	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
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	Year 1 - Computing					
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Technology Around Us Computing Systems and Networks	Digital Painting Creating Media	Grouping Data Data and Information	Moving a Robot Programming A	Digital Writing Creating Media	Programming Animations Programming B
C	Recognising technology in school and using it responsibly.	Choosing appropriate tools in a program to create art, and making comparisons with working	Exploring object labels, then using them to sort and group objects by properties.	Writing short algorithms and programs for floor robots, and predicting program outcomes.	Using a computer to create and format text, before comparing to writing non-digitally	Designing and programming the movement of a character on screen to tell stories.
Software	https://paintz.app/	non-digitally. Microsoft Paint or similar	Google Slides or Microsoft PowerPoint	Bee-Bot, Blue-Bot, or other fixed-movement floor robot	Google Docs or Microsoft Word	ScratchJr
	-To identify technology	-To describe what different freehand tools do	-To label objects	-To explain what a given command will do	-To use a computer to write	-To choose a command for a given purpose
	-To identify a computer and its main parts -To use a mouse in different ways	-To use the shape tool and the line tools -To make careful choices when painting a digital picture	-To identify that objects can be counted -To describe objects in different ways	-To act out a given word -To combine forwards and backwards commands to make a sequence	-To add and remove text on a computer -To identify that the look of text can be changed on a computer	-To show that a series of commands can be joined together -To identify the effect of changing a value
	-To use a keyboard to type on a computer -To use the keyboard to edit text	-To explain why I chose the tools I used -To use a computer on my own to paint a picture	-To count objects with the same properties -To compare groups of objects	-To combine four direction commands to make sequences -To plan a simple program	-To make careful choices when changing text -To explain why I used the tools that I chose	-To explain that each sprite has its own instructions -To design the parts of a project
Small Steps	-To create rules for using technology responsibly	-To compare painting a picture on a computer and on paper	-To answer questions about groups of objects	-To find more than one solution to a problem	-To compare typing on a computer to writing on paper	-To use my algorithm to create a program
	"-I can explain how these technology examples help us - I can explain technology as something that helps us	" -I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used	"-I can describe objects using labels - I can identify the label for a group of objects	" -I can match a command to an outcome - I can predict the outcome of a command on a device	"-I can identify and find keys on a keyboard - I can open a word processor	" -I can compare different programming tools - I can find which commands to move a sprite
	- I can locate examples of technology in the classroom" "-I can name the main parts of a computer	- I can use the paint tools to draw a picture" "-I can make marks with the square and line tools	- I can match objects to groups" "-I can count a group of objects	- I can run a command on a device" "-I can follow an instruction	- I can recognise keys on a keyboard" "-I can enter text into a computer	- I can use commands to move a sprite" "-I can run my program
	- I can switch on and log into a computer - I can use a mouse to click and drag"	I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist"	- I can count objects - I can group objects"	- I can give directions - I can recall words that can be acted out"	- I can use backspace to remove text - I can use letter, number, and space keys"	- I can use a Start block in a program - I can use more than one block by joining them together"
	" -I can click and drag to make objects on a screen - I can use a mouse to create a picture	"-I can choose appropriate shapes	" -I can describe an object	" -I can compare forwards and backwards movements	" -I can explain what the keys that I have learnt about already do	" -I can change the value
	- I can use a mouse to open a program" "-I can save my work to a file	- I can create a picture in the style of an artist - I can make appropriate colour choices"	- I can describe a property of an object - I can find objects with similar properties"	- I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place"	- I can identify the toolbar and use bold, italic, and underline - I can type capital letters"	- I can find blocks that have numbers - I can say what happens when I change a value"
	- I can say what a keyboard is for - I can type my name on a computer"	"-I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why	" -I can count how many objects share a property - I can group objects in more than one way	" -I can compare left and right turns - I can experiment with turn and move commands to move a robot	"-I can change the font - I can select all of the text by clicking and dragging	"-I can add blocks to each of my sprites - I can delete a sprite
	" -I can delete letters	- I know that different paint tools do different jobs" "-I can change the colour and brush sizes	- I can group similar objects" "-I can choose how to group objects	- I can predict the outcome of a sequence involving up to four commands" "-I can choose the order of commands in a sequence	- I can select a word by double-clicking" "-I can decide if my changes have improved my writing	- I can show that a project can include more than one sprite" "-I can choose appropriate artwork for my project
	- I can open my work from a file - I can use the arrow keys to move the cursor"	- I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own"	- I can describe groups of objects - I can record how many objects are in a group"	- I can debug my program - I can explain what my program should do"	- I can say what tool I used to change the text - I can use 'undo' to remove changes"	- I can create an algorithm for each sprite - I can decide how each sprite will move"
	" -I can discuss how we benefit from these rules - I can give examples of some of these rules	"-I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper	"-I can compare groups of objects - I can decide how to group objects to answer a question	" -I can identify several possible solutions - I can plan two programs	"-I can explain the differences between typing and writing - I can make changes to text on a computer	" -I can add programming blocks based on my algorithm - I can test the programs I have created
Skills	- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home"	- I can spot the differences between painting on a computer and on paper"	- I can record and share what I have found"	- I can use two different programs to get to the same place"	- I can say why I prefer typing or writing"	- I can use sprites that match my design"
	Year 2 - Computing					
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Information Technology Around Us Computing Systems and Networks	Digital Photography Creating Media	Robot Algorithms Programming A	Digital Music Creating Media	Programming Quizzes Programming B	Pictograms Data and Information
Summary	Identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Creating and debugging programs, and using logical reasoning to make predictions.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	Collecting data in tally charts and using attributes to organise and present data on a computer.
