



Wigmore Primary School

Computing Curriculum Statement

Intent

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

At Wigmore Primary School we want pupils to be masters of technology rather than servants of it. Technology is everywhere and will shape the working lives of the children we teach. We therefore model and teach how to use technology positively, responsibly and safely.

We want our pupils to be creators, not consumers. Our curriculum covers the three strands of the National Curriculum, computer science, information technology and digital literacy, and gives equal weight to each. Children learn how technology works, how to make it do what they want, and how to judge when and why to use it.

We want children to understand that there is always a choice in how technology is used. The best protection against the risks children meet online is education, so online safety is taught explicitly every year from Reception to Year 6 and is revisited across the curriculum.

Our knowledge-rich curriculum is balanced with regular opportunity to apply knowledge creatively. We encourage staff to embed computing across the whole curriculum so learning is creative and accessible, and we use technology to widen access for pupils who need it. By Upper Key Stage 2 we expect children to have the independence and confidence to choose the right tool for the task in front of them.

Implementation

Computing is timetabled weekly in every class from Year 1 to Year 6 and is taught using the Purple Mash Computing Scheme by 2Simple. Each year group follows a planned track of 36 lessons across the year, giving full coverage of the National Curriculum programme of study and of all three strands.

In Reception, computing is taught through continuous provision and adult-led activities across the EYFS areas of learning, alongside a dedicated General Computing Skills strand. Children build the mouse, keyboard and directional skills that Key Stage 1 then depends on.

Lessons are taught on Chromebooks and laptops. Pupil work saves to each child's Purple Mash account, so it can be seen by the class teacher and by the subject leader across the whole school without books being collected.

Online safety is taught through 2BeSafe, Being Safe in a Digital World. Sessions run across the year and may be delivered in computing, PSHE or RSE time. 2BeSafe meets the Department for Education's Teaching Online Safety in Schools guidance and covers the eight strands of the UK Council for Internet Safety's Education for a Connected World framework: self-image and identity, online relationships, online reputation, online bullying, managing online information, health wellbeing and lifestyle, privacy and security, and copyright and ownership.

Teaching is adapted so every child can take part. Lessons are scaffolded or simplified where needed, extension tasks stretch those ready for more, and resources include features such as voice recordings alongside text and carefully chosen colour palettes. Where a computing task draws on another subject, for example the mathematical understanding behind spreadsheets, teachers plan additional support.

Computing is linked to the wider curriculum. Data handling units support mathematics, presenting and word processing units support English, and music units are taught alongside practical work on instruments. Touch typing is practised in short regular sessions rather than taking a full computing lesson.

Assessment is built into the scheme. Each unit ends with a quiz, which teachers set as a 2Do so that National Curriculum objectives are recorded automatically. Teachers use these results and the work children produce to complete the Purple Mash assessment grid for their class, which measures attainment against the National Curriculum objectives for computing.

Impact

Children enjoy computing and can talk about what they are learning and why it matters. We ask the why behind their learning, not only the how, and we expect children to discuss, reflect on and appreciate the effect technology has on their learning, their development and their wellbeing.

By the end of Year 6, children can write and debug programs in both block-based and text-based languages, explain how networks and the internet work, select and combine software to achieve a goal, and handle data with purpose. They use a range of tools confidently and can justify the ones they choose.

Children know how to stay safe online, how to judge whether what they find is true, and how to get help. They understand that finding the right balance with technology matters to a healthy life, and they carry that into their next stage of education.

The impact of the curriculum is seen in the work children publish, share and celebrate, in what they say when asked about their learning, and in assessment information that shows progress across the three strands from Year 1 to Year 6.

Scheme	Purple Mash Computing Scheme by 2Simple, with 2BeSafe for online safety
Reviewed	September 2026
Subject leader	Mr B. Owusu
Next review	September 2027