Year Five	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 identify unsuitable posts (e.g. on blogs, a forum …) pertaining to content and conduct. I can identify inappropriate and unacceptable behaviour when analysing resources such as videos, text based scenarios and electronic communications.	**Computer Science** I can refine a procedure using repeat commands to improve a program. I can use a variable to increase programming possibilities. I can change an input to a program to achieve a different output. I can use 'if' and 'then' commands to select an action.	**Information Technology** I can choose an appropriate tool to help me collect data. I can use a spreadsheet and database to collect and record data. I can present data in an appropriate way.	**Digital Literacy** I can use different online communication tools for different purposes.	**Information Technology** **(Research Project using different publications, e.g Word, Publisher, PowerPoint and Excel.)** I can use text, photo, sound and video editing tools to refine my work. I can select an appropriate online or offline tool to create and share ideas. I can review and improve my own work and support others to improve their work. I can select suitable text, sounds and graphics from other electronic sources, and import into own work.
Digital Literacy	**Computer Science**	**Information Technology**	**Digital Literacy**	

I can continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. I can use electronic communication and collaboration tools safely.	I can change an input to a program to achieve a different output. I can use 'if' and 'then' commands to select an action.	I can search a database using different operators to refine my search. I can talk about mistakes in data and suggest how it could be checked.	I can add e-mail addresses to a class address book. I can create group or distribution lists of contacts from an address book.	I can develop consistency across a document - same style of font, colour, body text size, etc. I can make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. I can use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. I can use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g., using different keywords, skim-reading to check relevance of information, cross checking with different websites or other non ICT resources.
Digital Literacy I can protect my password and other personal information. I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.	**Computer Science** I can design, test and refine programs to control robots or floor turtles taking account of purpose and needs. I can use programming software to create simulations.	**Information Technology** I can design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question. I can present data to a specified audience and display findings in other software, e.g. through presentation software.	**Digital Literacy** I can learn how to use the cc and bcc facilities when sending an e-mail and discuss when these should be used. I can send 'group' e-mails and be aware of the benefits and risks in 'replying to all'.	

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.