



Computing Progression

Core Concepts by Strand		
Digital Literacy	Online Safety (Digital Citizenship)	Computer Science
<p>ICT - Information Communication Technology</p> <p>Control - Using computers and related technology.</p> <p>Content</p> <ul style="list-style-type: none"> • Formatting • Editing images and text • Creation or documents • Manipulation of media <p>Software – Apps and Tools you can use to create and control content on computers and technology.</p> <ul style="list-style-type: none"> • Computer Aided Design (CAD) • Video Editing • Data Handling 	<p>Online Identity</p> <ul style="list-style-type: none"> - Self-Image - Online Reputation <p>Online Interaction</p> <ul style="list-style-type: none"> - Online Relationship - Online Bullying <p>Online Information</p> <ul style="list-style-type: none"> - Managing Online Information - Copyright and Ownership - Privacy and Security <p>Digital Wellbeing</p> <ul style="list-style-type: none"> - Health, Well-being and Lifestyle 	<p>Computational Thinking</p> <p>- using programming thinking to solve complex problems</p> <ul style="list-style-type: none"> - Algorithms - Abstraction - Decomposition - Sequencing - Pattern Recognition/Reputation <p>Logical Reasoning</p> <ul style="list-style-type: none"> - Using logic to understand functions. - Debugging <p>Connected World</p> <p>Networks, the Internet and the World Wide Web.</p> <ul style="list-style-type: none"> - Search Technology - Sharing across platforms (Collaboration)

Term	Digital Literacy	Online Safety	Computer Science
AU1 – Using Computers and Devices	<p>Knows how to hold a mouse</p> <p>Knows how to use a mouse/touchpad to control the cursor</p> <p>Knows how to click the left button</p> <p>Knows how to tap a touchpad</p> <p>Can click to select objects on screen</p> <p>Can click and hold to move objects on screen</p> <p>Can use a mouse to select and manipulate tools</p> <p>Greater Depth:</p>	<p>Greater Depth:</p>	<p>Greater Depth:</p>
AU2 - Using Programs and the Internet	<p>Can double click/tap to open programs/apps</p> <p>Can click given links to open webpages</p> <p>Knows how to turn on a desktop monitor</p> <p>Knows how to turn on a desktop computer</p> <p>Can open a web browser</p> <p>Can open a specific program/app on a Tablet/Laptop/Desktop</p> <p>Greater Depth:</p>	<p>Greater Depth:</p>	<p>Greater Depth:</p>
SP1 - Using Programs and the Internet	<p>Knows how to press the keys on a keyboard.</p> <p>Knows how to match numbers on the keyboard to those in an on-screen program.</p> <p>Knows how to match letters on the keyboard to those in an on-screen program.</p> <p>Greater Depth:</p>	<p>Knows passwords are used to protect personal information and devices.</p> <p>Greater Depth:</p>	<p>Greater Depth:</p>
SP2 - Programming	<p>Knows how to drag and drop</p> <p>Can use a select and move objects on screen mostly accurately</p> <p>Greater Depth:</p>	<p>Greater Depth:</p>	<p>Knows how to use simple instructions to control part of an on-screen program.</p> <p>Can join instruction blocks to create simple algorithms.</p> <p>Can create simple repeating instructions in an algorithm.</p> <p>Can fix/remove a mistake from a simple algorithm to make it work correctly.</p>
SU1 – Programming	<p>Greater Depth:</p>	<p>Greater Depth:</p>	<p>Can use position and direction instructions to create simple algorithms.</p> <p>To know how to control a simple programmable toy.</p>
SU2 – Online Safety	<p>Greater Depth:</p>	<p>Be aware that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>Knows they can get help from a trusted adult if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Greater Depth:</p>	<p>Greater Depth:</p>
Year 1			

