs – Purple Mash **Computer Science – Unit 6.1 Coding Crash Course** Number of lessons – 8 Programs – 2Code **Information Technology - Unit 6.3 Spreadsheets Crash Course** Number of lessons – 5 Programs – 2Calculate	
Spring		**Digital Literacy - Unit 2.2 Online Safety** Number of lessons – 3 Programs – Purple Mash **Information Technology - Unit 1.6 Animated Story Books** Number of lessons – 5 Programs – 2Create A Story **Information Technology - Unit 2.7 Making Music** Number of lessons – 3 Programs – 2Sequence		**Information Technology - Unit 4.4 Writing for different audiences** Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY, 2Publish **Computer Science – Unit 4.5 Logo** Number of lessons – 4 Programs – Logo **Information Technology - Unit 4.7 Effective Search** Number of lessons – 3 Programs – Google Chrome		**Computer Science - Unit 6.4 Blogging** Number of lessons – 4 Programs – 2Blog **Computer Science – Unit 6.5 Text Adventures** Number of lessons – 5 Programs – 2Code, 2Connect **Computer Science – Unit 6.6 Networks** Number of lessons – 3 Programs – 2Write, 2Connect,	
Summer		**Information Technology - Unit 2.3 Spreadsheets** Number of lessons – 4 Programs – 2Calculate **Information Technology - Unit 1.3 Pictograms** Number of lessons – 3 Programs – 2Count **Computer Science - Unit 2.1 Coding Crash Course** Number of lessons – 6 Programs – 2Code		**Information Technology - Unit 4.6 Animation** Number of lessons – 3 Programs – 2Animate **Computer Science – Unit 4.8 Hardware Investigators** Number of lessons – 4 Programs – Logo **Information Technology - Unit 4.9 Making Music** Number of lessons – 3 Programs – Busy Beats		**Information Technology - Unit 6.7 Quizzing** Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate **Information Technology – Unit 6.9 Spreadsheets with Google Sheets** Number of lessons – 8 Programs – Google Sheets	

Vocabulary Progression – General

Think and Talk like a Computer Programmer

Computing

Up the stairs to progress, down the stairs to remember!

Reception

App
Buttons
Equipment
Images
Internet
Keyboard
Movement
Mouse
Paint
Password
Screen
Website

Year 1 and 2

Animation
Avatar
Binary tree
Browser
Clipart
Database
Device
E-book
Edit
Fact file
Fill
Font
Groups
Mind map
Repeat
Route
Present
Quiz
Save
Share
Sort
Sound effect
Tune
Undo
Volume
Web page

Year 3 and 4

Attachment
Audio
Axis
Branching database
Dynamics
Email
Genre
Hardware
Inbox
Input
Logo
Media
Microbit
Opinion
Output
Presentation
Review
Rhythm
Search engine
Slideshow
Software
Solution
Stop motion

Year 5 & 6

2D 3D
Arrange
Audience
Blog post
Captions
Circuit
Code view
Concept maps
Connections
Copy / paste
Crop
Feedback
Field
Highlight
Hyperlink
Merge cells
Net
Nodes
Page orientation
Promotion
QR code
Select
Sensor
Spell check
Statistics
Template
Theme
Vlog

Vocabulary Progression – Coding

Think and Talk like a Computer Programmer

Computing - Coding

Up the stairs to progress, down the stairs to remember!

Reception

Backwards
Computer
Direction
Down
Forwards
Left
Move
Right
Up

Year 1 and 2

Action
Algorithm
Background
Code
Collision
Command
Debugging
Design view
Image
Instruction
Object
Scene
Timer
When clicked

Year 3 and 4

Alert
Click events
Code blocks
Coordinates
Event
Execute
Flowchart
Implement
Input
Interval
Predict
Prompt
Properties
Repeat
Run
Selection
Sequence
Test
Variable

Year 5 & 6

Abstraction
Computer - generated
Decomposition
Efficient
Friction
Function
Launch command
Physical system
Print screen
Random
Simplify
Simulation
Statements
Output
Procedure
Repeat until
Tabs
Text object
Turtle object
When swiped
X and Y properties

Vocabulary Progression – Online Safety

Think and Talk like a Computer Programmer

Computing - Online Safety

Up the stairs to progress, down the stairs to remember!

Reception

Button
Camera
Character
Device
Feelings
Password
Picture
Home screen
Safety

Year 1 and 2

Email
File name
Internet
Log in / log out
Menu
My work area
Private information
Reply
Secure
Sharing
Search
Type

Year 3 and 4

Appropriate
Attachment
Blog
Digital footprint
Inappropriate
Personal information
Permission
Phishing
Plagiarism
Reliable source
Report
SMART rules
Spam
Verify
Website

Year 5 & 6

Collaborate
Copyright
Critical thinking
Encrypt
Identify theft
Location sharing
Ownership
Protected
PEGI ratings
Reliability
Responsibility
Privacy features
Screenshot
Screen time
Security
Spoof

Vocabulary Progression – Spreadsheets

Think and Talk like a Computer Programmer

Computing - Spreadsheets

Up the stairs to progress, down the stairs to remember!

Reception

Count
Number
Object
Order
Picture
Shape
Type

Year 1 and 2

Addition
Calculations
Cell
Clipart
Compare
Column
Count tool
Data
Delete
Graph
Image
Pictogram
Results
Row
Spreadsheet

Year 3 and 4

Advanced mode
Bar graph
Budget
Cell address
Data table
Equal to tool
Formula bar
Formula wizard
Image value
Line graph
Move cell
Pie chart
Quiz tool
Random number tool
Range
Price
Spinner tool
Timer tool
Total

Year 5 & 6

Area
Auto fit
Axis
Average
Cell reference
Computational mode
Conditional formatting
Converting values
Currency
Dice tool
Expenses
Filter
Formatting
Hypothesis
Imperial measures
Maximum
Metric measures
Minimum
Perimeter
Profit
Variable

How are knowledge and skills built on through school?

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	*Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand*	*Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.*	*When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.*	*Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash **2Quiz** example (sorting shapes), **2Code** design mode (manipulating backgrounds) or using pictogram software such as **2Count**.*	*Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.*	*Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

How are knowledge and skills built on through school?

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	*Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.*	*Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.*	*Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.*	*Children demonstrate an ability to organise data using, for example, a database such as* **2Investigate** *and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within* **2Sequence**. *Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.*	*Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g.* ***2Publish example template***. *Children make links between technology they see around them, coding and multimedia work they do in school e.g.* ***animations***, ***interactive code*** *and* ***programs.***	*Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using* ***2Respond*** *activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

How are knowledge and skills built on through school?

