Year Six	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 explain and program each of the steps in my algorithm. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.	**Information Technology** I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility.	**Digital Literacy** I can select an appropriate tool to communicate and collaborate online. I can add e-mail addresses to a class address book.	**Information Technology** **(Research Project using different publications, e.g Word, Publisher, PowerPoint and Excel.)** I can combine a range of media, recognising the contribution of each to achieve a particular outcome. 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 continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.				I can select suitable text, sounds and graphics from other electronic sources, and import into own work. 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 use electronic communication and collaboration tools safely. I can explain the consequences of sharing too much about myself online.	**Computer Science** I can recognise when I need to use a variable to achieve a required output. I can use a variable and operators to stop a program.	**Information Technology** I can interpret the data I collect. I can present the data I collect in an appropriate way. I can select and use the most appropriate method to organise present, analyse and interpret data.	**Digital Literacy** I can create group or distribution lists of contacts from an address book. I can learn how to use the cc and bcc facilities when sending an e-mail and discuss when these should be used.	
Digital Literacy I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of spending too much time online or on a game.	**Computer Science** I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. I can use logical reasoning to detect and correct errors in algorithms and programs.	**Information Technology** I can compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.	**Digital Literacy** 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.