<p>AU1 – Mouse, Keyboard and Typing</p>	<p>Knows how to use a mouse Knows how to move objects to a specific location on-screen. Can open a given program or app independently Can open a file from an indicated location Can click the 'Save' option to save a file Can find and select letters on a keyboard to make a word Can click and hold to select text and objects Can use copy and paste buttons in a simple program Can use the undo option within a simple program Can use a simple word processor to type words</p>	<p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	
<p>AU2 – Digital Painting and Art</p>	<p>Knows computers can be used to simulate physical art materials Can use a mouse to select desired colours Can select and manipulate tools with intended purpose Knows what 'undo' and 'redo' mean Knows what 'Copy' and 'Paste' mean Can create sequential digital art images Can use a simple 'paint' app to create digital art</p>	<p>Can explain why the work I create using technology belongs to me. Can save my work so that others know it belongs to me (e.g. filename, name on content). Can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p>	
<p>SP1 – Unplugged Algorithms</p>			<p>Knows that an algorithm is instructions for a computer or program. Knows algorithms are used to make programs or devices complete tasks. Can break down a simple task into different parts for coding.</p>
<p>SP2 - Online Safety</p>		<p>I can use the internet to find things out. Can identify rules that help keep us safe and healthy in and beyond the home when using technology. Can recognise that information can stay online and could be copied. Can describe what information I should not put online without asking a trusted adult first. Can describe how to behave online in ways that do not upset others and can give examples. can explain why it is important to be considerate and kind to people online. Knows the internet can be used to communicate with</p>	

		<p>other people.</p> <p>Can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>Can give examples of when and how to speak to an adult I can trust if something happens that makes me feel sad, worried, uncomfortable or frightened online.</p> <p>Can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>Can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>Can explain how passwords can be used to protect information and devices.</p> <p>Can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Can explain that bullying that happens online is called Cyberbullying.</p>	
SU1 – Digital Musicians (Isle of Tune)			<p>Knows how to combine blocks of code to make algorithms.</p> <p>Knows how to create a repeating pattern in an algorithm.</p> <p>Can suggest code to complete patterns.</p> <p>Can create a loop by repeating code in an algorithm.</p> <p>Can create different algorithms with similar functions.</p>
SU2 – Drawing Algorithms	<p>Can independently identify links to click on to open webpages.</p>		<p>Knows code needs to be in correct order to work.</p> <p>Can make algorithms by combining instructions in order.</p> <p>Knows how to break down a variety of tasks into smaller parts.</p> <p>Knows how a repeat is used in programming.</p> <p>Can use a repeat in a simple algorithm.</p> <p>Can identify patterns in algorithms.</p> <p>Can suggest how an algorithm might look or function when it is run.</p> <p>Can describe how a function is used in programming.</p>
Year 2			
AU1 - Basic Word Processing	<p>Can type letters on the page.</p> <p>Can use keys on the keyboard to change the case of letters.</p> <p>Can use icon tools to change the size of letters.</p>	<p>Can describe why other people's work belongs to them.</p> <p>Can recognise that content on the internet may belong to other people.</p>	

	<p>Can change the style of the text font.</p> <p>Can use bold, italic and underline tools.</p> <p>Can use the mouse to select blocks of text.</p> <p>Can use on-screen tools to copy and paste text.</p> <p>Can use text-wrapping options to place images on a page of writing.</p> <p>Can use a word processing application to type words on a page.</p>		
AU2 - Introduction to Scratch and Animation		I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	<p>Knows that a repeat function will repeat code it is used with.</p> <p>Can use a repeat function to loop an algorithm.</p> <p>Can use a repeat function to repeat parts of an algorithm.</p> <p>Knows that a conditional is code that only works when a condition or trigger starts it.</p> <p>Can code algorithms which 'select' when to run (When x key pressed, for example)</p> <p>Can work systematically to check for mistakes in an algorithm.</p>
SP1 - Simple Scratch Game		<p>Can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).</p> <p>Can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>Knows that selection is when an algorithm is programmed to select what to do based on an event or input.</p> <p>Can use selection to create algorithms.</p> <p>knows how to use a repeat block.</p> <p>knows how to use a repeat block to create a loop.</p> <p>Can debug code so it functions.</p>
SP2 - Computers and Technology	<p>Can give examples of information technology in the classroom and at home.</p> <p>Can give examples of computers and similar devices.</p> <p>Knows what basic functions a computer can do.</p> <p>Can identify different parts of a tablet device.</p> <p>Knows to login to a shared/network computer.</p>	<p>Can explain simple guidance for using technology in different environments and settings.</p> <p>Can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p>Can say how those rules/guides can help me.</p> <p>Can give examples of bullying behaviors and how it could look online.</p> <p>Can explain how other people's identity online can be different to their identity in real life.</p> <p>Can describe ways in which people might make themselves look different online.</p>	<p>Knows that computers can communicate with each other if they are on the same network.</p>