Software	Google Slides or Microsoft PowerPoint	Digital camera	Bee-Bot, Blue-Bot, or other fixed-movement floor robot	https://musiclab.chromeexperiments.com/	ScratchJr	https://www.j2e.com/jit5#pictogram
	-To recognise the uses and features of information technology	-To use a digital device to take a photograph -To make choices when taking a photograph	-To describe a series of instructions as a sequence	-To say how music can make us feel	-To explain that a sequence of commands has a start	-To recognise that we can count and compare objects using tally charts
Small Steps	-To identify the uses of information technology in the school -To identify information technology beyond school	-To describe what makes a good photograph	-To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program	-To identify that there are patterns in music -To experiment with sound using a computer	-To explain that a sequence of commands has an outcome -To create a program using a given design	-To recognise that objects can be represented as pictures -To create a pictogram
о.срз	-To explain how information technology helps us -To explain how to use information technology safely	-To decide how photographs can be improved -To use tools to change an image	-To explain that programming projects can have code and artwork -To design an algorithm	-To use a computer to create a musical pattern -To create music for a purpose	-To change a given design -To create a program using my own design	-To select objects by attribute and make comparisons -To recognise that people can be described by attributes
	-To recognise that choices are made when using information technology	-To recognise that photos can be changed	-To create and debug a program that I have written	-To review and refine our computer work	-To decide how my project can be improved	-To explain that we can present information using a computer
	"-I can describe some uses of computers - I can identify examples of computers	" -I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs	" -I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else	" -I can describe music using adjectives - I can identify simple differences in pieces of music	"-I can identify that a program needs to be started - I can identify the start of a sequence	"-I can compare totals in a tally chart - I can record data in a tally chart
	- I can identify that a computer is a part of IT" "-I can identify examples of IT	- I can talk about how to take a photograph" "-I can explain the process of taking a good photograph	- I can give clear instructions" " -I can show the difference in outcomes between two sequences that consist of the same	- I can say what I do and don't like about a piece of music" "-I can create a rhythm pattern	- I can show how to run my program" "-I can change the outcome of a sequence of commands	- I can represent a tally count as a total" "-I can enter data onto a computer
	- I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for"	- I can explain why a photo looks better in portrait or landscape format	commands - I can use an algorithm to program a sequence on a floor robot	- I can explain that music is created and played by humans	- I can match two sequences with the same outcome	- I can use a computer to view data in a different format
	"-I can find examples of information technology - I can sort IT by where it is found	- I can take photos in both landscape and portrait format" "-I can discuss how to take a good photograph	- I can use the same instructions to create different algorithms" "-I can compare my prediction to the program outcome	- I can play an instrument following a rhythm pattern" "-I can connect images with sounds	- I can predict the outcome of a sequence of commands" "-I can build the sequences of blocks I need	- I can use pictograms to answer simple questions about objects" "-I can explain what the pictogram shows
	- I can talk about uses of information technology" "-I can demonstrate how IT devices work together	- I can identify what is wrong with a photograph - I can improve a photograph by retaking it"	- I can follow a sequence - I can predict the outcome of a sequence"	- I can relate an idea to a piece of music - I can use a computer to experiment with pitch"	- I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm"	- I can organise data in a tally chart - I can use a tally chart to create a pictogram"
	- I can recognise common types of technology	" -I can experiment with different light sources - I can explain why a picture may be unclear	" -I can explain the choices I made for my mat design	" -I can explain how my music can be played in different ways - I can identify that music is a sequence of notes	"-I can choose backgrounds for the design - I can choose characters for the design	"-I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute
	- I can say why we use IT" "-I can list different uses of information technology	- I can explore the effect that light has on a photo" "-I can explain my choices	- I can identify different routes around my mat - I can test my mat to make sure that it is usable"	- I can refine my musical pattern on a computer" "-I can add a sequence of notes to my rhythm	- I can create a program based on the new design" "-I can build sequences of blocks to match my design	- I can tally objects using a common attribute" "-I can choose a suitable attribute to compare people
	- I can say how rules can help keep me safe - I can talk about different rules for using IT"	- I can recognise that images can be changed	" -I can create an algorithm to meet my goal - I can explain what my algorithm should achieve	- I can create a rhythm which represents an animal I've chosen	- I can choose the images for my own design	- I can collect the data I need
	"-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT	- I can use a tool to achieve a desired effect" "-I can apply a range of photography skills to capture a photo	- I can use my algorithm to create a program" "-I can plan algorithms for different parts of a task	- I can create my animal's rhythm on a computer" " -I can explain how I changed my work	- I can create an algorithm" "-I can compare my project to my design	- I can create a pictogram and draw conclusions from it" "-I can give simple examples of why information should not be shared
	- I can use IT for different types of activities"	- I can identify which photos are real and which have been changed	The state of the s	- I can listen to music and describe how it makes me feel	- I can debug my program	- I can share what I have found out using a computer
Skills	- 1 cuit use 11 for unferent types of uctivities	- I can recognise which photos have been changed"	- I can put together the different parts of my program - I can test and debug each part of the program"	- I can review my work"	- I can improve my project by adding features"	- I can use a computer program to present information in different ways"
