

Next Steps Pathway Curriculum can be used, where required, to support School Commissioned offers within mainstream. The following units can be accessed for bespoke planning:

Autumn Term				
Topic	Little Chef	That's Nonsense	Our Earth	Into the Woods/Sky
Computing	Computer Art	Word Processing	Programming	Online Safety
Spring Term				
Topic	Monsters & Wild Things	Third Time Lucky	Our Local Area	Animal Tales
Computing	Using the Internet	Presentation Skills	Computer Art	Word Processing
Summer Term				
Topic	Heroes	Transport	Being Healthy	Journeys
Computing	Programming	Online Safety	Using the Internet	Presentation Skills

First Base Computing Curriculum is derived from objectives detailed in the EYFS profile and the National Curriculum. Key skills have been identified and progression mapped through from Early Years standards to the end of Key Stage One. First Base utilize a concentric curriculum to enable objectives to be revisited, to build on learning and for knowledge acquisition to be long term. Children will know more, do more and remember more.

The purpose of our Computing programme of study is for pupils to gain the necessary knowledge to be digitally literate, to keep themselves safe online and to explore simple coding programmes. The fundamental areas in our Computing curriculum are;

- Computer Art
- Word Processing
- Programming
- Online Safety
- Using the Internet
- Presentation Skills

First Base additionally teach E-safety through PSHE sessions.

Teachers will assess learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement. Gaps in learning and misconceptions are addressed rapidly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Policy reviewed: July 2026

Reviewed by: Stacey Laws