Computing Curriculum - Four Part Lesson:

Our bespoke four-part lesson for Computing at Parish is similar in approach to a Maths No Problem lesson incorporating Rosenshine's Principles of Instruction of effective teaching. This structure allows children to develop an adaptable understanding of computational thinking with embedded key concepts carefully woven throughout each part of our lesson delivery, to promote child-led learning. With this approach, the whole class can progress in the learning while allowing pupils to develop through their own depth of understanding rather than acceleration of knowledge and skills.

Each component of the four-part lesson formulates every Computing lesson that we deliver. This structure creates consistency, and our effective delivery allows children to apply the fundamental principles and concepts of Computer Science. They can develop analytical problem-solving skills and learn to evaluate and apply information technology.

Part of the Lesson:	Key Concept(s):	Features of the Lesson:
Exploration	Exploring.	The learning question and task are posed to the children with vital vocabulary discussed. The children have a chance to explore the skills, software and knowledge they need to solve the problem. Exploration is child led with children independently discovering how they may solve the problem, considering prior learning as a form of retrieval.
Structured Discussion	Problem Solving and Collaborating	This is a pivotal part of the lesson. Utilising the Vital Vocabulary and reading key texts, the class can then collaboratively discuss how they may solve the problem. If appropriate, these ideas may be recorded on paper or electronically. At this point in the lesson, the teacher is guiding the discussion towards potential solutions, with modelling and scaffolding taking place.
Journaling	Creating and Applying	When appropriate, children will have the chance to create and apply their thinking from the structured discussion. Instructions may be given to develop reading skills, but journaling is a chance for children to create and apply their own ideas, solutions, and thoughts.
Reflection Time	Sharing and Debugging	Before the end of each lesson, children are provided with reflection time to consider what they have achieved in the lesson. This could be with a partner where they share their ideas or in a whole class forum. At this stage, whole class feedback and common misconceptions should be addressed. It is essential that children are given time to act upon this feedback and debug to improve and find solutions in order to develop their computational thinking.