Skills	- 1 cui use 11 io directifi types of activities	- I can recognise which photos have been changed"	- I can pur togerner me anrerent parts or my program - I can test and debug each part of the program*		- I can improve my project by adding features"	
Skills	Year 3 - Computing	Year 3 - Computing	- I can test and debug each part of the program" Year 3 - Computing	- I can review my work" Year 3 - Computing	- I can improve my project by adding features" Year 3 - Computing	- I can use a computer program to present information in different ways* Year 3 - Computing
Skills			- I can test and debug each part of the program"	- I can review my work" Year 3 - Computing Module 4 Branching Databases	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing	- I can use a computer program to present information in different ways"
Skills	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media	- I can test and debug each part of the program" Year 3 - Computing Module 3 Sequencing Sounds Programming A	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information	- I can improve my project by adding features" Year 3 - Computing Madule 5 Desktop Publishing Creating Media	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B
Skills Focus Summary	Year 3 - Computing Module 1 Connecting Computers	Year 3 - Computing Module 2 Stop-Frame Animation	- I can test and debug each part of the program" Year 3 - Computing Module 3 Sequencing Sounds	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions.	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs
Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any)	Year 5 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for IOS)	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch	Tear review my work* Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. Jadata Branch and Pictogram	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Sanva.com	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch
•	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices	Year 5 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for IOS) -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch -To explore a new programming environment -To identify that commands have an autcome	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. Iddata Branch and Pictogram - To create questions with yes/no answers - To identify the attributes needed to collect data about an object	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Sanva.com -To recognise how text and images convey information -To recognise that text and layout can be edited	-I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions
•	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for IOS) -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully	Year 3 - Computing Wodule 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch -To explore a new programming environment -To identify that commands have an outcome -To explain that a sequence of commands can have an order	Team review my work* Year 3 - Computing Module 4 Branching Darbases Data and Information Building and using branching databases to group objects using yes/no questions. jZdata Branch and Pictogram To create questions with yes/no answers To identify the arthbules needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured	- I can improve my project by adding features" Year 3 - Computing Madule 5 Desktop Publishing Creating Media Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Canva.com - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication	-I can use a computer program to present information in different ways* Year 5 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adopt a program to a new context -To develop my program by dading features
Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices - To recognise how digital devices can change the way we work	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. iMotion (app for iOS) -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation	Tean test and debug each part of the program" Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch To explore a new programming environment To identify that commands have an outcome To exploin that a program has a start	Tean review my work* Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. Idata Branch and Pictogram To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a praching databases	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Sanva.com -To recognise how text and images convey information -To recognise that text and layout can be edited	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adopt a program to a new context
Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) 10 explain how digital devices function 10 identify input and output devices 10 recognise how digital devices can be used to share information 10 explain how a computer network can be used to share information 10 explore how digital devices can be connected 10 recognise the physical components of a network "-I can explain that digital devices accept inputs	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for IoS) To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To job and animation To identify the need to work consistently and carefully To review and improve an animation	Tean test and debug each part of the program" Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch To explore a new programming environment To identify that commands have an outcome To exploin that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. j2data Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create parching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool *I can create two groups of objects separated by one attribute	- I can improve my project by adding features" Year 3 - Computing Module 3 Desktop Publishing Creating Media Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Sanva.com - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different playouts can suit different purposes - To consider the benefits of desktop publishing	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adopt a program to a new context - To develop my program by adding features - To design and create a maze-based challenge " - I can choose which keys to use for actions and explain my choices
Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explain how digital devices can be connected	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for IOS) To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To relate animated movement with a sequence of images To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch -To explore a new programming environment -To lidentify that commands have an outcome -To exploin that a program has a start -To change the appearance of my project -To create a project from a task description	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. J2data Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a pranching database to be well structured -To plan the structure of a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool "I can create two groups of objects separated by one attribute -I can investigate questions with yes/no answers -I can make up a yes/no question about a collection of objects"	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Sanva.com - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different playouts can suit different purposes - To consider the benefits of desktop publishing " - I can explain the difference between text and images - I can identify the advantages and disodvantages of using text and images	- I can use a computer program to present information in different ways" Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge " - I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action
Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To exploir how digital devices can be connected -To recognise the physical components of a network "-I can explain that digital devices accept inputs -I can explain that digital devices produce outputs -I can follow a process" "-I can call follow a process"	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. IMotion (app for iOS) -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation' -To evaluate the impact of adding other media to an animation -To a confuse the impact of adding other media to an animation -To a create an effective flip book—style animation -To an draw a sequence of pictures -I can explain how an animation/flip book works' -To a consplain how an animation/flip book works' -To an create an effective stop-frame animation	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch - To explore a new programming environment - To identify that commands have an outcome - To explain that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create a project from a task description " I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks" - I can recognise that commands in Scratch are represented as blocks" - I can necognise that commands in Scratch are represented as blocks" - I can consolidate as word which describes an on-screen action for my plan	- I can review my work" Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. J2data Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create parching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool "I can create two groups of objects separated by one attribute -I can investigate questions with yes/no answers -I can make up a yes/no question about a collection of objects" -I can crance a group of objects within an existing group	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating documents by modifying text, images, and page layouts for a specified purpose. Canva.com - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing " - I can explain the difference between text and images - I can identify the addvantages and disadvantages of using text and images - I can identify the addvantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly" " - I can change fort style, size, and colours for a given purpose	- I can use a computer program to present information in different ways" Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge "-I can choose which keys to use for actions and explain my choices -I can explain the relationship between an event and an action -I can identify a way to improve a program" -I can choose a character for my project
Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To exploin the any computer network can be used to share information -To exploin the physical components of a network "-I can explain that digital devices produce outputs -I can explain that digital devices produce outputs -I can explain that digital devices produce outputs -I can escribe a simple process -I can describe a simple process -I can describe a digital device"	Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. 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Software Small Steps	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. 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Scratch To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adopt a program to a new context - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge "-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program* - I can choose a usitable size for a character in a maze - I can program movement? - I can choose blocks to set up my program - I can consider the real world when making design choices - I can beful more sequences of commands to make my design work - I can beful more sequences of commands to make my design work - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can indentify a degram using a design - I can match a piece of code to an outcome - I can indentify a degram using a design - I can match a piece of code to an outcome - I can indentify a program using a design - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can indentify a program using a design - I can match a piece of code to an outcome - I can indentify a program using a design - I can indentify a program using a design - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can indentify a program using a design - I can indentify a program using a design - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece o
Small Steps Skills Focus Summary	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) - To explain how digital devices function - To dentify input and output devices - To recognise the digital devices can change the way we work - To explain how digital devices can change the way we work - To explore how digital devices can be used to share information - To explore how digital devices can be connected - To recognise the physical components of a network "-I can explain that digital devices produce outputs - I can explain that digital devices produce outputs - I can explain that digital devices produce outputs - I can explain that used to a control of the control of	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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IZdata Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a promising database to be well structured -To price to promising database -To independently create an identification tool * -I can investigate questions with yes/no answers -I can investigate questions with yes/no answers -I can investigate questions with yes/no answers -I can arrange objects into a tree structure -I can investigate questions with yes/no answers -I can create group of objects within an existing group -I can create group of objects within an existing group -I can create group of objects within an existing group -I can create objects to arrange in a branching database -I can set my branching database structures -I can expert to branching database structures -I can create objects to arrange in a branching database -I can create questions that will enable objects to be uniquely identified -I can create questions that will enable objects to be uniquely identabase -I can create a physical version of a branching database -I can create a physical version of a branching database -I can create a chranching database so tranching database -I can create a branching database so tranching database -I can create a branching database so tranching database -I can create a branching database so tranching database -I can create a branching database so tranching database -I can work with a partner to test my identification tool* Year 4 - Computing Madule 4 Data Logging Data and Information	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating Media Creating Media Creating Media For recognise how text and images convey information - To recognise how text and images convey information - To recognise how text and suppose to be edited - To recognise how text and page set of the media	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. 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Software Small Steps Skills Focus Summary	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. 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Year 3 - Computing Module 2 Stop-Frame Animation Creating Media Capturing and editing digital still images to produce a stop-frame animation that tells a story. Motion (app for iOS) -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To relate animated movement with a sequence of images -To latentify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation -To evaluate the impact of adding other media to an animation -To an create an effective tilp book—style animation -To an create an effective tilp book—style animation -To an explain how an animation/filip book works' -To can explain how an animation/filip book works' -To can explain why little changes are needed for each frame -To any explain why little changes are needed for each frame -To any explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little changes are needed for each frame -To an explain why little and little a	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. 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FMSLogo To explain what repeat 'meas and shapes and shapes and shapes and shapes and shapes are accounted to my animation." To create a program in a text-based language.	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming longuage to make music. 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Small Steps Skills Focus Summary	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explain how a computer network can be used to share information -To recognise they hysical components of a network "-I can explain that digital devices produce outputs -I can explain device in the digital devices of the devices of the device of the	Year 3 - Computing Module 2	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Scratch - To develop a design that includes two or more loops which run at the same time - To	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adept a program to a we context - To develop my program by adding features - To develop my program by adding features - To develop my program by a program - To design and create a maze-based challenge * - I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program* * - I can choose a suitable keys for a character in a maze - I can program movement* * - I can consider the real world when making design choices - I can use a programming extension* * - I can additional destructions of make my design work - I can choose suitable keys to turn on additional features - I can use a programming extension* * - I can identify additional features (from a given set of blocks)* I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can modify a program using a design - I can make design choices and justify them* Year 4 - Computing Module 6 Audio Production Creating Media * Capturing and editing audio to produce a podcast, ensuring that copyright is considered. Audacity To identify that sound can be recorded - To explain that outloir eccordings can be edited
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch -To explore a new programming environment -To identify that commands have an outcome -To explore a new programming environment -To explore a new programming environment -To identify that commands have an outcome -To explore a new program has a starm ands can have an order -To change the appearance of my project -To create a project from a task description "-I can exploin that objects in Scratch have attributes (linked to) -I can identify the objects in Scratch have attributes (linked to) -I can identify the objects in Scratch project (sprites, backdrops) -I can recognise that commands in Scratch are represented as blocks" -I can create a program following a design -I can identify that each sprite is controlled by the commands I choose" -I can identify that each sprite is controlled by the commands I choose" -I can combine sound commands -I can combine sound commands -I can order notes into a sequence is -I can order notes into a sequence is -I can order to sequence is -I can decide the actions for each sprite in a program -I can identify and name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can include in the composition of digital images can be changed -I continued to the open on the impact of changes and whether the required purpose is fulfil	Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. Izdata Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create processing the attributes needed to collect data about an object -To create processing the attributes needed to collect data about an object -To create processing the attributes needed to collect data about an object -To create processing the attributes needed to collect data about an object -To enactive of a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool -To consider two groups of objects separated by one attribute -I can investigate questions with yes/no answers -I can make two groups of objects separated by one attribute -I can create a group of objects within an existing group -I can select an attribute to separate objects into groups' -I can reset object so urrange in a branching database -I can select objects to ourrange in a branching database -I can select object should be object if it works' -I can reset procession selection of the structure -I can explain that questions need to be ordered carefully to split objects into similarly sized groups' -I can create a physical version of a branching database -I can explain that questions that