Year Two	Intent	Implementation	Impact
	It is our intention to create a Computing curriculum that encourages children to become masters of technology. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.	In ensuring high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. The school gives full coverage of, 'The National Curriculum programmes of study and 'Understanding of the World' in the EYFS. Teachers will build on children's knowledge and understanding by using knowledge organisers. They will equip children with the skills to become digitally literate, where they are able to use, and express themselves and develop their ideas through information and communication technology. Teachers will consider the use of Computing throughout the curriculum where skills will be taught both discretely and across the curriculum subjects, supporting other areas of learning across the school.	The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the computing curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives. Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. They will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

AUTUMN TERM		SPRING TERM		SUMMER TERM	
Digital Literacy I can explain why I need to keep personal information safe. I know that not everyone is who they say they are on the Internet.	**Information Technology** I can develop classification skills by carrying out sorting activities.	**Digital Literacy** I can send an email, using a subject heading, to a known member of the school community e.g. another class teacher.	**Information Technology** I can begin to word process short texts onto the computer.	**Computer Science** I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.	**Information Technology** I can locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. I can use technology to source, generate and amend ideas.
Digital Literacy I can recognise situations involving	**Information Technology** I can sort and classify a group of items by asking	**Digital Literacy** I can open and reply to an email from a known person.	**Information Technology** I can make simple changes to text e.g. colour, style and size.	**Computer Science** I can tell you the order I need to do things to make	**Information Technology** I can talk about my use of technology and other

content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.	simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game.			something happen and talk about this as an algorithm. I can program a robot or software to do a particular task.	ways of finding information, e.g. books, asking other people. I can use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information.
Digital Literacy I can minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	**Information Technology** I can use simple graphing software to produce pictograms and other basic tables, charts or graphs using data I collect. I can talk about the data that is shown in my chart or graph.	**Digital Literacy** I can contribute to a blog, journal or forum. I can develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs.	**Information Technology** I can begin to add different forms of media together e.g. text and images in blogs or word processing documents.	**Computer Science** I can make predictions and describe the effects when creating programs and controlling devices and use logical reasoning to predict what will happen in simple programs. I can identify errors in instructions and use these to debug the errors.	**Information Technology** I can use key words to search a specific resource for information. I am able to retrieve files from a computer using a search of the computer.

Key Stage One National Curriculum Aims

Computer Science

- 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.

Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital Literacy

- 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.