Computing at Menston Primary School

Helping our children create and thrive safely in a digital world

At Menston Primary School, we want every child to be a confident, creative and responsible user of technology. Our computing curriculum builds the knowledge and skills pupils need to understand how digital systems work, to program and solve problems, and to use technology thoughtfully to make the world a better place.

Our Vision

Our vision, "Making the world a better place," guides our approach. We develop digital citizenship, creativity and critical thinking so children can make informed choices online and offline, now and in the future. Our curriculum is ambitious, inclusive and progressively sequenced.

What Computing Looks Like at Menston

From EYFS to Year 6, pupils follow a clear progression across Computer Science, Information Technology and Digital Literacy, using the Teach Computing (NCCE) scheme and our long-term plan to build knowledge step by step in a spiral structure. We have specifically selected the NCCE scheme because it offers a world-leading, research-informed computing education supported by high-quality resources, designed to build strong subject knowledge and confidence. It is also proven to have significant national impact, improving computing provision across England, ensuring that our pupils benefit from a curriculum that is consistent, expertly designed and aligned with best practice.

We go beyond the basics with rich units in media creation, data, networks, web design, 3D modelling and physical computing (Bee Bots, Pro Bots, Crumble, micro:bit), which deepen understanding and broaden cultural capital.
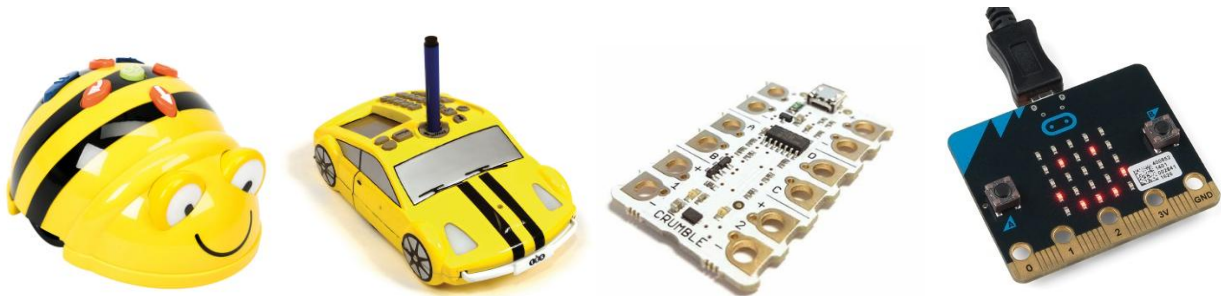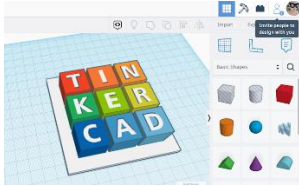

E-safety

Online safety is taught explicitly using Project Evolve resources and reinforced through PSHE, ensuring children know how to stay safe and act responsibly. Project Evolve has been specifically selected as it helps us protect and prepare pupils for the online world by providing age-appropriate, research-informed guidance built around the UKCIS Education for a Connected World framework, ensuring children develop the knowledge, skills and behaviours needed to navigate technology safely and responsibly. We offer progressive, engaging resources across key strands such as online relationships, wellbeing, privacy and online reputation, encouraging meaningful discussion about real life situations that children will face in the real and virtual worlds.

Developing Substantive Knowledge

Substantive knowledge is the core content of computing: concepts, facts and vocabulary about algorithms, programming, data, networks, systems, and digital media. Our curriculum ensures pupils meet and extend the National Curriculum aims through carefully sequenced content that revisits and builds ideas over time.

Developing Disciplinary Knowledge

Disciplinary knowledge is thinking and working like a computer scientist: designing, writing and debugging programs; decomposing problems; using logical reasoning; evaluating digital tools; and applying safe, ethical practice online. Pupils practise these enquiry and problem solving skills in real contexts, including physical computing projects that connect code to the real world such as through software like TinkerCad, Scratch and Google Sites.

Linked to Our Curriculum Drivers

- **Equality, diversity and tolerance:** Inclusive teaching and diverse tech role models build respect and belonging.
- **Creativity and critical thinking:** Children plan, create and evaluate digital content, games and solutions.
- **Global citizens:** Online safety, digital responsibility and understanding the impact of technology on society are embedded.
- **Future thinking (STEM):** Pupils meet real tools and concepts—from data handling to microcontrollers—linking learning to future study and careers.
- **Wellbeing:** We promote healthy screen habits and balanced use of technology.

What Children Leave Us Knowing

By the end of Year 6, our pupils can:

- Think critically and make informed, responsible digital choices
- Understand the importance of computing for their future learning, careers and daily lives
- Balance their use of technology with healthy offline habits
- Use technology creatively, selecting appropriate hardware and software to achieve a wide range of practical and artistic outcomes
- Use technology confidently both independently and when collaborating with others
- Apply online safety principles and respond appropriately to any concerns they encounter
- Design, write and debug programs using sequence, selection, repetition and variables, including controlling physical systems
- Use search technologies, evaluate digital content and create high quality media, data and web projects for real audiences
- Explain how networks and the internet work in everyday life

Most importantly, they leave us as confident, creative and thoughtful digital citizens, ready for the next stage of learning and a rapidly changing world.