Wrockwardine Wood CofE Junior School Curriculum Intent statement: Computing

We will ignite the ability in all to ***'Love, Laugh and Learn',*** recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus's promise **'I have come to give life and life in all its fullness.'** (John 10:10)

Intent

Our computing curriculum aims to ignite the ability in all to 'Love, Laugh and Learn'. We strive to provide children with the skills and knowledge to use technology safely and effectively in a digital world. This is achieved by recognising the extraordinary and wondrous in every opportunity we plan into our Computing Curriculum. We understand the future opportunities that a high-quality computing education can provide, and our curriculum gives pupils a broad, deep understanding of computing and its relevance to their lives. To raise the profile of computing and careers in the field, we include 'Computing Pioneers'—notable figures from diverse backgrounds—to inspire all pupils and promote equality.

Coupled with our Christian values and Jesus's promise, *"I have come to give life and life in all its fullness"* (John 10:10), we support our children to thrive and flourish in an online world. Our curriculum offers consolidation, challenge, and variety while enhancing cultural capital through experiences pupils may not encounter outside school. It enables pupils to apply the fundamental principles of computer science, develop analytical problem-solving skills, and become responsible, competent, confident, and creative users of technology. We explicitly link computing to pupils' futures and aspirations, including STEM careers, and tailor online safety to our demographic to keep pupils safe.

Implementation

Our curriculum is carefully sequenced so each unit builds on prior knowledge and skills, with clear progression from simple algorithms in KS1 to more complex programming concepts in KS2. Key concepts—such as algorithms, data handling, and online safety—are revisited in different contexts across year groups to reinforce understanding. Teachers explicitly connect new content to prior learning at the start of each unit and revisit these links throughout, lowering cognitive load and supporting retention.

We display and revisit key vocabulary in every lesson, helping pupils internalise essential terms. Pupils apply knowledge through hands-on projects—such as coding games or creating multimedia presentations—making learning engaging and memorable. Creative projects allow pupils to express themselves and connect learning to their interests and everyday lives. Cross-curricular links further embed skills across subjects.

Differentiation and scaffolding ensure accessibility for all, including SEND and EAL learners, through visual aids, chunked instructions, and adaptive tools. All pupils have equitable access to devices and software, and staff receive CPD on inclusive strategies and accessibility tools. We gather pupil voice to adapt provision and ensure engagement.

Assessment is integral: formative and summative methods, end-of-unit projects, and opportunities for self and peer evaluation help teachers identify gaps and monitor progress. Knowledge maps outline what pupils should know by the end of each unit, and sequencing across KS1 and KS2—including alignment with our adjoining Infant School—supports progression and eradicates gaps. Our approach ensures pupils retain key facts and concepts while seeing computing as meaningful, relevant, and valuable for their future.

Impact

Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of electronic forms. Children will use digital and

technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.