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	*Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.*	*Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.*	*Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.*	*Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.*	*Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.*	*Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database **(2Question)**, using software such as **2Graph**. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. **2Respond**.*	*Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as **2Email** in Purple Mash. They know more than one way to report unacceptable content and contact.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

How are knowledge and skills built on through school?

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	*When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.*	*Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.*	*Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.*	*Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.*	*Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.*	*Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as **2Connect** and **2Publish+**. Children share digital content within their community, i.e. using Virtual **Display Boards**.*	*Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

How are knowledge and skills built on through school?

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	*Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.*	*Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.*	*When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables*	*Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.*	*Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.*	*Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.*	*Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

How are knowledge and skills built on through school?

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	*Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a* ***problem****.*	*Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the* ***value of functions****.*	*Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the* ***program as a whole****.*	*Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the* ***Internet in school****.*	*Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.*	*Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g.* ***2Blog****. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.*	*Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g.* ***2Respond*** *activities. They recognise the value in preserving their privacy when online for their own and other people's safety.*

Progression grids are in place to track the progress of each element of the Computing curriculum.

Medium Term Plans – Autumn

Purple Mash Computing Medium Term Plan — Digital Literacy — Information Technology — Computer Science

Autumn	KS1 - Cycle A	LKS2 - Cycle A	UKS2 - Cycle A	KS1 - Cycle B	LKS2 - Cycle B	UKS2 - Cycle B
Lesson 1	Unit 1.1 Online Safety Lesson 1	Unit 3.2 Online Safety Lesson 1	Unit 5.2 Online Safety Lesson 1	Unit 1.1 Online Safety Lesson 1	Unit 4.2 Online Safety Lesson 1	Unit 6.2 Online Safety
Lesson 2	Unit 1.1 Online Safety Lesson 2	Unit 3.2 Online Safety Lesson 2	Unit 5.2 Online Safety Lesson 2	Unit 1.1 Online Safety Lesson 2	Unit 4.2 Online Safety Lesson 2	Unit 6.2 Online Safety
Lesson 3	Unit 1.1 Online Safety Lesson 3	Unit 3.2 Online Safety Lesson 3	Unit 5.2 Online Safety Lesson 3	Unit 1.1 Online Safety Lesson 3	Unit 4.2 Online Safety Lesson 3	Unit 6.1 Coding Crash Course
Lesson 4	Unit 1.1 Online Safety Lesson 4	Unit 3.1 Coding Crash Course Lesson 1	Unit 5.1 Coding Crash Course Lesson 1	Unit 1.1 Online Safety Lesson 4	Unit 4.2 Online Safety Lesson 4	Unit 6.1 Coding Crash Course
Lesson 5	Unit 2.5 Effective Searching Lesson 1	Unit 3.1 Coding Crash Course Lesson 2	Unit 5.1 Coding Crash Course Lesson 2	Unit 1.5 Maze Explorers Lesson 1	Unit 4.1 Coding Crash Course Lesson 1	Unit 6.1 Coding Crash Course
Lesson 6	Unit 2.5 Effective Searching Lesson 2	Unit 3.1 Coding Crash Course Lesson 3	Unit 5.1 Coding Crash Course Lesson 3	Unit 1.5 Maze Explorers Lesson 2	Unit 4.1 Coding Crash Course Lesson 2	Unit 6.1 Coding Crash Course
Lesson 7	Unit 2.5 Effective Searching Lesson 3	Unit 3.1 Coding Crash Course Lesson 4	Unit 5.1 Coding Crash Course lesson 4	Unit 1.5 Maze Explorers Lesson 3	Unit 4.1 Coding Crash Course Lesson 3	Unit 6.1 Coding Crash Course
Lesson 8	Unit 1.4 Lego Builders Lesson 1	Unit 3.1 Coding Crash Course lesson 5	Unit 5.3 Spreadsheets Lesson 1	Unit 2.4 Questioning Lesson 1	Unit 4.1 Coding Crash Course Lesson 4	Unit 6.1 Coding Crash Course
Lesson 9	Unit 1.4 Lego Builders Lesson 2	Unit 3.1 Coding Crash Course Lesson 6	Unit 5.3 Spreadsheets Lesson 2	Unit 2.4 Questioning Lesson 2	Unit 4.1 Coding Crash Course Lesson 5	Unit 6.1 Coding Crash Course
Lesson 10	Unit 1.4 Lego Builders Lesson 3	Unit 3.1 Coding Crash Course Lesson 7	Unit 5.3 Spreadsheets Lesson 3	Unit 2.4 Questioning Lesson 3	Unit 4.1 Coding Crash Course Lesson 6	Unit 6.1 Coding Crash Course

Medium Term Plans – Spring

Purple Mash Computing Medium Term Plan — Digital Literacy — Information Technology — Computer Science

Spring	KS1 - Cycle A	LKS2 - Cycle A	UKS2 - Cycle A	KS1 - Cycle B	LKS2 - Cycle B	UKS2 - Cycle B
Lesson 1	Unit 1.9 Technology outside of school Lesson 1	Unit 3.4 Touch typing Lesson 1	Unit 5.4 Databases Lesson 1	Unit 2.2 Online Safety Lesson 1	Unit 4.4 Writing for different audiences Lesson 1	Unit 6.4 Blogging Lesson 1
Lesson 2	Unit 1.9 Technology outside of school Lesson 2	Unit 3.4 Touch typing Lesson 2	Unit 5.4 Databases Lesson 2	Unit 2.2 Online Safety Lesson 2	Unit 4.4 Writing for different audiences Lesson 2	Unit 6.4 Blogging Lesson 2
Lesson 3	Unit 1.2 Grouping and sorting Lesson 1	Unit 3.4 Touch typing Lesson 3	Unit 5.4 Databases Lesson 3	Unit 2.2 Online Safety Lesson 3	Unit 4.4 Writing for different audiences Lesson 3	Unit 6.4 Blogging Lesson 3
Lesson 4	Unit 1.2 Grouping and sorting Lesson 2	Unit 3.4 Touch typing Lesson 4	Unit 5.5 Game Creator Lesson 1	Unit 1.6 Animated story books Lesson 1	Unit 4.4 Writing for different audiences Lesson 4	Unit 6.4 Blogging Lesson 4
Lesson 5	Unit 2.6 Creating pictures Lesson 1	Unit 3.5 Email Lesson 1	Unit 5.5 Game Creator Lesson 2	Unit 1.6 Animated story books Lesson 2	Unit 4.5 Logo Lesson 1	Unit 6.5 Text adventures Lesson 1
Lesson 6	Unit 2.6 Creating pictures Lesson 2	Unit 3.5 Email Lesson 2	Unit 5.5 Game Creator Lesson 3	Unit 1.6 Animated story books Lesson 3	Unit 4.5 Logo Lesson 2	Unit 6.5 Text adventures Lesson 2
Lesson 7	Unit 2.6 Creating pictures Lesson 3	Unit 3.5 Email Lesson 3	Unit 5.5 Game Creator Lesson 4	Unit 1.6 Animated tory books Lesson 4	Unit 4.5 Logo Lesson 3	Unit 6.5 Text adventures Lesson 3
Lesson 8	Unit 2.6 Creating pictures Lesson 4	Unit 3.6 Branching databases Lesson 1	Unit 5.6 3D Modelling Lesson 1	Unit 2.7 Making music Lesson 1	Unit 4.7 Effective search Lesson 1	Unit 6.6 Networks Lesson 1
Lesson 9	Unit 2.6 Creating pictures Lesson 5	Unit 3.6 Branching databases Lesson 2	Unit 5.6 3D Modelling Lesson 2	Unit 2.7 Making music Lesson 2	Unit 4.7 Effective search Lesson 2	Unit 6.6 Networks Lesson 2
Lesson 10		Unit 3.6 Branching databases Lesson 3	Unit 5.6 3D Modelling Lesson 3	Unit 2.7 Making music Lesson 3	Unit 4.7 Effective search Lesson 3	Unit 6.6 Networks Lesson 3

