

Brownlow Fold Primary School

Computing Curriculum Conversation

2025 - 2026

Welcome



Mission Statement

Our mission is to improve educational outcomes for all pupils at Brownlow Fold and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education.

At Brownlow Fold our aim is to:

- Provide a stimulating, child-centred curriculum which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school /child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

At Brownlow Fold we want our pupils to:

- Love the challenge of learning and develop resilience.
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Thrive in lessons and regularly take up opportunities to learn.
- Recognise the difference between right and wrong.
- Discuss and debate issues in a considered way, showing respect for different ideas and points of view.
- To make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Make consistently high rates of progress in relation to their starting points.

To achieve all of the above we must engage with those in the school community and beyond, to build a learning community which supports achievement and attainment because:



Together we Fly



Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Knowing more and remembering more

All teachers follow this approach which supports the consolidation of prior knowledge and the incremental development of new knowledge. Brownlow is Brilliant (whole school PP) is shared daily with children and is an opportunity for the children to retrieve key learning. Timetabled retrieval lessons also focus on retrieving learning from the previous term. School have purchased LBQ questions which are low stakes quizzes which assess the children's knowledge of the key curriculum content. Pupils use ipads to answer questions and progressing at their own pace. Teachers gain immediate feedback and live analysis that supports assessment and future planning.

Retrieval curriculum conversations also take place in mixed year groups with a subject focus once every half term. This provides opportunities for pupils discuss their learning, from previous year groups, learn about future learning, consolidate their understanding and strengthen their recall.

Link	Learn	Know	Retrieve	Apply
				
Focus on prior knowledge through pre learning questions - Within the same subject - Within another subject - From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

Each lesson contains a short review of previous learning New material is presented in small steps with opportunities to practise	Children are asked lots of questions and responses checked Models are provided	Practice is guided by the teacher The teacher checks for understanding	Obtain a high success rate The teacher provides a scaffold for difficult tasks	The teacher monitors independent practice The teacher facilitates daily, weekly and monthly retrieval practice
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Whole School Concepts/Golden Threads

We have identified the key concepts that run through our curriculum which supports both teachers with delivering learning in a more impactful way and children with developing links and making connections between prior, current and future learning. Below are the 'Golden Threads' that feature in the Curriculum for Computing

Digital Citizenship	Information Technology	Digital Literacy	Computer Science
Children need to examine the consequences of their online activity—both good and bad. When teaching Digital Citizenship, it is vital that we thoroughly embed the principles of staying safe online and then move onto web content and how our pupils interact with it. It is important to use real world examples with our children to ensure that their learning is relevant to their life experiences.	This is how we interface with technology using existing hardware. We need to teach children how to navigate around a variety of devices, type, save work, find and move files. In addition, pupils need to understand the internet and the web, use search engines, understand networks and generally be efficient and independent users of a range of technologies.	Digital Literacy, is essentially how to use a whole host of different software. Having high levels of Digital Literacy enables us to decide which software we need to complete any given task, how to transfer skills and ultimately, be confident when using software. The essential component of digital literacy when it comes to the field of pedagogy is deep learning; of which there are six core skills: ▪ Collaboration ▪ Creativity ▪ Critical thinking ▪ Citizenship ▪ Character Traits ▪ Communication	Computer science has been deemed as important to the school curriculum because of its potential to teach children Computational Thinking or how to think. Computational Thinking can teach pupils how to be successful with design, logical reasoning, problem solving and resilience - all valuable well beyond the computer science classroom. The ability to create and adapt new technologies distinguishes computer science from computer literacy.

Children will learn the principles of keeping themselves and others safe online through Digital Citizenship and become responsible users of technology.

Children will demonstrate confidence, competence and resilience when using and applying a range of basic computer skills.

Children will learn to operate a variety of software, including the Internet, to accomplish given goals.

Children will develop their knowledge/understanding of Computer Science through programming and problem solving.

Children will learn of influential figures, their achievements and how they have shaped the future of technology. Children will combine and apply skills and knowledge of Computing through the exploration of STEM learning.

Pre learning task

YEAR 1 COMPUTING AUTUMN 1 TERM

Pre-Learning Date: _____



Do you know some rules to keep us safe when we are using technology?

Do you know what information you should not put online without asking a trusted adult first?

Do you know who you should speak to if something upsets you online?



Autumn 1 Prime Learning Challenge
Year 1 Digital Citizenship: Online Safety

**Big
Question**



How do you use technology safely and respectfully, keeping personal information private?

Who are your trusted adults and why they are important?

What information should you not put online without asking a trusted adult first?

Why are avatars important for our online safety?

How should we behave online so that we do not upset others and can you give examples?

What rules should we follow to keep us safe when we are using technology?

**Small
Questions**
Which help to answer the big question.



Key Vocabulary

digital citizens	digital footprint	avatar	privacy settings	social media
self-image and identity	online relationships	online reputation	online bullying	health and wellbeing

Glossary of key vocabulary

digital citizens

A person who develops the skills and knowledge to be online safely and effectively.

digital footprint

The information about you that exists on the internet as a result of your online activity.

privacy settings

These settings allow you to control who sees information about you.

social media

Websites and apps that enable users to create, share or participate whilst online.

self-image and identity

Ideas that you have about your own qualities and abilities and knowing that this is what makes you unique.

online relationships

Between two or more people in the way they feel and behave towards each other when online compared to friends offline.

online reputation

What kind of person others think you are based on the things you say and do online.

online bullying

When people use the internet, phones or other technology to threaten, tease or embarrass another person.

health and wellbeing

Understanding the impact technology has on health, well-being and lifestyle.

avatar

A digital picture to represent someone.