		<p>Can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p> <p>Can describe and explain some rules for keeping my information private.</p> <p>Can explain what passwords are and can use passwords for my accounts and devices.</p>	
SU1 - Using Technology to Create	<p>Can give examples of devices that can be used to take pictures and videos.</p> <p>Knows that a digital camera makes pictures into a computer file (digital media).</p> <p>Can suggest ways to take a good digital photograph.</p> <p>Can access the images saved on a digital camera device.</p> <p>Can use a computer to save and open images from a digital camera.</p> <p>Can add images to a document.</p> <p>Can resize and reposition images on a page.</p>		
SU2 – Digital Literacy Project (Topic Fact File)	<p>Can organise and format text on a page.</p> <p>Can use a range of digital paint tools.</p> <p>Can create images in basic paint software.</p> <p>knows how to use the basic features of writing software.</p> <p>Can use the internet to collect resources from given websites.</p> <p>Can insert and format digital images into writing.</p> <p>Can use writing software to format a document digitally.</p>	<p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	
Year 3			

<p>AU1 - Digital Writing (Word and PowerPoint)</p>	<p>Can modify a page's background and style. Knows how to add text to a page (Word and PowerPoint). Can modify the margins on a page to change the available space. Knows which buttons on the keyboard to press to change the case of letters. Knows how to change the size of text. Knows how to change the style of the text font. Knows how to use bold, italic and underline tools. Knows how to copy and paste text. Knows how to use textboxes to add movable writing to a page. Knows how to insert images to a page. Knows how to resize and trim images. Can use pre-sets to modify the style of images.</p>		
<p>AU2 - Animation on Scratch (Programming)</p>		<p>Can explain why copying someone else's work from the internet without permission can cause problems. Can give examples of what those problems might be. Can give reasons why I should only share information with people I choose to and can trust.</p>	<p>Can sequence instructions in an algorithm based on a given order. Can choose code blocks which control how or when an algorithm functions. Can use a repeat to loop an existing looped algorithm (nested loop). Can use sound as an output when coding. Knows how to debug code so it works as intended.</p>
<p>SP1 - Being Safe Online (Online Safety)</p>	<p>Can select key information for focus in media creation.</p>	<p>Can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak). Can explain some risks of communicating online with others I don't know well. Can explain why I should be careful who I trust online and what information I can trust them with. Can explain how my and other people's feelings can be hurt by what is said or written online. Can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. Can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. Can explain what is meant by 'trusting someone</p>	

		<p>online’.</p> <p>Can explain why this is different from ‘liking someone online’.</p> <p>Can use key phrases in search engines.</p> <p>Can explain what autocomplete is and how to choose the best suggestion.</p> <p>Can explain what is meant by the term ‘identity’.</p> <p>Can recognize I need to be careful before I share anything about myself or others online.</p> <p>Knows who I should ask if I am not sure if I should put something online.</p> <p>Can explain how I can represent myself in different ways online.</p> <p>Can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>Can explain what bullying is and can describe how people may bully others.</p> <p>Can describe rules about how to behave online and how I follow them.</p> <p>Can explain why spending too much time using technology can sometimes have a negative impact on me.</p> <p>Can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	
<p>SP2 - Desktop Publishing (Digital Literacy)</p>	<p>Can use templates to create a document digitally.</p> <p>Can use arrange tools to organise objects, images and text on a page.</p> <p>Can use group tools to organise objects, images and text on a page.</p> <p>Knows how to use text boxes to organise text across multiple pages.</p> <p>Can recolour images.</p> <p>Can create a table and fill it with data/information.</p> <p>Knows how to make changes to a digital document by editing a printed version.</p>		

