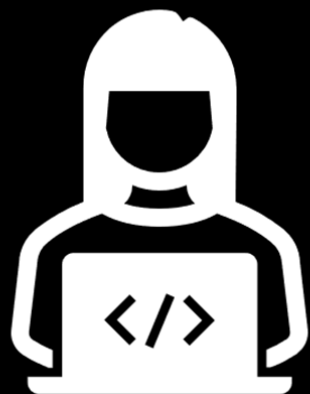




**ST MARY'S, WELHAM GREEN**



# COMPUTING

"Code, Create, Explore!"

At St Mary’s, our intent is to equip every child with the knowledge, skills, and confidence to thrive in an increasingly digital world. We aim to provide a high-quality computing education that inspires pupils to be creative, critical thinkers and responsible digital citizens.

Using the **Purple Mash** scheme of work, we deliver a broad and balanced computing curriculum that covers the three main strands: **Computer Science**, **Information Technology**, and **Digital Literacy**.

Our curriculum is carefully sequenced to ensure progression from EYFS through to Year 6, allowing pupils to build on prior knowledge and develop a deep understanding of key concepts.

We intend for pupils to:

- Understand and apply the fundamental principles of computer science, including algorithms, programming, and data representation.
- Use information technology purposefully to create, organise, store, manipulate, and retrieve digital content.
- Develop digital literacy skills that enable them to use technology safely, respectfully, and responsibly.
- Explore their creativity through a range of digital tools, fostering curiosity and problem-solving abilities.
- Through engaging, inclusive lessons and real-world applications, we aim to prepare our learners not only for the next stage of their education, but also for a future where digital competence is essential.

# Implementation

At St Mary's, we use the **Purple Mash Computing Scheme of Work** to deliver a comprehensive, progressive, and engaging computing curriculum from EYFS to Year 6. This structured programme ensures full coverage of the National Curriculum and is tailored to meet the needs of all our learners.

Each class has a set of devices to use for the Computing curriculum:

Reception: iPads

Year 1 & 2: iPads

Year 3: Laptops

Year 4 & 5: Chromebooks

Year 6: Chromebooks



**Sequenced and Progressive Curriculum:** The Purple Mash scheme is organised into clearly sequenced units that progressively build pupils' knowledge, skills, and confidence across the three strands of computing: **Computer Science**, **Information Technology**, and **Digital Literacy**.

**Weekly Computing Lessons:** All pupils receive discrete, timetabled computing lessons each week. These sessions are led by class teachers using detailed lesson plans, interactive resources, and assessment tools provided by Purple Mash.

**Cross-Curricular Links:** Where appropriate, computing is integrated across the wider curriculum to enhance learning and encourage pupils to apply digital skills in meaningful contexts, such as creating presentations in history or using data-handling tools in maths.

# Implementation



**Practical, Hands-On Learning:** Lessons are interactive and practical, encouraging pupils to experiment, problem-solve, and collaborate using a range of digital tools and applications. Children have regular access to laptops, iPads, and other digital technologies to support this.

**Online Safety at the Core:** Online safety is woven throughout the curriculum and revisited regularly to ensure pupils understand how to use technology responsibly, respectfully, and safely. Purple Mash's dedicated units on online safety are supplemented by whole-school initiatives such as Safer Internet Day.

**Assessment and Feedback:** Teachers assess computing through observation, discussion, and review of digital outcomes. Purple Mash provides self-marking quizzes, checklists, and assessment templates to support formative and summative assessment.

**CPD and Teacher Support:** Staff are supported with ongoing professional development, ensuring they are confident in delivering computing lessons. Purple Mash offers extensive teacher guidance, video tutorials, and regular updates to stay current with best practice.

Through our consistent and well-structured approach, Computing at St Mary's ensures that all pupils leave primary school as confident, creative, and responsible users of technology.

# Impact



The impact of our computing curriculum, delivered through the [Purple Mash](#) scheme of work, is that our pupils leave St Mary's as confident, capable, and digitally literate learners, who are well-prepared for the next stage of their education and for life in an increasingly digital world.

