

EYFS and Key Stage 1&2 Computing Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the Computing curriculum is taught following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals. We use schemes of work developed by Teach Computing

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Computing to the level and pace specific to each learner. For all areas of the Computing curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

At CCHS we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Young people in hospital often spend considerable amounts of time on their electronic devices when they are not accessing school. We are mindful of this and aim to offer creative, practical computing experiences which are not reliant on sitting in front of a screen.

Implementation

- The Computing curriculum is planned as part of our half termly themes
- Delivery of the Computing curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the COMPUTING curriculum (see Computing Curriculum Progression Map) and take note of this when preparing lessons
- Computing is delivered as much as possible in year appropriate content is not always linked with our theme planning although where appropriate it is. A class within the hospital school may be made up of a selection of different year groups and depending on their prior knowledge we differentiate tasks to ensure progression and challenge.
- Teaching consolidates skills to build on prior learning alongside introducing new skills, knowledge and challenge.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Children are engaged, curious and resilient in Computing lessons and relish the challenge and opportunities that the subject offers.

- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can apply skills in a cross –curricular setting.

Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for Computing from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following areas of learning – Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.
- Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of ‘screen time’.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student’s linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Computing we strive to include multimedia tasks that are related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Computing students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).