



Where everyone is valued and futures matter

Teaching strategies to implement Rosenshine's principles in Computing		
Daily Review/ Weekly Review/ Termly Review	Flashcards	Recap prior words and definitions on flashcards.
	Simon Says	Play a game of Simon says to gain an understanding of children's computing vocabulary and word meaning. E.G - Simon says touch the monitor. Simon says touch the touchpad.
	Quick Challenge Check and Review.	Children to complete a simple task in a short time frame using their taught skill. For example: "Draw a banana on your painting app and think about the different colours and brushes you might use. You have got 2 minutes to complete this."
	Quiz	Using knowledge organiser to devise a quiz around the vocabulary and definitions that the children have been exposed to. Children to then answer relevant questions This could be built up over a project/series of lessons
	Word generator	Add all taught computing vocabulary into a random generator and encourage the children to give a definition of something that they know when it lands on a word children have to give the definition
	Talk Partners	In partners, give each other a piece of vocabulary and other partner shares definition.
	True or false	True or false quiz E.G - A caps lock button adds capital letters onto your writing.
	1,2,3	Place pretaught information placed around the room. Children to take it in turns (each child given a number) to find/ recall information from the facts around the room and then write on their teams whiteboard.
	Bingo	Give children a grid with key computing vocab, knowledge or definitions; teacher to give corresponding information and then children cross off the correct vocabulary.
	Rocking Robin	Round robin - children to list as many examples of a given subject e.g. - What they will they find on a keyboard.
Missing information	Withdraw some pieces of information from the knowledge organiser/display - children to fill in the blanks	
Providing Models	Video of the skill being taught	Children to take note of the video - this may be paused in significant places to show the steps to success (mini goals) e.g - The steps to adding a capital letter into their work.



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	Interactive Whiteboard.	Adults to use the interactive whiteboard to show children the taught skill. This way all children are seeing the process behind the skills as it is visible to all.
	Ipad - Sonic View Share	Adults to use their iPad to model the children the taught skills. Mirroring it onto the Sonic View allows the children to see the taught process clearly.
	Process of lesson.	Model the process of the lesson. Breaking it down into small chunks, e.g - <ul style="list-style-type: none"> • Model how to copy and paste. • Model how to add a capital letter • Model how to save a file.
	Steps to success	Place the steps to success on the whiteboard for children to refer back to. This can be in the form of visual instructions or picture method. For example: <ul style="list-style-type: none"> • How to retrieve a file. • How to add a new slide into PowerPoint • How to crop an image.
	Modelling of pupil voice and sentence openings.	Model the computing language that you want to hear in pupil voice and see in the children's work. For example: When I am saving a file I need to
	Thinking and loud and verbalising the thought process.	Adults to think out loud whilst they are modelling the skill and the adult should use the correct vocabulary whilst doing so. "Now I am going to right click on the computer touch pad; Here is the right click button".
Scaffolding	Scaffolding Cards / steps to success.	Children are given a set of picture instructions that help them to achieve the set task. Children are to follow the instructions line by line to guide them through. This can be taken away/ adapted as necessary.
	Vocabulary and definitions	Children to be provided with a list of vocabulary and definitions when working like a computer technician - children have to choose the appropriate vocabulary to use.
	Picture Cards	Children are given a number of picture mat that contains all of the elements of the computer that the children are working on during that session. E.G - mouse, keyboard, caps lock, space bar, touch pad etc. This way the children can identify the technology independently.



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	Knowledge organisers and Working Walls.	Children can use the visual organisers and working walls around the classroom to enable them to develop and recall key facts and definitions, as well as looking at the finished product in the diagram section.
	Active/ instant feedback.	Adults to give the children active feedback during their computing lessons to enable the children to adapt their work and correct misconceptions immediately.