Acceptable User Policy

Year 1 and Year 2 Technology Agreement

 My Learning Using technology @school	My conduct as a Digital Citizen - I will be respectful when I use a school device (PCs, laptops, tablets/ ipads) for my learning and tell a teacher if I am struggling or something is not working properly. - I know I need to follow our online safety rules to help me keep safe and healthy online at school when using technology. - I will only use activities that my teacher has told or allowed me to use. - I will be kind online, so I do not upset my friends. - I can talk about my digital footprint and will use what I have learned about Online Safety in school to search safety. - I will tell my teacher if I see something or somebody has made me feel sad, uncomfortable, embarrassed, or upset on the screen.
 Using technology @home	My online world content - I understand that certain sites and games have age restrictions to keep me safe. - I understand that by accessing such sites and games, I may be putting myself at risk of cyberbullying. - I will tell a trusted adult if I see content or somebody has made me feel sad, uncomfortable, embarrassed, or upset on the screen. My online world contact - Where I have my own username and password, I will keep it safe and secret. - I will not share personal information about myself when on-line (names, addresses, telephone numbers, age, gender, school details) - I will tell a trusted adult if I see something or somebody has made me feel sad, uncomfortable, embarrassed, or upset on the screen.

Key Image



Who are your trusted adults?



What information should we keep private?

My address ☐

My favourite colour ☐

Where I go to school ☐

My full name ☐

My favourite food ☐



Online Safety

How should we behave online?



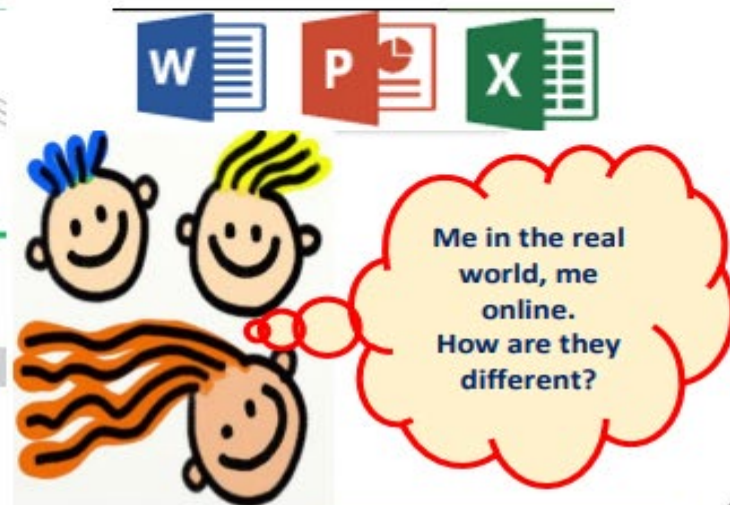
Why is it important to use avatars?



End of Y1 expectations for computing

KS1 Computing End Points What will the children be able to know and do?			
Year One			
Digital Citizenship Know how to create an avatar and understand why they are used. Know how to behave online. Know who my trusted adults are. Describe how to behave online in ways that do not upset others and can give examples. Explain rules to keep us safe when we are using technology both in and beyond the home. Describe what information I should not put online without asking a trusted adult first.	Information Technology Know examples of where technology is used in the local community. Know what technology is used in the local community. Know what a browser is. (Google kids / Yahoo Kids) Give simple examples of how to find information (e.g. search engine, browsers, voice activated searching). Identify the icons for applications on the desktop and launch accordingly. Open a browser. Record examples of technology outside school.	Digital Literacy Music Planning Know that music can be used to express feelings and create tunes which depict feelings. Know what happens to the tune when sounds are moved. Explore sounds in a music programme or sound app. Make music digitally using 2Sequence. Explore, edit and combine sounds using 2Sequence. Pictograms Know that data can be represented in picture format. Know and understand what a pictogram is and what it can be used for. Know how to interpret the data on a pictogram. Create a pictogram by entering data into a simple graphing package. Use a pictogram to answer simple questions. Use a pictogram to record the results of an experiment. 2 Publish - Typing Skills Know the main keys for typing e.g. shift, space bar, full stop. Know how to make text bold/ italics / text alignment etc. Input text and images using a simple publishing programs (2Publish). Type a simple sentence on the screen, making use of a word bank. Format my typing in a number of ways (size, colour, font). Move to different places in the text using the arrow keys or mouse. Use the 'undo' icon to fix a mistake.	Computer Science Know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. Know how to arrange code blocks to create a set of instructions/simple program. Know how to use code to make the program they have designed work. Give and follow instructions, which include straight and / or turning commands – one at a time. Plan and create a simple program/algorithm. Debug a simple program that is causing an unexpected outcome with support. Predict if a simple program will fulfil my algorithm. Create a program using code block. Use event, object and action code blocks.

The Computing Curriculum at Brownlow Fold



PEGI
(Pan European Game Information)
What are the possible issues of accessing games that are a higher PEGI rating?

3 7 12 16 18



Some of the most popular Web Browsers		
Microsoft - Edge	Google - Chrome	Apple - Safari

