Curriculum Principles: Computing

Intent	Know more; remember more; do more Ambition for all Begins in EYFS Misconceptions anticipated Connections between subjects, themes and topics Online safety
Recall	Flashback Knowledge Organisers Kagan activities, e.g. quiz, partner work Vocabulary vaults/word mats
Memorisation	Vocabulary – visual and oral; access to word mats/lists Listen; read; repeat; remember; apply Talk activities
Assessment	Assess each lesson based on criteria Feedback (verbal and Written) Target setting Interventions - GDS KS2 club
Oracy	P4C activities Presentation opportunities Planned paired talk Critical thinking, e.g. odd one out; would you rather…?; agree/disagree… Social interaction, e.g. talk prompts
Adaptation	Deepening activities for More Able and High Prior attainers GDS KS2 club - micro:bit CPA approaches and range of resources, e.g. word mats Scaffolding Staff deployment Access to dyslexia friendly resources, e.g. alphabet lines/number lines/letter formation/phonics charts Overlays - browser extension Modelling, e.g. through board Coloured backgrounds or text on all resources, including print-outs Sensory resources, e.g. wobble cushions, fidget toys, chew toys, etc. Reasoning Challenging questions
Context and Relevance	Visual timetables in all classrooms Classroom displays with dual coding signs, e.g. using Visual timetable images Connections with local environment and community Cultural Capital; Trips and Visits; Experiential learning Current Affairs, e.g. local and national news events