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| Computing enquiry | Computers and using computers | E-Safety | Coding | Networks | Net searching | Vocabulary |
| * Design and write programs to achieve specific goals, including solving problems * Use logical reasoning * Understand computer networks * Use internet safely and appropriately * Collect and present data appropriately * Use the search option in start menu to locate a programme * Use appropriate computing vocabulary (menu tabs, network) * Use a mouse or pad with confidence (right click, scroll etc) | * use other input devices such as cameras or sensors * with support select and use a variety of software on a range of digital devices * with support select, use and combine a variety of software on a range of digital devices to accomplish given goals | * use technology responsibly and understand that communication online may be seen by others * understand where to go for help and support when he/ she has concerns about content or contact on the internet or other online technologies | * decompose programs into smaller parts * use logical reasoning to detect and correct errors in algorithms and programs * select, use and combine a variety of software, systems and content that accomplish given goals | * understand what services are and how they provide services to a network | * understand how results are selected and ranked by search engines | Algorithm, digital, devices, computer, computing, logical, organise, store, retrieve, data, online safety, programme, programs, reasoning, create, open, print, keyboard controls, benefits, personal information, simple, code, debug, achieve, networks, folder, cut, copy, paste, input, output, software, design, networks, search technologies, mouse pad, scroll, click, menu tabs, cameras, sensors, combine software, responsibly, concerns, decompose programs, correct errors, rankings and ranked. |
| Challenge  -use photo editing software to crop photographs and add effects  -copy and paste a graph/bar chart and use it in a document  - use animation in presentations | | | | | | |
| Knowledge and understanding E-safety | Algorithms and programs | Data retrieving and organising | Communicating | Using the internet | Databases | Presentation |
| --follow the school’s safer internet rules  -recognise that information on the internet may not be accurate or reliable, maybe biased, manipulated or persuasive  -understand that the internet contains, fact and fiction, opinion and begin to distinguish between them  -understand the need for caution when using an internet search for images and what to do if image is inappropriate  -understand that copyright exists on most digital images, videos and recorded music | -use repeat instructions to draw regular shapes on screen, using commands  -experiment with variables to control models  -make turns specifying the degrees  -give specific instructions to onscreen robot to get from x to y  -make accurate predictions about outcomes of a program they have written | -capture images using webcams, screen capture, scanning etc  -choose images and download to file  -download images from camera to computer  -copy graphics from a range of sources and paste in desktop publishing program | -appreciate the benefits of ICT to send messages and to communicate  -use automatic spell checker to edit spellings | -use a search engine to find a specific website  -use notetaking skills to decide which text to copy and paste  -use tabbed browsing to open two or more webpages  -open a link to a new window  -open a document (PDF) and view it | -input date into a prepared database  -sort and search a database for answers  -recognise what a spreadsheet is  -use terms ‘cells’, ‘rows, ‘columns’  -enter data, highlight it and make charts | -create a lengthy presentation, moving from slide to slide and audience specific  -insert sound recordings into multimedia presentation  -manipulate text, underline text, centre text, change front and size as well as save |
| Cultural capital | | | | | | |
| Communication  Safety online  Opportunities for inclusion through technology use | | | | | | |