Medium Term Plans – Summer

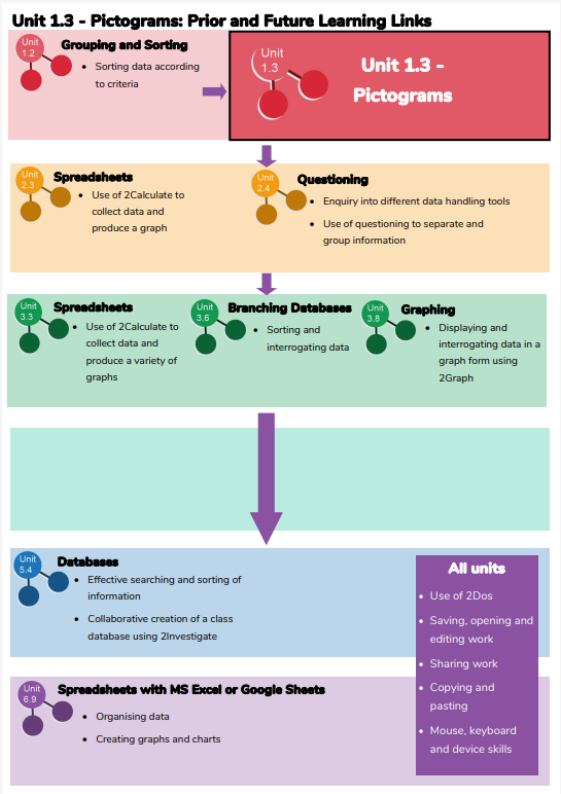
Purple Mash Computing Medium Term Plan — Digital Literacy — Information Technology — Computer Science

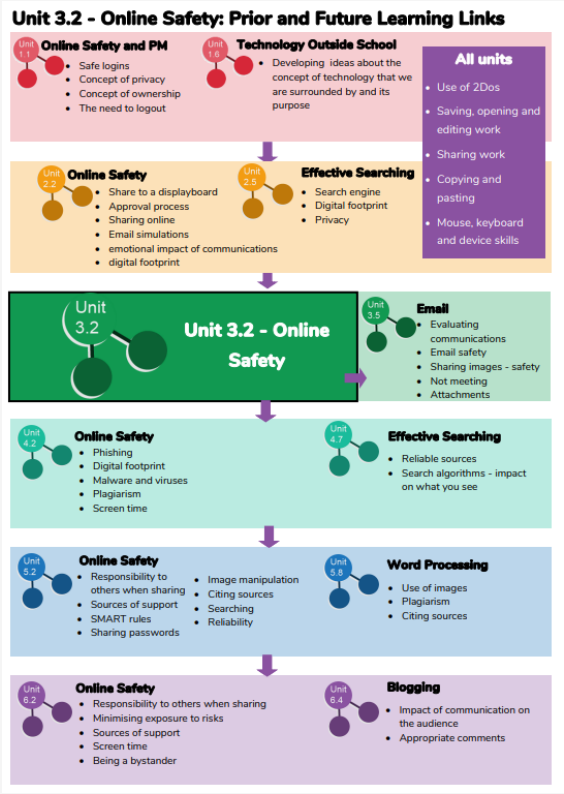
Summer	KS1 - Cycle A	LKS2 - Cycle A	UKS2 - Cycle A	KS1 - Cycle B	LKS2 - Cycle B	UKS2 - Cycle B
Lesson 1	Unit 1.8 Spreadsheets Lesson 1	Unit 3.7 Simulations Lesson 1	Unit 5.7 Concept maps Lesson 1	Unit 2.3 Spreadsheets Lesson 1	Unit 4.6 Animation Lesson 1	Unit 6.7 Quizzing Lesson 1
Lesson 2	Unit 1.8 Spreadsheets Lesson 2	Unit 3.7 Simulations Lesson 2	Unit 5.7 Concept maps Lesson 2	Unit 2.3 Spreadsheets Lesson 2	Unit 4.6 Animation Lesson 2	Unit 6.7 Quizzing Lesson 2
Lesson 3	Unit 1.8 Spreadsheets Lesson 3	Unit 3.7 Simulations Lesson 3	Unit 5.7 Concept maps Lesson 3	Unit 2.3 Spreadsheets Lesson 3	Unit 4.6 Animation Lesson 3	Unit 6.7 Quizzing Lesson 3
Lesson 4	Unit 1.7 Coding Lesson 1	Unit 3.8 Graphing Lesson 1	Unit 5.7 Concept maps Lesson 4	Unit 1.3 Pictograms Lesson 1	Unit 4.8 Hardware investigators Lesson 1	Unit 6.7 Quizzing Lesson 4
Lesson 5	Unit 1.7 Coding Lesson 2	Unit 3.8 Graphing Lesson 2	Unit 5.8 Word processing with Google docs Lesson 1	Unit 1.3 Pictograms Lesson 2	Unit 4.8 Hardware investigators Lesson 2	Unit 6.7 Quizzing Lesson 5
Lesson 6	Unit 1.7 Coding Lesson 3	Unit 3.9 Presenting with Google slides Lesson 1	Unit 5.8 Word processing with Google docs Lesson 2	Unit 2.1 Coding crash course Lesson 1	Unit 4.8 Hardware investigators Lesson 3	Unit 6.9 Spreadsheets with Google Sheets Lesson 1
Lesson 7	Unit 1.7 Coding Lesson 4	Unit 3.9 Presenting with Google slides Lesson 2	Unit 5.8 Word processing with Google docs Lesson 3	Unit 2.1 Coding crash course Lesson 2	Unit 4.8 Hardware investigators Lesson 4	Unit 6.9 Spreadsheets with Google Sheets Lesson 2
Lesson 8	Unit 2.8 Presenting ideas Lesson 1	Unit 3.9 Presenting with Google slides Lesson 3	Unit 5.8 Word processing with Google docs Lesson 4	Unit 2.1 Coding crash course Lesson 3	Unit 4.9 Making music Lesson 1	Unit 6.9 Spreadsheets with Google Sheets Lesson 3
Lesson 9	Unit 2.8 Presenting ideas Lesson 2	Unit 3.9 Presenting with Google slides Lesson 4	Unit 5.8 Word processing with Google docs Lesson 5	Unit 2.1 Coding crash course Lesson 4	Unit 4.9 Making music Lesson 2	Unit 6.9 Spreadsheets with Google Sheets Lesson 4
Lesson 10	Unit 2.8 Presenting ideas Lesson 3	Unit 3.9 Presenting with Google slides Lesson 5	Unit 5.8 Word processing with Google docs Lesson 6	Unit 2.1 Coding crash course Lesson 5	Unit 4.9 Making music Lesson 3	Unit 6.9 Spreadsheets with Google Sheets Lesson 5

