

Planning for a Computing Curriculum Guidance



1. Establish a **clear purpose** for your computing curriculum. What are the 'big ideas' in the purpose for study in the [new programme of study](#)? What do you want for your learners? eg [Wessex Computing Teachers mission statement](#).
2. **Understand the aims.** (Advice from [Doug Dickenson](#) is read them from the bottom up). To support understanding of the top two aims refer to [computational thinking document](#). Identify the links to other learning.
3. Read through the **attainment targets**. Relate them to the five threads in Somerset ELIM's [model for computing curriculum](#).
4. Consider a **flexible planning structure** which works for your school using the annual planning document to identify coverage but implement its use through your overall curriculum plan. For example e-Safety could be taught through Citizenship/PSHE, Handling Data and Multimedia through topics.

- What are you already doing? What will you keep the same? What do you need to change? What do you need to include? Will you need a change in emphasis? What time allocation will you make?
- Fill in blank planning template with current ICT learning opportunities. Does this meet the requirements of the new curriculum? If not:
 - Do we add in learning experiences from planning exemplifications?
 - Do we start planning from Wessex medium term plans using ELIM's progression documents?
 - Do we start by using the Wessex plans as they are and edit to meet our needs?

Planning for Computing School Year Group.....

Term 1		Term 2		Term 3	
e-Safety		e-Safety		e-Safety	
Programming		Programming		Programming	
Multimedia	Technology in our lives	Handling Data	Multimedia	Handling Data	Technology in our lives

Thinking through the threads:

e-Safety: One whole class lesson each term, with an assembly in the other half term but made part of all teaching and learning. See suggested [e-sense plan](#) which includes planning to include parents and carers.

Programming: A different programming experience each term. Consider three appropriate resources for each year group / planning cycle. Link to DT.

Technology in our lives: Some discrete teaching will need to be planned for but the research, communicating and collaborating experiences can be part of learning experiences across the curriculum.

Handling Data: Plan in the context of maths, Science, Geography and History.

Multimedia: Plan for a richness of opportunities to capture and share learning across the curriculum.

Other considerations:

Identify your **core resources**. [All](#) [iPad](#) [Android](#)

Identify your **CPD needs**. Email elimAdmin@somerset.gov.uk for details of support available.

Time allocation: Will you use all Wessex planning or select from term plans? The short term planning is sessions rather than lessons and needs to be considered flexibly.

Assessment: [Model of assessment](#) needs to be manageable, sustainable and accessible for learners as well as informing next steps.

Children with complex learning needs are considered through the [SEND project](#) coordinated by ELIM and led by The Partnership Teaching School.

Foundation Stage is included in the Wessex planning but some practitioners may prefer to use the [Continuous Provision model](#).