




Year Three		Intent	Implementation	Impact	
		<p>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.</p>	<p>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.</p>	<p>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.</p>	
AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p>Digital Literacy I can use technology responsibly. I can create appropriate passwords.</p>	<p>Information Technology I can use different font sizes, colours and effects to communicate meaning for a given audience. I can use various layouts, formatting, graphics and illustrations for different purposes or audiences.</p>	<p>Computer Science (Lego Education) I can put programming commands into a sequence to achieve a specific outcome. I can keep testing my program and can recognise when I need to debug it.</p>	<p>Digital Literacy I can use a range of digital tools to communicate. I can log on to an email account, open emails, create and send appropriate replies.</p>	<p>Information Technology I can talk about the different ways data can be organised. I can search a ready-made database to answer questions.</p>	<p>Computer Science (Coding) I can design programs showing appropriate planning and implementing skills. I can create programs that implement algorithms to achieve specific goals.</p>
<p>Digital Literacy</p>	<p>Information Technology I can use various software tools to</p>	<p>Computer Science I can use repeat commands.</p>	<p>Digital Literacy I can forward an e-mail.</p>	<p>Information Technology I can collect data help me answer a question.</p>	<p>Computer Science I can debug programs that accomplish specific</p>



<p>I can keep passwords and personal data safe.</p> <p>I can recognise acceptable and unacceptable behaviour online.</p>	<p>complete a project, problem or task.</p> <p>I can use page setup to select different page sizes and orientations.</p>	<p>I can describe the algorithm I will need for a simple task.</p>	<p>I can save an e-mail in draft format and then return and edit prior to sending.</p>		<p>goals through self and peer assessment.</p> <p>I can plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.</p>
<p>Digital Literacy</p> <p>I ask an adult before downloading files and games from the Internet.</p> <p>I can post positive comments online.</p>	<p>Information Technology</p> <p>I can use cut, copy and paste to refine and re-order content.</p> <p>I can use appropriate editing tools to ensure my work is clear and error free, e.g. spell checker, thesaurus, find and replace.</p>	<p>Computer Science</p> <p>I can use and debug programs to control physical devices. Note real or screen simulations could be used.</p> <p>I can use logical reasoning to detect and correct errors in programs.</p>	<p>Digital Literacy</p> <p>I can attach different files to emails, e.g. text document, sound file or image.</p> <p>I can open and save attachments to an appropriate place.</p> <p>I can select an email recipient from a class address book.</p>	<p>Information Technology</p> <p>I can add to a database.</p> <p>I can make a branching database.</p>	<p>Computer Science</p> <p>I can use sequence, repetition and selection in programs.</p> <p>I can use sequences of commands to control physical devices using outputs.</p>



Key Stage Two National Curriculum Aims

Computer Science

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Information Technology

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- 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.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Digital Literacy



- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.