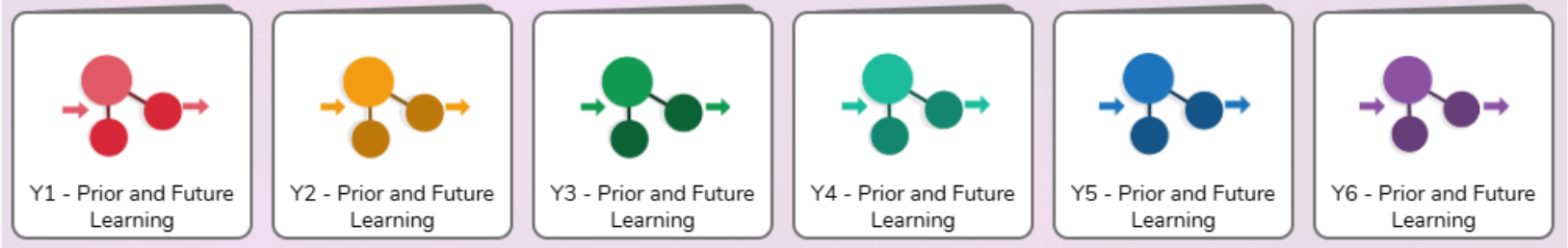
Prior Learning

Prior and Future Learning Links are available on Purple Mash for every unit. This scheme of work is designed to support curriculum sequencing and thoroughly maps out and connects each unit with other units between each year group.

Each unit's prior and future learning areas are clearly presented to make them accessible and easy to refer back to, for both children and teachers. In every unit, it is apparent what learning and knowledge the children should already have, and how this will progress in future years.

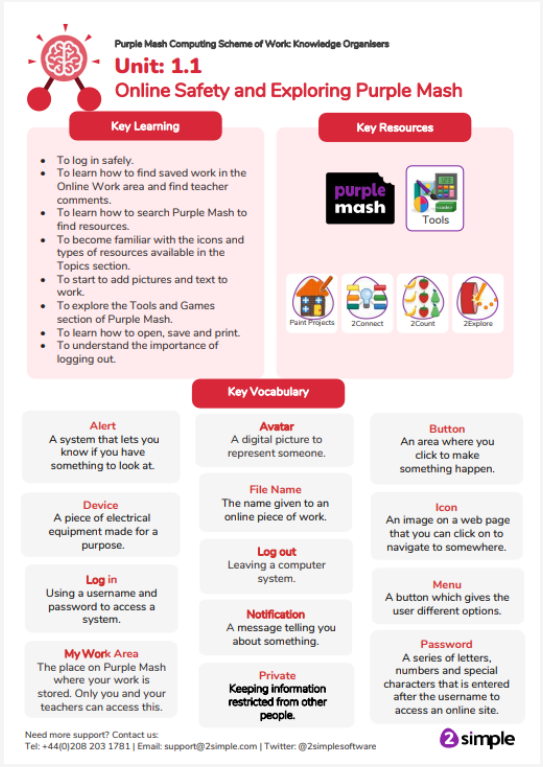






Knowledge Organisers

Knowledge Organisers (KO's) are available for teachers to use in each lesson, however unlike other foundation subjects, teachers and children do not use these KO's in the same way as they do in History or Science for example. Teachers use their knowledge of the children and their teacher judgements to determine how these KO's are used in each classroom during Computing. Some teachers may refer to them when adapting planning and ensuring all content is covered, where others may use them for the vocabulary but not use the document itself. Here are some examples of some we have access to through Purple Mash for each unit...



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.1

Online Safety and Exploring Purple Mash

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources

purple mash

Tools

Paint Projects, 2Connect, 2Count, 2Explore

Key Vocabulary

Alert A system that lets you know if you have something to look at.

Avatar A digital picture to represent someone.

Button An area where you click to make something happen.

Device A piece of electrical equipment made for a purpose.

File Name The name given to an online piece of work.

Icon An image on a web page that you can click on to navigate to somewhere.

Log in Using a username and password to access a system.

Log out Leaving a computer system.

Menu A button which gives the user different options.

My Work Area The place on Purple Mash where your work is stored. Only you and your teachers can access this.

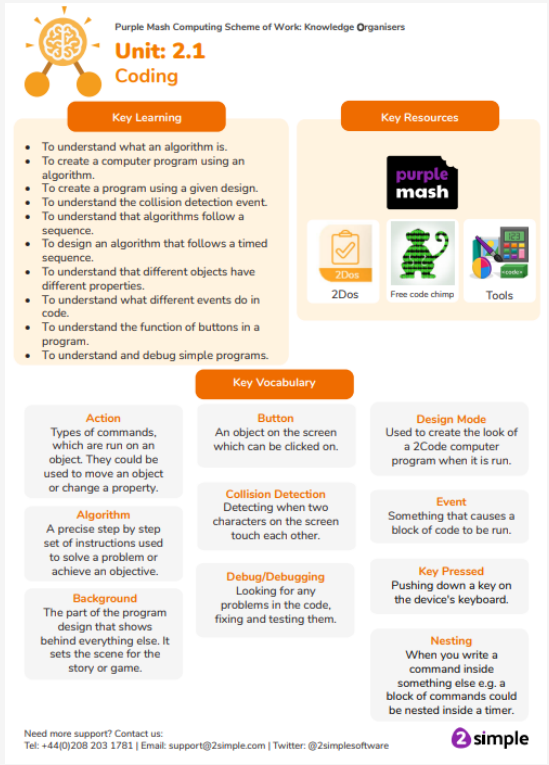
Notification A message telling you about something.