Through regular, well-structured computing lessons and a clear progression of skills, pupils:

- Develop strong computational thinking and problem-solving abilities, enabling them to understand and apply the principles of computer science, including programming and algorithms.
- Confidently use a wide range of digital tools and technologies to create, organise, store, manipulate, and retrieve content across different subjects and contexts.
- Demonstrate a secure understanding of online safety, showing that they can use technology respectfully, responsibly, and safely, both in school and beyond.
- Show independence, resilience, and creativity when engaging in computing tasks, and are eager to explore and experiment with new technologies.
- Progress consistently across all year groups, with evidence of learning captured through digital portfolios, saved work on Purple Mash, teacher assessments, and pupil voice.
- Talk with enthusiasm about computing, expressing enjoyment and curiosity, and seeing technology as a tool for learning, creating, and problem-solving.
- Our assessment tools and teacher observations show that pupils, including those with SEND or EAL, make good progress and achieve well in computing.
- The consistent use of Purple Mash supports pupils in building upon prior learning and retaining knowledge over time.

Ultimately, our computing curriculum ensures that children at St Mary's are not only consumers of technology, but thoughtful and responsible users and creators — ready to thrive in the digital age.

# The Non-Negotiables

## **Before the lesson –**

- All devices and resources should be checked to ensure they are working and ready for use (e.g. laptops charged, software loaded, logins working).
- Teachers should have a clear understanding of the lesson objectives and how they align with the long and short-term computing plans.
- If a child is unable to access a device, a suitable alternative task (e.g. unplugged activity, pair work) must be provided.
- Teaching staff must ensure that all online content and platforms are safe and appropriate, following the school's online safety policy.

