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| **How are our curriculum drivers embedded in all subjects?**  Subject: Computing | | | | |
| Reading | Vocabulary | Community | Aspiration | Inclusion |
| * Pupils learn to read and understand computing languages. | * The Teach Computing scheme of work introduces progressively technical vocabulary. The vocabulary extends and deepens understanding throughout the units. | * Pupils have opportunities to understand the meaning of being a member of natural and artificial communities. | * Pupils learn to self-manage their own actions by making informed choices using the skills they have learnt. | * Pupils learn to show respect for others both online and through working collaboratively with their peers. |
| * Pupils learn to use organised structure to make sense of their coding instructions. | * Subject specific vocabulary is revisited in different units to support and embed knowledge and understanding. | * Pupils are taught the importance of staying safe while accessing online content. | * Pupils are taught problem-solving skills throughout each unit. They are encouraged to investigate and adapt their projects. | * Pupils respect everyone’s contributions both in lessons and show respect for everyone online. |
| * Pupils can create narratives and use their imagination to bring to life characters in their own animated projects. | * Pupils listen, understand and respond to instructions and sequences. | * Parents, family, friends and communities can come together to build a safe environment to enjoy the benefits of the computing world. | * Pupils are given opportunities to improve/develop their projects and share their ideas with others. | * The computing curriculum is representative and inclusive of all learners. |
| * Reading and vocabulary is at the core of the computing curriculum and is enhanced through revisiting new vocabulary at the beginning of each lesson. | * Pupils use vocabulary taught in their lessons to support their understanding of their practical application. |  | * Pupils are given insights into future technologies and consider their own aspirations and involvement in future developments. |  |