Password A series of letters, numbers and special characters that is entered after the username to access an online site.

Private Keeping information restricted from other people.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

2simple



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.1

Coding

Key Learning

- To understand what an algorithm is.
- To create a computer program using an algorithm.
- To create a program using a given design.
- To understand the collision detection event.
- To understand that algorithms follow a sequence.
- To design an algorithm that follows a timed sequence.
- To understand that different objects have different properties.
- To understand what different events do in code.
- To understand the function of buttons in a program.
- To understand and debug simple programs.

Key Resources

purple mash

2Dos, Free code chimp, Tools

Key Vocabulary

Action Types of commands, which are run on an object. They could be used to move an object or change a property.

Button An object on the screen which can be clicked on.

Design Mode Used to create the look of a 2Code computer program when it is run.

Algorithm A precise step by step set of instructions used to solve a problem or achieve an objective.

Collision Detection Detecting when two characters on the screen touch each other.

Event Something that causes a block of code to be run.

Background The part of the program design that shows behind everything else. It sets the scene for the story or game.

Debug/Debugging Looking for any problems in the code, fixing and testing them.

Key Pressed Pushing down a key on the device's keyboard.

Nesting When you write a command inside something else e.g. a block of commands could be nested inside a timer.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

2simple

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.4

Touch Typing

Key Learning

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Resources

purple mash

2Type

Key Vocabulary

Posture The correct way to sit at the computer.

Keys Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar The bar at the bottom of the keyboard.

Typing The action or skill of writing something by means of a typewriter or in this case a computer.

Key Questions

Why should I have a good posture at the computer?

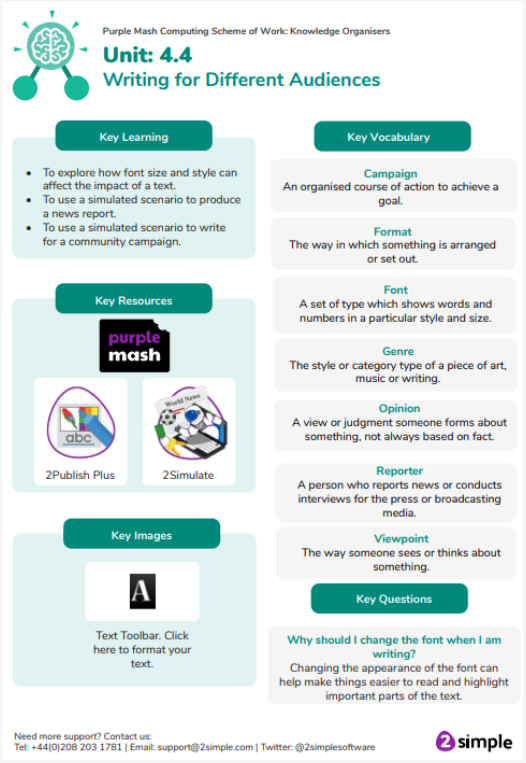
A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

Using specific fingers for specific keys allows you to type more quickly.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

2simple



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 4.4

Writing for Different Audiences

Key Learning

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Key Resources

purple mash

2Publish Plus, 2Simulate

Key Images

Text Toolbar. Click here to format your text.

Key Vocabulary

Campaign An organised course of action to achieve a goal.

Format The way in which something is arranged or set out.

Font A set of type which shows words and numbers in a particular style and size.

Genre The style or category type of a piece of art, music or writing.

Opinion A view or judgment someone forms about something, not always based on fact.

Reporter A person who reports news or conducts interviews for the press or broadcasting media.

Viewpoint The way someone sees or thinks about something.

Key Questions

Why should I change the font when I am writing?

Changing the appearance of the font can help make things easier to read and highlight important parts of the text.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

2simple

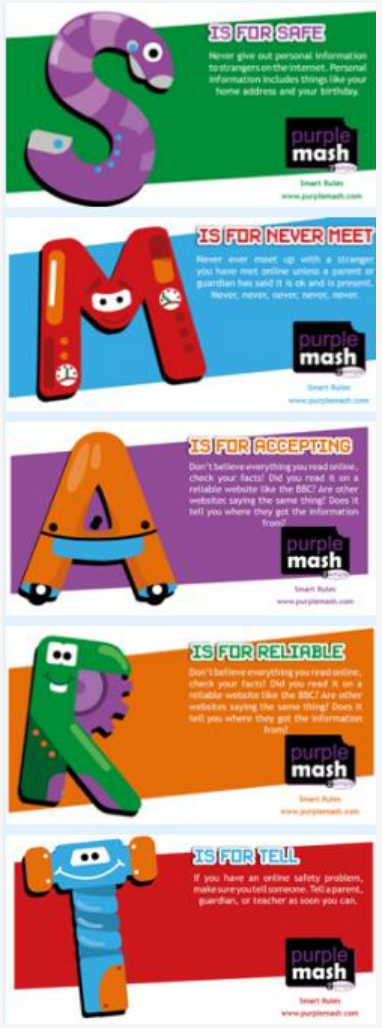
Whole School Events

Safer Internet Day

Every year as a school, we celebrate Safer Internet Day and do a range of different activities and tasks. We educate our pupils on using technology safely, respectfully and responsibly. We also help our pupils recognise acceptable and unacceptable behaviour online, as well helping them to identify ways of reporting concerns about content and contact.

External Workshops

As a school, we work with several external companies and volunteers who help us enhance our curriculum and provide exciting opportunities for our children. Last year we worked with The Discovery Team at 3 mobile, and they kindly organised some digital workshops for our children that included things such as movie making, digital posters and stop motion.



Discovery

Power up the possibilities

3

Key Learning - Posters

Below is an example of the Computing key learning posters. The posters highlight to the children (using 'key' images), what we want them to know by the end of each term.

Key Learning Computing Autumn - Cycle A KS1

- To learn how to log in and out safely, and how to navigate the key areas of Purple Mash correctly.
- To know how to open, save and share work, and begin to add pictures and text to work.
- To follow and create simple instructions successfully on the computer.
- To consider how the order of instructions or incomplete instructions can affect the result.
- To gain a better understanding of searching on Purple Mash and the dangers linked with searching on the internet.
- To understand the terminology associated with searching, and use it to help someone search for information on the internet.