<p>SU1 - Scratch Race Game (Programming)</p>		<p>Can give reasons why passwords are important. Can describe simple strategies for creating and keeping passwords private. Can describe how connected devices can collect and share my information with others. Can describe ways people who have similar likes and interests can get together online. Can give reasons why I should only share information with people I choose to and can trust. Can explain that if I am not sure or feel pressured, I should ask a trusted adult.</p>	<p>Knows how to use simple selection functions to create algorithms (When x key pressed) Can explain that a conditional only runs if a condition is met. Can use conditionals to create algorithms. Can use conditionals within selection to trigger other algorithms. Can use a variable to store information. Can describe that logical reasoning is step-by-step checking of the code (block) in algorithms to find errors (debug). Can share coding with other users.</p>
<p>SU2 - Digital Art: Mondrian (Digital Literacy)</p>	<p>Can use information from webpages to research a topic. Can draw accurate lines and shapes using the mouse and keyboard. Can edit the size and shape of an image. Can use multiple programs to create art with images. Knows how to combine multiple images in a single image Can use multiple programs and apps to create art in a specific style (Mondrian).</p>	<p>Can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	
<p>Year 4</p>			
<p>AU1: Online Safety and Search Engines</p>	<p>Can copy, paste or screenshot parts of websites to save and share content. Can save and share websites using links. Can save and share websites using shortened links (bit.ly etc.) Can generate ideas to explore for online research. Knows how to use a search engine safely to complete research on a chosen subject.</p>	<p>Can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. Can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. Can describe some of the risks involved in online communication. I can explain how my online identity can be different to the identity I present in 'real life'.</p>	<p>Can describe how a search engine finds results. Can describe different ways to use search engines effectively to find appropriate results. Can describe how webpages are ranked in search results (SEO).</p>

		<p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>	
<p>AU2: Creating a Presentation</p>	<p>Can add, move and delete slides to organise ideas for a presentation.</p> <p>Can change design features (fonts, colours etc) of slides in a presentation.</p> <p>Can describe how to add design features to a presentation slide.</p> <p>Can present information clearly on a presentation slide.</p> <p>Can describe ways to select and edit images for a presentation slide.</p> <p>Can add transitions and animations to a presentation.</p> <p>Can describe how to use transitions and animations to improve a presentation.</p> <p>Knows how to add hyperlinks between presentation slides.</p> <p>Can describe how and why to evaluate digital media.</p>	<p>Can explain why I need to consider who owns content I search for and whether I have the right to reuse it, can give some simple examples.</p>	

<p>SP1: Coding a Maze Game</p>		<p>I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context.</p>	<p>Can describe ways to use selection to achieve a specific goal. Knows how to use a conditional in programming. Can describe how to use boolean logic in conditionals. Knows what a variable is in programming (container) Can create conditional algorithms to complete specific goals or tasks as part of an overall program. Can create variables in algorithms to complete specific goals or tasks as part of an overall program. GD: Can independently choose appropriate events to start algorithms. GD: Can create algorithms that work simultaneously with others. GD: Can independently create algorithms that add additional functions (animation, sound, speech etc) without changing the overall program. Can use logical reasoning to edit algorithms and improve the overall program.</p>
<p>SP2: CAD (Sketch Up): Designing a House</p>	<p>Beginning to develop control of new tools in CAD programs (fine motor skills). Can use tools (orbit, pan etc.) to orient perspective in 3d drawing space. Can draw 2d lines and shapes in a 3d drawing space (h,w,l). Can use the push/pull tool to create 3d models. Can use an offset tool to draw parallel lines. Can add smaller details to 3d models. Can add colours to faces of 3d models.</p>		
<p>SU1: Scratch Maths Quiz</p>			<p>Can use input code ('Ask' block) to program simple questions. Can use conditionals and input code ('Ask' block) to program questions with more than one answer. Can order questions to sequence long algorithms. Can debug code to correct its function. Can sequence (order and link) multiple algorithms (questions) into a larger program (quiz). Knows how to share work online responsibly.</p>
<p>SU2:</p>			

