Year Four	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 am able to create a 'secure' password, e.g. combination of letters, symbols and numbers.	**Computer Science** **(Lego Education)** I can create programs that implement algorithms to achieve specific goals. I can use a variety of tools to create a program. I can use and debug programs to control physical devices. Note real or screen simulations could be used.	**Information Technology** I can use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.	**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. I can forward an e-mail.	**Information Technology** **(Research Project using different publications, e.g Word, Publisher, PowerPoint and Excel.)** I can use a range of child friendly search engines to locate different media, e.g. text, images or sound. I can develop specific key questions and key words to search for information e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'. I can choose the most appropriate search engine for a task, e.g., image search, search within a specific site or searching the wider internet.
Digital Literacy	**Computer Science**	**Information Technology**	**Digital Literacy**	

I know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. I can recognise acceptable and unacceptable behaviour online.	I can use sequence, repetition and selection in programs. I can use sequences of commands to control physical devices using outputs.	I can independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location. I can import music, stills or video into video editing software for a specific project.	I can save an e-mail in draft format and then return and edit prior to sending. I can attach different files to emails, e.g. text document, sound file or image.	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. I can use various software tools to complete a project. I can use page setup to select different page sizes and orientations. I can use cut, copy and paste to refine and re-order content.
Digital Literacy I comment positively and respectfully online.	**Computer Science** I can recognise an error in a program and debug it. I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	**Information Technology** I can arrange, trim and cut clips to create a short film that conveys meaning. I can add simple titles, credits and special effects, e.g .transitions. I can plan a storyboard, then use captured images to create a short animated sequence which communicates a specific idea.	**Digital Literacy** I can open and save attachments to an appropriate place. I can select an email recipient from a class address book.	I can use appropriate editing tools to ensure my work is clear and error free, e.g. spell checker, thesaurus, find and replace.

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.