Key Learning Computing Spring - Cycle A KS1

- To sort items using a range of criteria, both practically and on Purple Mash.
- To find and record examples of how technology is used inside and outside of school.
- Have a basic understanding of how technology has changed over time, and can help makes people's lives easier.
- To learn the functions of the 2Paint a Picture tool.
- To know about and create different styles of Art based on different artists (Monet, Mondrian, Morris).
- To explore and create artwork based on surrealism and eCollage.

Key Learning Computing Summer - Cycle A KS1

- To understand what instructions are and predict what might happen when they are followed, both practically and on Purple Mash.
- To understand what objects, actions and events are, and begin to understand how code executes when a program is run.
- To use code successfully to plan and make a computer program.
- To explore and explain how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file.

Key Learning Computing Autumn - Cycle B KS1

- To learn how to log in and out safely, and how to navigate the key areas of Purple Mash correctly.
- To know how to open, save and share work, and begin to add pictures and text to work.
- To understand the functionality of the direction keys and use the keys as part of an algorithm.
- To understand how to create and debug a set of instructions (algorithm).
- To learn about data handling tools by using 2Question to answer questions and give information.
- To use yes/no questions to separate information, and apply it when constructing a binary tree to identify items.

Key Learning Computing Spring - Cycle B KS1

- To use 2Create a Story to create an e-book and share on a class display board.
- To add sound, animation and backgrounds to their e-books.
- To understand how we should communicate with others in an online situation, and the steps we should take to keep our information secure.
- To use 2Respond to safely connect and communicate with others, and understand that information put online leaves a digital footprint.
- To explore, make and edit music digitally using 2Sequence.
- To create tunes which depict feelings and upload a sound into the Sounds section.

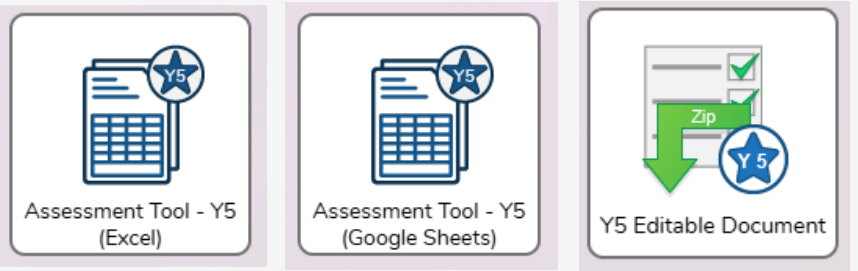
Key Learning Computing Summer - Cycle B KS1

- To understand that data can be represented in picture format.
- To contribute to a class pictogram and use a pictogram to record the results of an experiment.
- To understand what an algorithm is and that they follow a sequence.
- To create and debug simple programs, and understand that different objects have different properties.
- To understand the sorts of tasks that a spreadsheet program could be used for, and be able to enter data into spreadsheet cells.
- To use 2Calculate image tools, totalling tools and equal tools to collect data and produce a graph.

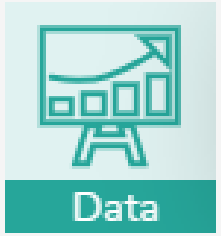
Assessment

Assessing children's learning is vital to inform their next steps. A full assessment process is embedded within the Purple Mash program, and all staff have access to the Assessment folder which contains everything teachers need to accurately and successfully assess their children. High-quality materials such as guidance, spreadsheets, I can Statements and examples are all available for every year group.

The PM tools and resources that are available are user friendly and editable, so that each teacher may adapt the assessments in order to suit their class and individual children. This is designed to help teachers and leaders accurately assess their children against the National Curriculum objectives for Computing, in-line with the Purple Mash Computing Scheme of Work.



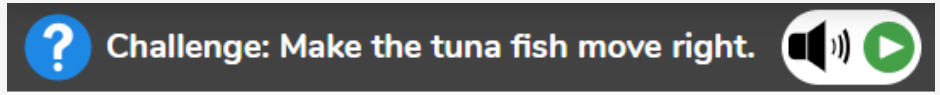
Data Dashboard is a powerful area within Purple Mash which allows teachers to see reports on pupil performance. Features such as creating rewards for pupils, judgements on work and reviewing scores for activities are all reported within Data Dashboard.



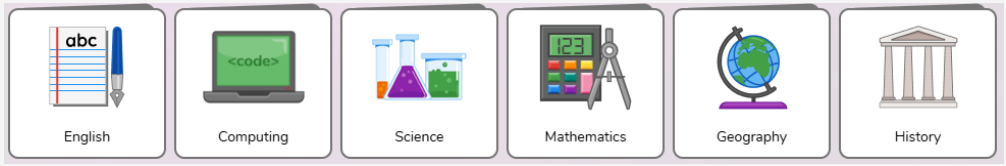
Challenge and Adaptations

Here at Abingdon, we are committed to delivering a fully inclusive environment and curriculum for all of our children to thrive and flourish in. In order for all of our children to achieve to their full potential, we carefully consider the adaptations and extra resources we need to support all individual needs in lessons.

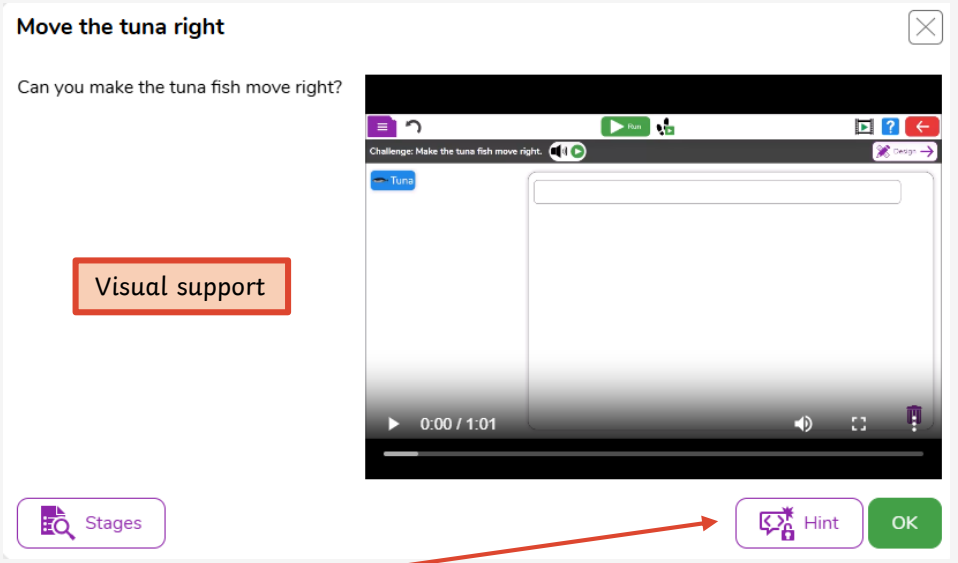
The tools and programs on Purple Mash include features designed to support children with special educational needs (SEN), ensuring that all students feel confident and empowered to achieve success in Computing.