<p>Animating using Animatron</p>			
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Year 5

<p>AU1: E-Safety and Blogging</p>	<p>Can organise ideas and media to create a blogpost.</p>	<p>Can identify the main concepts within e-safety.</p> <ul style="list-style-type: none"> - Can explain how identity online can be copied, modified or altered. - I can explain that there are some people I communicate with online who may want to do me or my friends harm. (Online Relationships) - I can describe ways that information about people online can be used by others to make judgments about an individual. (Online Reputation) - Knows what cyberbullying is and can describe examples. - Can consider the reliability of information online. - Can describe ways technology can affect healthy sleep and can describe some of the issues. (Health, Wellbeing and Lifestyle). - I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, <i>geolocation</i>) with others. - I can assess and justify when it is acceptable to use the work of others. (Copyright and Ownership) 	
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		<p>Can describe how online communication can be interpreted in different ways.</p> <p>Can describe how to comment appropriately on the internet.</p> <ul style="list-style-type: none">- I can make positive contributions and be part of online communities.- I can describe some of the communities in which I am involved and describe how I collaborate with others positively.- I can demonstrate responsible choices about my online identity, depending on context. <p>Knows how to create a strong password.</p> <ul style="list-style-type: none">- Can create and use strong and secure passwords.- Can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p>Can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>Can describe the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>Can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>Can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.</p> <p>Can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p>Can recognise when someone is upset, hurt or angry online.</p> <p>Can describe how to get help for someone that is being</p>	
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		<p>bullied online and assess when I need to do or say something or tell someone.</p> <p>Can explain how to block abusive users.</p> <p>Can explain how I would report online bullying on the apps and platforms that I use.</p> <p>Can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p>	
<p>AU2: Product Design: Sketch Up</p>	<p>Shows control of some tools in CAD programs (fine motor skills).</p> <p>Can type measurements when drawing to create accurate lines and shapes.</p> <p>Can create 3d objects using push/pull and drawing tools.</p> <p>Can rotate drawings and objects.</p> <p>Can move drawings and objects.</p> <p>Can use guidelines to add detail accurately.</p> <p>Can use tools to change the shape of parts of an object or model (Curve edges).Knows how to apply colour and texture to faces of objects.</p> <p>Greater Depth</p> <p>Can experiment with some shapes and tools in a CAD program to complete models independently.</p> <p>Can use the eraser tool accurately and comprehensively to problem solve issues that arise during modelling.</p> <p>Can consider the effect of changes to elements of a 3D model.</p>		

SP1: Robotics	Can combine Lego pieces to build models with programmable elements.		
SP2: Webdesign	<p>Can describe the key features of a webpage.</p> <p>Can create a homepage for a website.</p> <p>Can select and present information on a page for a website.</p> <p>Can select and present images on a webpage.</p> <p>Can select and present videos on a webpage.</p> <p>Can describe how to use hyperlinks in a website.</p> <p>Can choose appropriate media and content for a relevant webpage for a website.</p>	<p>Can use different search technologies.</p> <p>Can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can give examples of content that is permitted to be reused.</p> <p>Can evaluate digital content and can explain how I make choices from search results.</p>	Knows that links enable webpages to function as a collection of webpages.
SU1: Networks	Can combine media to create an informative diagram.		<p>Can describe how a network of computers is organised.</p> <p>Can describe how data travels around a network.</p> <p>Can describe the differences between a computer network and the Internet.</p> <p>Knows that HTML is a code language used to 'code' webpages and the internet.</p> <p>Can identify and describe simple tags of HTML code</p> <p>Can use a range of tags to edit HTML.</p>
SU2: Scratch Platform Games			<p>Can use selection to create control in a program.</p> <p>Can use a conditional to create variation based on user input.</p> <p>Can use conditionals to create decisions in a program (Booleans).</p> <p>Can use variables to store and manipulate data.</p> <p>Can use variables to create control in a program.</p> <p>Can describe how a platform game simulates situations</p>

