Computing

Firsy Foundation

Updated: September 2026

Intent

To provide pupils with a broad, balanced computing curriculum built around core concepts: algorithms, data, programming, systems, and networks.

To ensure pupils develop both knowledge (facts, concepts) and skills (practical tasks, problem-solving) that can transfer across contexts and technologies.

To deliver a curriculum that integrates:

- Computer Science – algorithms, programming, systems
- Digital Literacy – safe, responsible use of technology
- Information Technology – creating content, managing data

To align with the Teach the Future adapted Computing curriculum, ensuring sustainability, digital citizenship, and ethics are embedded.

To support the teaching of Fundamental British Values through responsible, respectful, and safe digital behaviour.

Implementation

Computing is taught as a discrete subject following the Teach Computing scheme.
The Curriculum is delivered on a two-year cycle in KS1, LKS2, and UKS2:

- Units from both year groups in each phase are sequenced to ensure progression.
- Units are taught in the order needed to prepare for future learning.

A Spiral curriculum design revisits core skills with increasing complexity:

- KS1 – basic sequences and simple algorithms
- KS2 – loops, conditionals, debugging

The lessons follow the same structure including:

- Introduction to the concept
- Exploration through unplugged activities or guided tasks
- Application using digital tools (e.g., Scratch, Python, spreadsheets)
- Reflection to consolidate understanding

Each unit includes detailed lesson plans, slides, worksheets, and assessment materials, ensuring teachers can deliver computing effectively. Guidance on prior knowledge and future learning links helps teachers see how each lesson fits into the bigger sequence.

All children (unless stated otherwise on their IPM/MEP) will take part in whole-class learning for computing and be exposed to age-related objectives. To support children, they may work in groups, in pairs, or with adult support.

Learning is recorded either in the child's topic book, in the whole-class topic book, or on the netbooks. AFL (Assessment for Learning) is carried out within the lesson to inform future planning.

Retention supported by:

-Retrieval practice quizzes

-"Golden Nuggets" (key learning) set out as unit-level I can statements

Impact

Progression in knowledge and skills are tracked across the two-year cycle, ensuring readiness for the next units and key stage transitions.

Retrieval quizzes and AfL provide evidence of retention and inform planning.

Knowledge organisers and Golden Nuggets highlight essential content, helping pupils and staff identify key learning.

Pupils demonstrate:

- Secure understanding of computing concepts and practical skills.
- Confidence in applying knowledge to different contexts and technologies.
- Responsible digital behaviour, reflecting Fundamental British Values.

Outcomes are reviewed through pupil work, teacher assessment, and pupil voice, ensuring the curriculum is accessible, progressive, and impactful.