



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
COMPUTING-CODING	EYFS	“Children recognise that a range of technology is used in places such as homes and schools.”	Technology (T1) Tablet (T1) Instruction (T2)
	KS1	“Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.”	Instruction (T2) Coding (T2) Programs (T2)
	KS2	“Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.”	Coding (T2) Debug (T3) Simulating (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.

- ✓ **Respect**
- ✓ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- Democracy.
- The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

In the context of coding, children may be able to describe a range of uses of coding in both a professional and personal capacity. They will be able to describe the history of coding, advancement, and the impact that has had on a social and economic level. Children may be able to demonstrate some understanding of the impact of coding on globalisation, and the life chances offered through proficiency in computing.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will use the technology available to produce a piece of cross-curricular work, related to this curriculum strand. This may be in the form of a research paper or in a less formal project using a range of appropriate technology to produce a finished piece of work.

What sequence of activity and pedagogy will be undertaken?

EYFS: Children recognise that a range of technology is used in places such as homes and schools. Children select and use a range of technology for particular purposes.

Year 1: The children begin using software to create a simple algorithm that draws a square.

Year 2: Children begin using software to create a more difficult algorithm that draws a triangle.

Year 3: Children begin using software to create two algorithms that program the character to move with a flashing background.

Year 4: Children begin using software to create individual algorithms that allow each character to perform a different task.

Year 5: Children begin using software to create complex algorithms to control opposing sets of traffic lights in the correct sequence.

Year 6: Children use software to create multiple algorithms contained in one sequence with an input switch to control different parts.

IMPACT

What knowledge will the children have embedded?

In the context of using coding, children will be able to explain how coding is used in different environments, such as their immediate experiences, professions and later on in the wider world.

They will be able to select appropriate coding for different purposes, and talk about how coding is used in different professions and the impact it has on globalisation, and how it will help in the future.

What retention may be demonstrated?

Here are some example questions that may be used to assess children’s understanding.

EYFS: What technology do you have at school? What could you use a tablet for? What is an instruction?

KS1: Can you think of any jobs where using coding would be useful? How could you use coding to help in [situation]?

KS2: How could you use coding to in other subjects? [topic]? What are the benefits and risks of using coding?