			in reality (gravity, jumping, moving etc.)
Year 6			
AU1: Online Safety Presentation	<p>Can select conceptual ideas (main ideas or overall themes) for a presentation.</p> <p>Knows how to select media for a presentation by considering its target audience.</p> <p>Knows how to combine different media for a presentation.</p> <p>Can record a video tutorial (OBS or Screen Record).</p> <p>Can record notes to support delivery of a presentation.</p> <p>Can use online tools to collect responses to a survey.</p> <p>Can practise and deliver a presentation clearly.</p> <p>Can evaluate a presentation by objectively providing feedback.</p>	<p>Can identify the main concepts within e-safety.</p> <p>Can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p> <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p> <p>I use different passwords for a range of online services.</p> <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p>	

		<p>I know what to do if my password is lost or stolen.</p> <p>I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>	
<p>AU2: Product Design: Sketch Up</p>	<p>Shows effective control of most tools in CAD programs (fine motor skills).</p> <p>Can use software specific tools and functions to achieve specific purposes.</p> <p>Can convert between relevant measurements (mm, cm, m) to create accurate shapes and objects.</p> <p>Can create a 2d shape and extrude into a 3d object.</p> <p>Can use a range of tools to orient and combine objects into 3d models.</p> <p>Can use a range of tools to create fine details on a 3d model.</p> <p>Can create complex 3d models involving non-straight lines (paperclip).</p> <p>Knows how to use textures to render a 3d model.</p>		
<p>SP1: Kodu and Computational Thinking</p>		<p>To know what ways AI is used in the digital world.</p>	<p>Can consider the end goal of a program in order to plan how to code specific functions.</p> <p>Can describe what features make an effective game environment.</p> <p>Can simulate physical systems in a game environment (jumping, moving etc.)</p> <p>Can create algorithms that are designed to simulate physical systems or character actions.</p> <p>Can create and utilise non-player characters (NPCs).</p>

			<p>Can create code and manage settings to control game functions.</p> <p>Knows how to analyse game functions to support debugging.</p>
SP2: Excel and Databases	<p>Can enter data onto a spreadsheet.</p> <p>Can write formulas using data on a spreadsheet.</p> <p>Can use sort tools to order and present data based on calculations.</p> <p>Can calculate with data using a range of operations (add, subtract, times and divide).</p> <p>Can use a spreadsheet to solve problems.</p> <p>Can use a spreadsheet to plan and calculate a spending budget.</p> <p>Knows how to effectively collect data for a specific purpose.</p> <p>Can design a spreadsheet for a specific purpose.</p>		<p>Can check formulas for errors by systematically checking steps.</p> <p>Can consider what the output of data needs to achieve in order to plan a formula to achieve that result.</p>
SU1&2: Film Making – Short Film/ Documentary	<p>Can generate realistic ideas for a film-making project.</p> <p>Can select and use appropriate software and other tools to effectively to plan and write a short film.</p> <p>Can use digital recording devices to film footage needed for planned film project.</p> <p>Can evaluate quality of filmed footage.</p> <p>Can import footage from recording device.</p> <p>Can add video files to an editing timeline.</p> <p>Can trim, cut and join video clips.</p> <p>Can use filters and effects when editing video.</p> <p>Can manage sound clips as part or separately from video clips.</p>	<p>Can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>Can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p>	