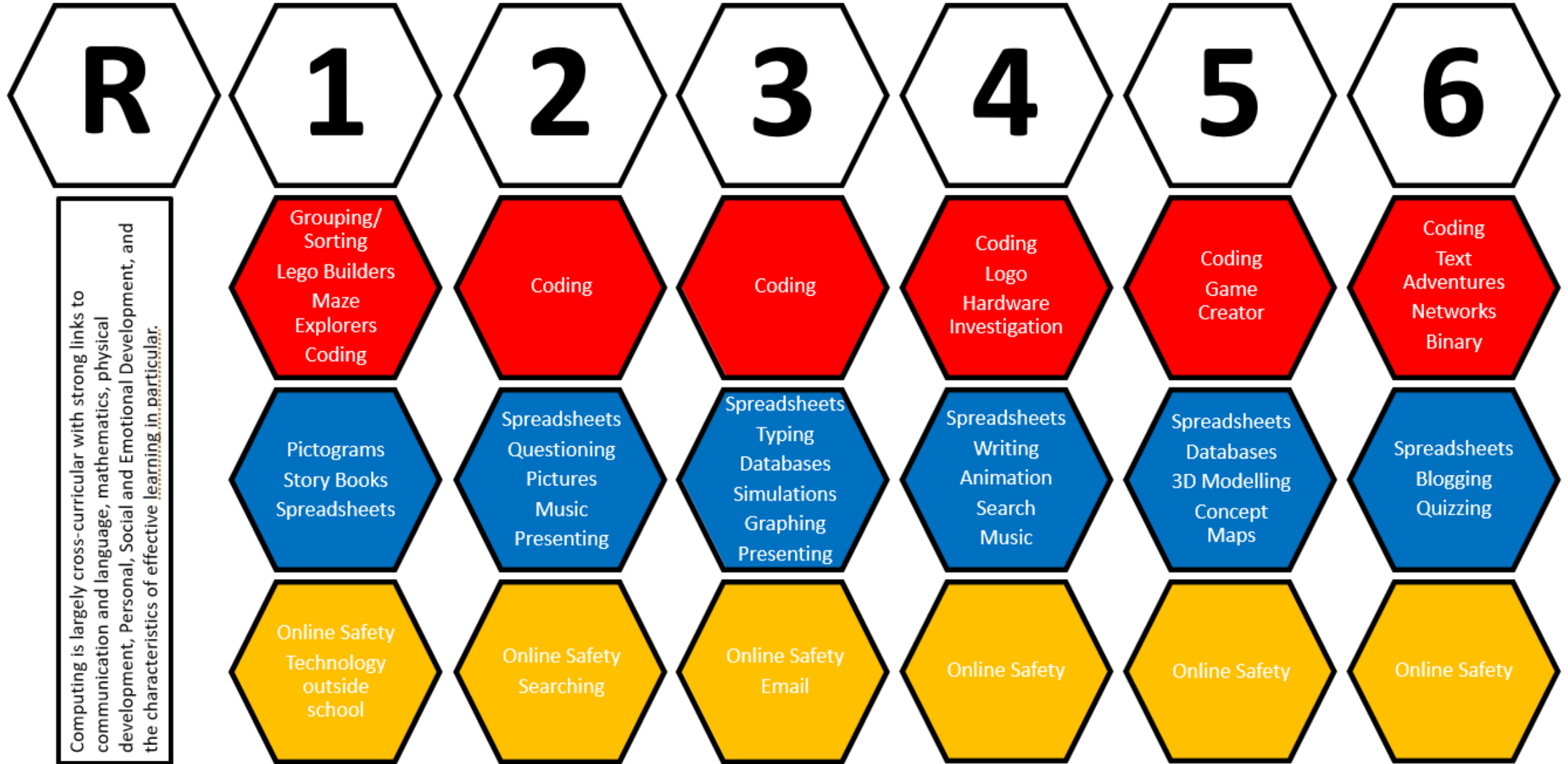
## **During the lesson –**

- Children should be reminded of key online safety rules at the start of each session.
- Clear modelling of software or skills should take place before independent or group work begins.
- Teachers should use subject-specific vocabulary and reinforce key computing concepts (e.g. algorithm, debugging, input/output).
- Lessons should follow the progression set out in the school's Computing scheme to ensure skills and knowledge are built upon effectively.
- Children who are not actively using devices should be engaged with task cards or unplugged computing activities.
- Staff should actively monitor pupil work, support problem-solving, and encourage computational thinking.

## **After the lesson –**

- Devices should be shut down properly, tidied away or returned as appropriate.
- Any technical issues or damaged equipment must be reported to the Computing lead.
- Children's work should be saved correctly and named clearly, either on a device, cloud storage, or learning platform.

# Curriculum Overview



# Supporting the EYFS Statutory Framework

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Computing is taught cross curricular every day during both adult directed and child-initiated learning. E.g. through games on the IWB (on Mini Mash or Purple Mash), using a beebot or learning to use the buttons on the CD player.

**Examples of some activities that can be seen across the year in EYFS are:**

- Beebots moving forwards and backwards
- Completing games for all areas of the curriculum on the IWB and class computers
- Turning on and off a torch
- Using google to find out information
- Talking about using devices and technology safely and respectfully

**We also have a number of Purple Mash units that may be used in EYFS:**

Mouse & Trackpad Skills	Keyboard Skills	Drawing Skills	Robots	Sounds
Photography	Technology Around Us	Hardware	Safety and Privacy	Quizzes

**Vocabulary:**

internet, safety, computer, tablet, connected

Understanding the world									
	Subject	Year one progression link	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	ELG
Understanding the World	Computing	<p><b>Online Safety:</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Computer Programming:</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><b>Using Technology for a Purpose:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can use the Interactive Whiteboard to answer questions relating to a subject (e.g. Maths and Phonics games).</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can use the Interactive Whiteboard to answer questions relating to a subject (e.g. Maths and Phonics games).</p> <p><b>Online Safety:</b> Children understand that they need to use technology with permission from an adult. They also understand where to go for help if they have concerns about the internet or other online technology.</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can use the Interactive Whiteboard to answer questions relating to a subject (e.g. Maths and Phonics games).</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can use the Interactive Whiteboard to answer questions relating to a subject (e.g. Maths and Phonics games).</p> <p><b>Computer Programming:</b> Children can programme a Bee Bot by using the buttons provided.</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can log in to Purple Mash using the iPad with support.</p> <p><b>Online Safety:</b> Children understand that they need to use technology with permission from an adult. They also understand where to go for help if they have concerns about the internet or other online technology.</p>	<p><b>Using the Technology for a Purpose:</b></p> <p>Children can log in to Purple Mash using the iPad with support.</p>	
	Key Vocabulary	Programme, instructions, start, finish, touch, login, Interactive White Board, iPad, sign-out, click, online safety, internet, technology, <u>BeeBot</u>							

# Year 1

Information Technology

Computer Science

Digital Literacy

## Introduction to Purple Mash

3 Lessons

Introduction to Purple Mash Introducing Purple Mash and the essential skills for the year 1 scheme units.

- Logging in and out of Purple Mash
- Opening and using 2Dos
- Saving work in the Work area

## Creative Computing

4 Lessons

Developing mouse skills and ICT skills using the creative 2DIY tools in Purple Mash.

