**Mixed Year Groups and the Computing Curriculum**

The Teach Computing curriculum plan gives a well mapped, progressive approach to the teaching of computing with clearly defined links from year to year. All the units are fully planned and resourced and can be easily adapted to fit the needs of the individual school or class. The website also has links to pedagogical approaches and CPD resources ([Promoting effective computing pedagogy - Teach Computing)](https://teachcomputing.org/pedagogy) Although these lessons can be taught as discrete computing lessons, integrating the computing lessons into other curriculum subjects can be beneficial in developing engagement across all subject areas.

The following guide suggests a methodology for using the above resource in mixed age group classes and begins with an overview of the curriculum.

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1**  **Computing systems and Networks** | Technology Around Us | Information Technology Around Us | Connecting Computers | The Internet | Sharing Information | Internet Communication |
| **Autumn 2**  **Creating Media** | Digital Painting | Digital Photography | Stop-frame Animation | Audio Editing | Video Editing | Webpage Creation |
| **Spring 1**  **Programming** | Moving a Robot | Robot Algorithms | Sequencing Sounds | Repetition in Shapes | Selection in Physical Computing | Variables in Games |
| **Spring 2**  **Data and Information** | Grouping Data | Pictograms | Branching Databases | Data Logging | Flat-file Databases | Introduction to Spreadsheets |
| **Summer 1**  **Creating Media** | Digital Writing | Making Music | Desktop Publishing | Photo Editing | Vector Drawing | 3D Modelling |
| **Summer 2**  **Programming** | Programming Animations | Programming Quizzes | Events and Actions in Programs | Repetition in Games | Selection in Quizzes | Sensing |

As the overview shows, there are clear links in each half term across all of primary and these can be used to teach across different year groups at the same time and a suggested approach is laid out below for most of the permutations of year group.

This approach does require the teacher to relinquish a degree of control when teaching and empower the older year groups to take a greater degree of ownership of their learning as they work collaboratively in pairs or threes. Provide children with a copy of the slides for the lesson and ask them to tackle the tasks independently with more able children supporting those in the Zone of Proximal Development. Particularly able children can be stretched to deepen their understanding by explicitly teaching some groups and as support within lessons.

One fundamental is that a greater amount of teacher time is focused on the younger children in the first instance and that the foundations and skills are developed so that they can work with greater independence in future.

Another fundamental is the collaborative nature of the work with children working as driver and navigator or driver, navigator and supervisor with only one device for the group. Even if the driver is sure that the navigator is giving incorrect or inefficient instructions, they must follow those instructions to the letter and only comment when roles are switched. If a supervisor is being used then these children oversee and act as intermediaries. They also provide coaching feedback as the task progresses.

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|  | **2 Year Mixed Class e.g. Years 1 and 2** | | |
| **Year 1** | Year 1 input. Year 2 children use this as an opportunity to demonstrate recall of previous learning. When Year 2 children move to their prediction activity, complete the input. | Children work collaboratively in twos or threes to complete the first task. | All children come back together and debrief each other and explain their learning. |
| **Year 2** | Year 1 input then ask children to look at their L.Q. and predict how their session may differ from that of Year 1. | Confident children can be given access to the learning to begin independently whilst teacher continues to input to the remaining Year 2 children.  As ready, they move on to independent tasks. |

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|  | **3 year Mixed Class e.g. Years 3,4 & 5** | | |
| **Year 2** | Year 2 input. When Year 3 children move to their prediction activity, complete the input. | Children work collaboratively in twos or threes to complete the first task. | All children come back together and debrief each other and explain their learning.  Older children can extend responses given by younger children and also question them using their own knowledge and learning as a yard stick to measure with. |
| **Year 3** | Year 2 input then ask children to look at their L.Q or L.O. and predict how their session may differ from that of Year 2.  Children also pre-read key vocabulary for the session. | Confident children can be given access to the learning to begin independently whilst teacher continues to input to the remaining Year 3 children.  As ready, they move on to independent tasks. |
| **Year 4** | During first input, Year 4 children support younger children by adding to and extending their responses.  This time can also be used for pre-reading of key vocabulary for older groups. | Set the two older groups to work independently as for the two year group scenario. As youngest group move to work independently, check in with and deal with misconceptions that may have arisen. |

**Mixed 3, 4, 5 & 6 Classes**

Phase inputs with initial time with younger children while older children are pre-reading and predicting what they will be learning in each session. They can also use the time to recap the previous session. Slides can be shared (via Google Classroom) and they can then begin the lessons independently of the teacher but working in pairs or threes.

Reading is an integral part of the computing curriculum and so a good deal of time will be required for children to assimilate read unfamiliar vocabulary and code and work out the meaning. This could be factored into the guided, group or individual reading time on a day when computing is being taught.