Computer Science



Digital Literacy



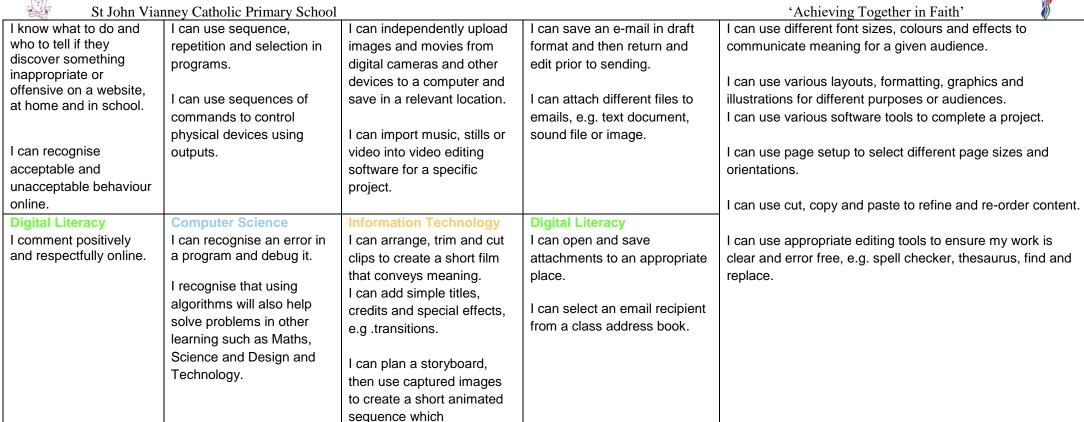
Year Four		Intent		Implementation		Impact
It come in the company of the compan		Compute encoural masters everywhin studed to mode how to urespons encoural computicurricululand accibe fluen express by Uppethe indechoose	intention to create a ing curriculum that ges children to become of technology. Technology is there and will play a pivotal part nts' lives. Therefore, we want I and educate our pupils on use technology positively, ibly and safely. We ge staff to try and embed ng across the whole um to make learning creative essible. We want our pupils to t with a range of tools to best their understanding and hope or Key Stage 2, children have pendence and confidence to the best tool to fulfil the task llenge set by teachers.	In ensuring high standards and learning in computing, a curriculum that is progres throughout the whole school gives full coverage of, 'The Curriculum programmes of 'Understanding of the World EYFS. Teachers will build of knowledge and understand knowledge organisers. The children with the skills to be literate, where they are able express themselves and de ideas through information a communication technology. consider the use of Comput throughout the curriculum where they are curriculum subjects, support areas of learning across the	we implement sive oil. The school National study and it in the n children's ng by using y will equip come digitally to use, and velop their nd Teachers will ing where skills will ind across the ting other	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

Information Technology







communicates a specific

idea.









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.