- Making digital art
- Making and sharing jigsaws
- Making a drag and drop game

## Data Explorers

6 Lessons

Grouping and sorting objects. Relating this to organising and interpreting data. Using pictorial data on Purple Mash.

- Sorting and grouping quizzes
- Understanding what data is
- Representing data electronically

## Creating & Following Instructions

3 Lessons

Understanding simple algorithms through unplugged activities before moving to sequencing activities on digital devices.

- Following instructions
- Creating Instructions
- Understanding simple algorithms

## Animated Stories

6 Lessons

Creating and combining digital art and text to produce digital books using the 2Create a Story tool.

- Creating digital art and text
- Adding animation to images
- Adding sound

## Coding

6 Lessons

Introducing block coding using 2Code.

- Using blocks to code
- Understanding objects, actions and events
- Planning and designing a program

## Technology Around Us

4 Lessons

Defining and understanding what technology is. Relating this to school, home, outside and to its use in the wider world.

- Understanding what technology is
- Recognising technology in the local environment and wider world

## Making Beats

4 Lessons

Introducing the concept of digital music.

- Creating sounds using 2Explore
- Combining instruments using 2Beat
- Composing digital music

**Online Safety: To be delivered throughout the year using 2BeSafe**

# Year 2

Information Technology

Computer Science

Digital Literacy

## Introduction to Purple Mash 2 Lessons

An optional introduction to Purple Mash and the essential skills for beginning the year 2 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.

## Route Explorers 4 Lessons

Coding using 2Go. Writing simple instructions to move a screen turtle along routes.

- Considering direction and distance
- Creating commands
- Building an algorithm

## The Internet 4 Lessons

Understanding what the internet is.

- Defining the World Wide Web
- Recognising browsers and websites
- Connecting to the internet

## Creating Pictures 5 Lessons

Using a digital art tool to create art in different traditional art styles.

- Using 2Paint a Picture templates
- Exploring the features of each template
- Compiling an online art portfolio
- Comparing digital art effects to non digital effects

## Spreadsheets 6 Lessons

Introducing spreadsheets and the way they organise data using the 2Calculate tool.

- Understanding cells and columns
- Inserting images with values
- Using totalling tools
- Creating graphs

## Questioning 4 Lessons

Investigating data, how it is collected and how it can be presented.

- Asking the right question to collect or present data
- Keeping a tally
- Using 2Count to present the data
- Using a branching database

## Coding 6 Lessons

Developing coding skills using 2Code.

- Understanding algorithms
- Introducing sequencing
- Coding interaction between objects
- Using timers
- Debugging

## Presenting Ideas 4 Lessons

Creating mind maps using 2Connect to organise and present ideas.

- Using and making mind maps
- Using a mind map as a presentation tool

## Making Music 3 Lessons

Composing digital melodies using 2Sequence.

- Understanding a digital music tool
- Relating the functions to musical terms
- Composing music digitally

# Year 3

Information Technology

Computer Science

Digital Literacy

## Introduction to Purple Mash 2 Lessons

An optional introduction to Purple Mash and the essential skills for beginning the year 3 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.

## Email 6 Lessons

Communicating electronically using 2Email. Considering safety aspects of email communication.

- Composing and replying to emails
- Opening and sending attachments
- Using email safely

## Route Planners 5 Lessons

Using 2Go to create routes for screen turtles. Coding using angles of turn and repetition.

- Writing commands using rotation
- Creating algorithms and writing code
- Planning routes
- Repetition in 2Go

## Branching Databases 4 Lessons

Creating branching databases (binary tree databases) using 2Question.

- Asking binary questions
- Completing branching databases in 2Question
- Creating and testing branching databases

## Spreadsheets 6 Lessons

Working with data using spreadsheets in the 2Calculate tool.

- Creating graphs
- Understanding cell addresses
- Using the formula bar
- Combining 2Calculate functions to analyse data

## Coding 6 Lessons

Developing coding skills using 2Code.

- Using flowcharts in 2Chart
- Using timers
- Introducing repetition
- Testing and debugging

## Presenting Ideas 5 Lessons

Using industry standard software to create presentations.

- Adding media
- Customising with animation and timings
- Designing an effective presentation

## Touch Typing 4 Lessons

Developing touch typing skills using 2Type.