Auditory support



Dual coding

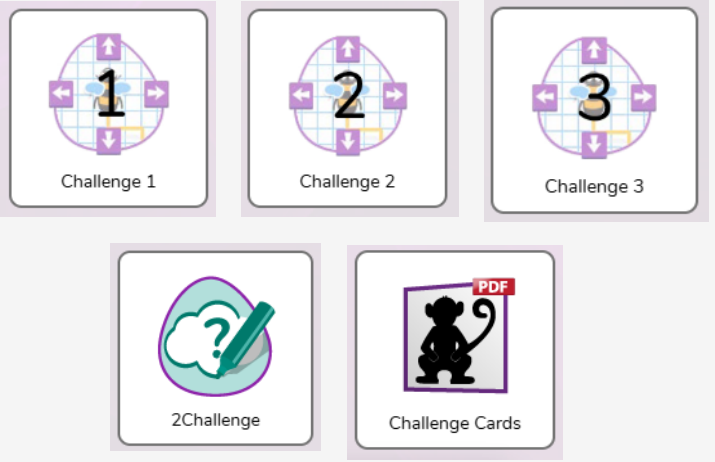


Every lesson has an instructional video to visually and auditorily explain and introduce the tasks. Children can re-watch this as often as possible and children can click on “hints” to help answer part of the task if they need additional support. The computing tools available in school can also help children to access their learning in other subject areas and are utilised as appropriate.

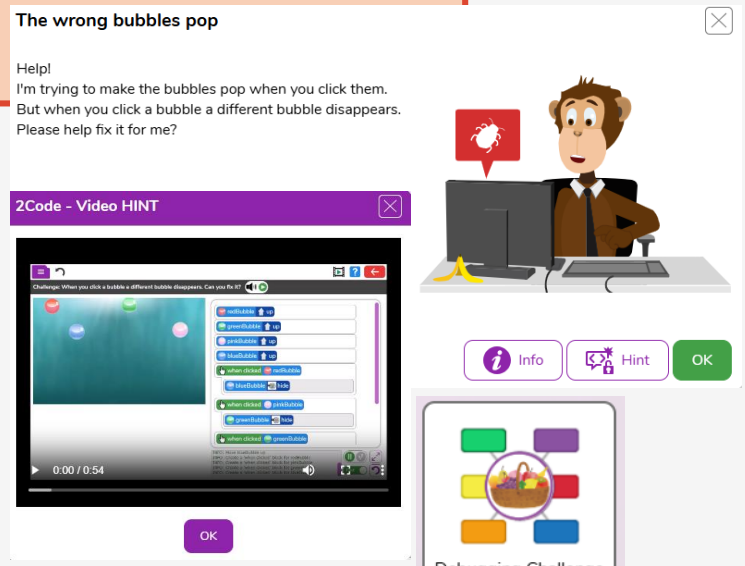
Challenge and Adaptations

Several programmes on Purple Mash include various different challenges, that range and progress in difficulty, such as 2Go, 2Code and 2Count. Some of these tasks begin easy and get progressively harder, which allows for the majority of children to achieve at least one challenge, therefore being inclusive for all abilities. Other challenges are an extension of the original task or programme, which you can use with your teacher judgement.

2Challenge is a great quick-start tool for supporting learning engagement, promoting challenge, inspiring children and getting children thinking. The concept is based on having key questions presented with cards with information on them.
2Challenge is flexible and non-subject specific.



The majority of tasks and challenges which can be found on Purple Mash, offer video hints that children are able to watch and listen to. This offers discreet support for children to access if they are struggling to complete a task.



These are challenge cards that can be printed and given out during the lesson to children who demonstrate strong Coding knowledge and understanding. This ensures that those children who are secure, can be challenged appropriately with separate and individual tasks.

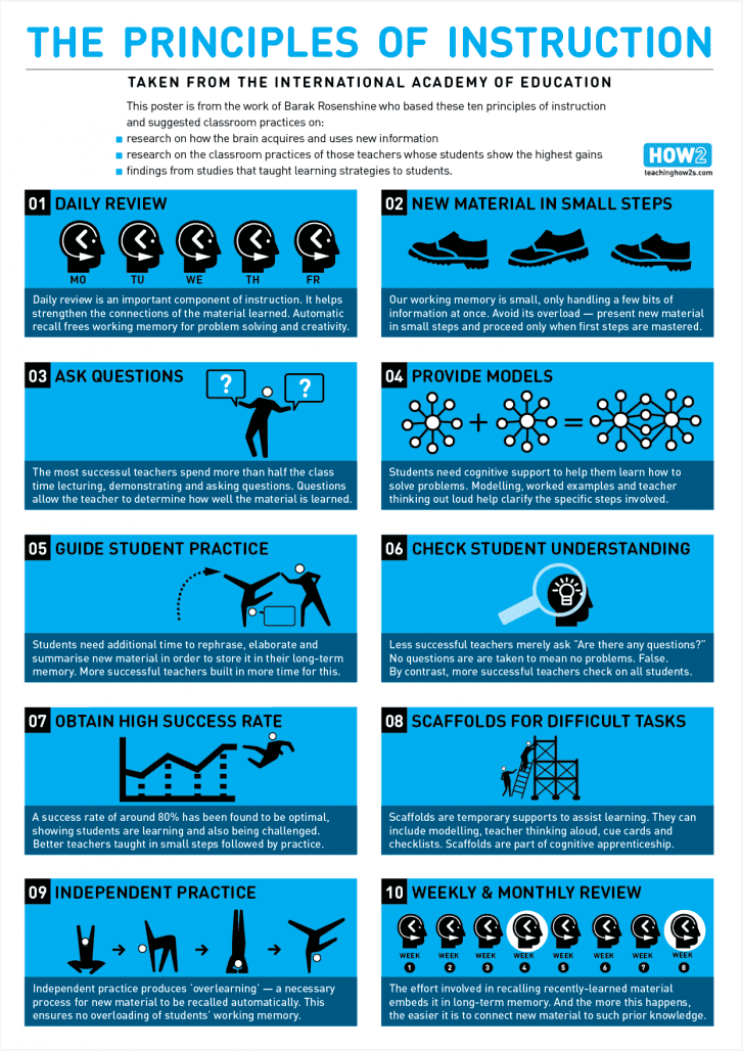
Challenge and Adaptations

We use the 'Five-a-day' principle alongside our own current focuses for adaptations here at Abingdon:

- "Nest/Pair/Share"
- Pre-teaching of vocabulary and any key concepts
- Visual resources and dual coding across the whole school
- Chunking learning
- Modelling and addressing misconceptions

Cold Call	No hands up or calling out Ask everyone and select who answers
No Opt out	If students get an answer wrong or don't know, go back to them to check that they now know the answer
Check for understanding	Ask a selection of students to relay back what they have understood about the question under discussion
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding
Think Pair Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss m, then report back.
Say it again better	Accept student' first half -formed responses but then help them reframe a better more complete response
Whole class response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

Here at Abingdon, we also use Rosenshine's Principles of Instruction, which are a set of suggested strategies and functions, designed for teachers to use in the classroom to enhance and maximise learning. These are used throughout our school universally to both support and challenge children effectively.



