Summary of GSIS Curriculum Intent	Summary of GSIS Computing Curriculum Intent
Our pupils come to us from a very wide range of pre-school/nursery and home experiences, with varied self-help skills, motor skills, language skills and cultural capital. In recent months, we have welcomed a significant number of children who are new to English, and to the UK school system, including an increasing number of children who are refugees. The number of children entitled to Pupil Premium funding, has increased from 14% in May 2019, to 25% in May 2022. **Our Curriculum Intent prioritises the following:**	Most of the children start at our school with some experience of using computer technology. We aim to broaden and further develop children's innate confidence and enjoyment when exploring new technology, a skill of vital importance in the ever evolving world of computing. We aim to do this through delivering a broad and balanced curriculum which also develops children's understanding of online safety. Used in conjunction with our PSHE and RSE curriculum, we aim to comprehensively teach all aspects of online behaviour and safety, appropriate for each year group. We ultimately want our children to become responsible online citizens of the future. We aim for our scheme of work to have comprehensive cover of the National curriculum requirements, incorporating computer science, information technology and digital literacy, and to show clear progression of knowledge and skills from Reception to Year Two. This year we have begun to use Kapow's scheme of work for teaching our computing curriculum.
Language Development We have an exceptionally rich language experience in our school, with some children who are articulate with a wide vocabulary, some skilled bilingual speakers, and others who are very new to English. All children need to develop the language skills and vocabulary, in order to express themselves in school, communicate with their peers and adults and access the curriculum. We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary, with a learning environment that promotes language development and interventions to support children who need additional help.	**Language Development** In order to reduce cognitive overload and develop our children's working memories, a precise bank of key computing vocabulary will be identified in each lesson, planned, taught, used in context and built upon in subsequent lessons through a unit and relevant future topic.
Learning Behaviours All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs**.** We structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.	**Learning Behaviours** Individual computing lessons will incorporate and require individual, paired and/or group work depending on the tasks. Elements of each unit will require the children to investigate, enquire, think creatively and solve problems. Teachers will aim to communicate when specific school learning behaviours are needed within these lessons.
Physical Activity An active lifestyle can boost good mental health, and can develop the motor skills which will support the children's recorded work. We ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor skills, core strength, hand and upper body strength.	**Physical Activity** In all year groups, our computing curriculum will be taught through a variety of plugged and unplugged activities. Unplugged activities such as following and creating algorithms, will sometimes be linked to real life, familiar practical activities such as playing a playground game, making a sandwich or putting a coat on. Lessons are adapted for children who need support with fine motor.
Cultural Capital All children need to have access to the experiences that will enrich their understanding, put their learning in context and reflect their rich and diverse cultural backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching and a programme of visits and experiences that enable children to make connections in their learning, reflecting the diversity of our school community.	**Cultural Capital** Our computing curriculum is linked to each half term's curriculum topic in each year group. Where meaningful, units have been linked to other curriculum subjects such as science, music and art in order to support the transference of skills and cross curricular learning. Computing skills are also reinforced in our Music and Art curriculum when Year Two children explore composing on Garage band and KS1 children explore animation tools in art and design.
Creative Curriculum Design and Progression Our curriculum, based on the Early Years Foundation Stage Curriculum and The National Curriculum for Key Stage 1, provides children with a rich variety of creative, practical and stimulating learning experiences both inside and outside the classroom, enabling each child to access learning appropriate to their age and stage of development**.** Our children are given strong	**Creative Curriculum Design and Progression** This year we have begun to use Kapow Primary's Computing scheme of work and resources, which are based on the requirements of the National Curriculum. We aim for our children to develop their working memories and build their computing knowledge securely overtime, often in the context of a wider curriculum topic, which encourages them to make links between different curriculum areas and help the learning stick. For Key Stage 1, this scheme is organised into the

and creative teaching across the whole curriculum, with catch-up programmes and interventions for those children who need additional help. Topic based thematic links.	five areas of: computer systems and networks; programing; creating media; data handing; and online safety. Units of learning build on previous units across each year and from year to year. Each unit outlines key knowledge and skills, and unit outcomes. Each lesson outlines the learning objective and success criteria, key vocabulary and questions, opportunities for cross curricular links, adaption and assessment opportunities. In Reception, we feel that it is vital that our children have the opportunity to develop foundational computing skills though exploring technology, mostly through play based and unplugged activities. Online safety will also be taught through our PSHE and RSE curriculum.

If you were to walk into a computing lesson at Garden Suburb Infant School you would see:

- All children engaged and enthusiastic to gain computing knowledge.
- Children handling technology confidently and safety, including in the continuous provision in the early years.
- Children who can work independently, and are also keen to share and work co-operatively. They take turns, are keen to enquire, explore and ask questions.
- Children using subject specific vocabulary, appropriate to their age and stage of development, with understanding and confidence, to talk about different aspects of their work.
- A focus on enquiry and collaborative problem solving in lessons.
- Teachers demonstrating secure subject knowledge, teaching lessons which are explicitly adapted to be both ambitious and to meet the needs of pupils with Special Educational Needs.
- Teachers and support staff presenting information clearly, and encouraging appropriate discussion to learn key concepts.
- Teachers and support staff helping children embed and use knowledge, not just memorise disconnected facts.
- A powerful learning environment, including displays which reflect their learning.