- Recognising keyboard locations
- Understanding correct finger positioning
- Improving accuracy and speed

## micro:bit 4 Lessons

Coding using a micro:bit as an external device. The software includes an emulator for use in schools without micro:bits.

- Using the LED display
- Sequencing and timing
- Understanding inputs and outputs
- Adding sounds and gestures

Online Safety: To be delivered throughout the year using 2BeSafe

## Introduction to Purple Mash 2 Lessons

An optional introduction to Purple Mash and the essential skills for beginning the year 4 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.

## Unpacking Hardware and Software 4 Lessons

Understanding technology and computer systems in relation to their hardware and software.

- Defining types of technology
- Knowing how systems work together
- Identifying hardware
- Understanding software

## Animation 6 Lessons

Creating digital animations using the 2Animate tool.

- Knowing the types of animation
- Understanding onion skinning
- Exploring animation features
- Using storyboarding

## Logo 4 Lessons

Learning the text-based Logo coding language to create patterns and shapes. Coding sequences, repetition, and procedures.

- Using Logo commands
- Writing commands in a sequence
- Refining code using repetition and procedures

## Sound Stories 4 Lessons

Adding narrative and sound effects to create audio books using 2Cast.

- Recording audio content
- Creating sound effects
- Post-production editing

## Effective Searching 4 Lessons

Exploring how to effectively search the internet. Exploring safety aspects of online information.

- Using a search engine
- Search rankings
- Reliable searching
- Search algorithms

## Coding 6 Lessons

Developing coding skills using 2Code.

- Introducing selection
- Exploring design properties
- Introducing loops
- Coding number variables

## Making Music 4 Lessons

Using the Busy Beats tool to explore and compose music digitally.

- Exploring pulse, rhythm and tempo
- Understanding pitch and texture
- Composing a melody

## Introduction to AI 4 Lessons

Understanding what artificial intelligence is, how it can help and the ethics around its use.

- Exploring how AI works
- Investigating the positive and negative impacts of AI
- Considering AI in the future

## micro:bit 4 Lessons

Coding using a micro:bit as an external device. Includes an emulator for schools without micro:bits.

- Exploring sensor inputs and the accelerometer
- Using variables, inputs and outputs
- Coding with selection and loops

## Introduction to Purple Mash 2 Lessons

An optional introduction to Purple Mash and the essential skills for beginning the year 5 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.

## Quizzing 5 Lessons

Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz.

- Evaluating the features of a good quiz
- Choosing appropriate question types
- Making use of feedback and titles
- Testing and editing quizzes

## Databases 4 Lessons

Using table-based databases for collecting, presenting, searching and analysing data.

- Understanding records and fields
- Creating a collaborative database
- Searching databases
- Analysing data

## Game Creator 5 Lessons

Designing and making a 3D maze adventure game using 2DIY3D.

- Exploring the features of a good game
- Designing and making sprites and the game world
- Evaluating the playability of games

## Spreadsheets 6 Lessons

Working with data using spreadsheets in the 2Calculate tool.

- Using formulae
- Exploring measurement conversions
- Carrying out numerical investigations
- Creating computational models

## Coding 6 Lessons

Developing coding skills using 2Code.

- Coding efficiently by refining code
- Simulating a physical system
- Exploring decomposition and abstraction
- Using functions and variables

## Word Processing 6 Lessons

Using industry standard software to create documents.

- Creating documents
- Using images
- Entering and editing text
- Using tables and templates

## Concept Maps 4 Lessons

Using and creating concept maps using 2Connect.

- Creating concept maps
- Presenting from a concept map
- Making collaborative concept maps

## Coding External Devices 6 Lessons

Using the Purple Chip app on a tablet or phone device alongside Purple Mash.

- Using device movement
- Exploring text functions
- Coding interaction with the environment

## micro:bit 4 Lessons

Coding using a micro:bit as an external device. Includes an emulator for schools without micro:bits.

- Exploring sensor inputs and the accelerometer
- Using selection, variables, inputs and outputs
- Coding for the micro:bit pins

# Year 6

Information Technology

Computer Science

Digital Literacy

## Introduction to Purple Mash

2 Lessons

An optional introduction to Purple Mash and the essential skills for beginning the year 6 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.

## Graphing

4 Lessons

Understanding the benefits of creating common graph types digitally. Using appropriate features to present data in the best possible way.