Challenge and Adaptations

High quality teaching benefits pupils with SEND
The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction	*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*	
2 Cognitive and metacognitive strategies	*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*	
3 Scaffolding	*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*	
4 Flexible grouping	*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*	
5 Using technology	*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*	

Computing

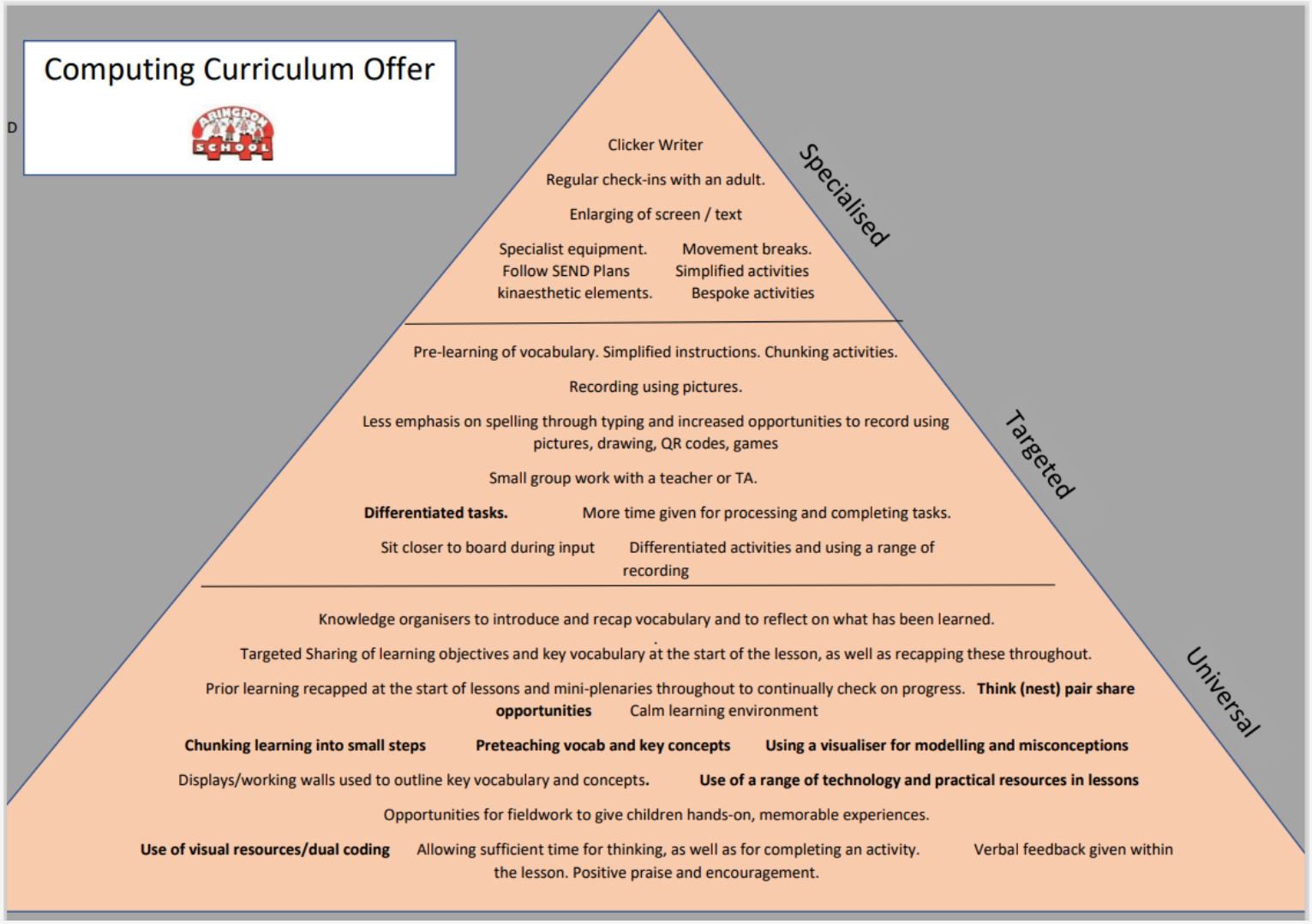
Additional to and/or different provision

Cognition and Learning	Communication and Interaction
• Enable trolley – choices of equipment to develop independence. • Frequent recap of skills – especially sketching skills. • Task timelines. • Task slicing • Flexible timeframes to complete activities. • Access to supplementary learning materials. • Key vocabulary with visual supports. • Revisiting previous skills from past units.	• Pre-teaching of subject specific vocabulary. • Key vocabulary displays with visual supports and personalised topic specific vocabulary sheets/books. • Opportunities to rehearse talk in pairs and small groups. • Support for sequencing and understanding time related vocabulary. • Instructions recorded (audio/visual) and simplified with visual prompts. Task timelines. • Additional processing time. • Informal recording opportunities. • Sentence starters for reflections/analysis.
Physical and/or Sensory	**Social, Emotional and Mental Health**
• Enlarged resources. • Different sized/weighted and adapted tools. • Use of easels, walls and options to work standing, seated and kneeling. • Opportunities to work in alternative scales. • Choices of mark making equipment/tools. • Audio/visual recording. • Modified timescales.	• Encouraging and giving time to experimentation and freedom. • The power of 'yet'. • Removing pressure by modifying timescales and valuing all interpretations. Time to • Opportunities to look back through sketchbooks and reflect upon progress to alter fixed mind sets. • Awareness, sensitivity and celebration: art genres, periods that may be triggering. • Presenting positive art based role models.

Provision Pyramids

At Abingdon, we are fully committed to delivering a Computing curriculum that

Our key to success is a consistent approach across the whole school



What do our children say about our curriculum?

Computing lessons are my favourite because they are fun and I like using the Chromebooks - Daoud

Purple Mash is good because we can make our own things and do different challenges - Robyn

We learn about how to stay safe and responsible online which I think is important - Amber