- Creating a range of graph types
- Incorporating multiple datasets
- Using graphs to solve a problem
- Exporting and importing files

## Blogging

4 Lessons

Understanding how blogs and their features can effectively engage an audience.

- Planning the theme, content and structure
- Writing, editing and publishing a blog post
- Understanding blog moderation
- Reviewing and commenting on blog posts

## Data Detectives

4 Lessons

Using the Data Detectives tool to work with large datasets to analyse complex data and answer questions.

- Filtering and sorting data
- Grouping data
- Linking tables

## Networks

4 Lessons

Learning what networks do and how they connect devices. Considering safety aspects of networks and collaboration.

- Identifying examples of networks
- Recognising types of networks
- Understanding internet services
- Discussing positive and negative use of networks

## Coding

6 Lessons

Developing coding skills using 2Code.

- Using functions
- Understanding flowcharts and control simulations
- Coding for user input

## Introduction to Python

4 Lessons

Introducing text-based Python coding using the Python in Pieces platform. Python in Pieces translates between block-code and Python.

- Comparing block and text code views
- Coding for text output
- Working with different datatypes
- Coding repetition in Python

## Spreadsheets

5 Lessons

Using industry standard software to work with spreadsheets.

- Performing calculations
- Entering and using formulae
- Presenting data
- Solving real life problems

## 3D Modelling

5 Lessons

Exploring computer aided design in 3D using the 2Design and Make tool.

- Working with viewpoints of 3D objects
- Adding and editing points on a model
- Designing for a purpose

## Binary

5 Lessons

Understanding binary as a number system and its purpose and application in computing.

- Examining how binary represents data in digital systems.
- Counting in binary
- Converting from decimal to binary
- Exploring binary in relation to game states

## micro:bit

5 Lessons

Coding using a micro:bit as an external device.

- Using the micro:bit as a data logger
- Measuring, recording and analysing environmental data
- Collecting data and exporting to graphical software

Online Safety: To be delivered throughout the year using 2BeSafe

# Progression of Skills

## Computing Progression N.C. Statements KS1 Year 2



	Computer Science		Information Technology	Digital Literacy		
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Computing Progression N.C. Statements KS2 Year 3



	Computer Science			Information Technology	Digital Literacy		
Statement	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can design and debug simple programs, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Children can use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Children can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Children can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Children can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Children can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

A progression of skills document is used from Purple Mash. These give an indication of how each discipline meets the National Curriculum objectives while allowing each year group to see prior knowledge and their expected next steps.

# Barriers To and Solutions for Engagement, Progress and Achievement

Barriers Identified by SENCO/Class Teacher	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/ Processing	ASC	ADHD	Cognition	SEMH
<b>Common Barriers in Computing</b>	Difficulty hearing instructions from teacher or peers	Difficulty seeing text/icons on screen or board	Difficulty using mouse/keyboard/trackpad	Struggling to recall sequences (e.g. coding steps)	Difficulty coping with change or uncertainty in software/tools	Difficulty maintaining focus during computing tasks	Difficulty following multi-step instructions	Low resilience when problem-solving; frustration with failure
<b>Solutions Identified by Subject Coordinator</b>	<ul style="list-style-type: none"> <li>- Use captions/subtitles on videos</li> <li>- Pre-teach new vocabulary visually</li> <li>- Positioning near teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Screen magnification tools</li> <li>- Use of high-contrast settings</li> <li>- Simplified layouts &amp; icon labels</li> </ul>	<ul style="list-style-type: none"> <li>- Use adaptive input devices (trackball mouse, large keyboards)</li> <li>- Allow more time</li> <li>- Minimise drag/drop tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Use of visual prompts</li> <li>- Break tasks into steps</li> <li>- Repeat instructions</li> <li>- Use videos/screenshots for reference</li> </ul>	<ul style="list-style-type: none"> <li>- Clear, consistent routines</li> <li>- Visual timetables</li> <li>- Allow choice of tools when possible</li> </ul>	<ul style="list-style-type: none"> <li>- Chunk tasks with short breaks</li> <li>- Set achievable goals</li> <li>- Use timers or visual countdowns</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-teach tools and vocabulary</li> <li>- Use scaffolded templates</li> <li>- Provide step-by-step guides</li> </ul>	<ul style="list-style-type: none"> <li>- Praise effort, not outcome</li> <li>- Encourage peer support</li> <li>- Provide calm, structured environment</li> </ul>



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