will enable objects to be uniquely identified -I can independently create questions to use in a branching database -I can reate a branching database services of the procession of a branching database -I can create a branching database services of branching databases -I can work with a partner to test my identification tool' Year 4 - Computing Module 4 Data Logging Data and Information Data Logging Data and Information Data Logging -To explain that data gathered over time can be used to answer questions -To use a digital device to collect da	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating Media Creating Media - Creating Media - To recognise how text and images convey information - To recognise how text and isopart can be edited - To choose general programming publication - To consider the benefits of desktop publishing - To consider how different layouts can suit different purposes - To consider how different byouts can suit different purposes - To consider the benefits of desktop publishing " - I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can identify the advantages and disadvantages of using text and images - I can explain that fext can be changed to communicate messages clearly" - I can can prospise that text and images can communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can can design be placebates and say why they are important" - I can choose the best locations for my content - I can choose that best locations for my content - I can choose that best locations for my content - I can choose that best locations for my content - I can choose that best locations for my content - I can mose changes to content after I ve added it - I can paste text and images to create a magazine cover' - I can choose a suitable layout for a given purpose - I can identify different layouts - I can explain that it is a supposed to the purpose of the suppose of the s	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch - To explain how a sprite moves in an existing project - To crace program to move a sprite in four directions - To develop my program by adding features - To design and create a maze-based challenge " - I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program* " - I can choose a suitable size for a character in a maze - I can consider the real world when making design choices - I can use of programming extension* - I can consider the real world when making design choices - I can use of programming extension* - I can including delitional features (from a given set of blocks)* " - I can choose the character of compands to make my design work - I can including delitional features (from a given set of blocks)* " - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a program against a given design* - I can match a program against a given design* - I can match a program ag
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network -To explore how digital devices occept inputs -I can explain that digital devices occept inputs -I can explain and digital deviceI can explain and digital deviceI can explain so digital deviceI can explain so digital deviceI can explain so digital deviceI can explain how I use digital devices for different activities -I can explain how I use digital devices for different activities -I can explain how I use digital devices for different activities -I can explain how I use digital devices for different activities -I can explain how I use digital devices for different activities -I can explain how I not explain the explain supplies of the explain supplies of the explain of the explain supplies of the explain s	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Creating documents by modifying text, images, and page layouts for a specified purpose. Creating documents by modifying text, images, and page layouts for a specified purpose. - Consognise that text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing "- I can explain the desktop publishing "- I can explain the feature of the setting text and images - I can intensity the advantages and disadvantages of using text and images - I can intensity the advantages and disadvantages of using text and images - I can explain the text and images can communicate messages clearly" - I can explain that ext can be changed to communicate more clearly" - I can can explain that lext can be changed to communicate more clearly" - I can can explain that lext can be changed to communicate more clearly" - I can can explain that lext can be changed to communicate more clearly" - I can except is that it is a purpose - I can explain that lext can be changed to communicate more dearly" - I can choose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can propose the best locations for my content - I can make the text and images to receive a magazine cover" - I can compose the best	- I can use a computer program to present information in different ways" Year 3 - Computing
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Scratch To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge "-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program* - I can choose a character for my project - I can program movement* "-I can choose a character for my program - I can choose a character for my program - I can choose do character for my program - I can can develop a character for my program - I can choose blocks to set up my program - I can can develop a character for my program - I can choose blocks to set up my program - I can can develop a character for my program - I can choose blocks to set up my program - I can choose blocks to set up my program - I can choose blocks to set up my program - I can choose blocks to set up my program - I can choose blocks to set up my program - I can choose blocks to set up my program - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcom
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Computing Module 5 Desktop Publishing Creating Media Creating Media Creating Media Creating Media Creating Media Creating Media To recognise how text and images convey information - To recognise that text and images convey information - To recognise that text and droyut can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing " - I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can identify the advantages and disadvantages of using text and images - I can explain that extract an images concommunicate messages clearly" - I can can despise that text and images can communicate more clearly" - I can change font style, size, and colours for a given purpose - I can explain that text can be changed to communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can explain that text can be changed to communicate more clearly" - I can explain that text can be changed to communicate more clearly" - I can explain that text can be changed to communicate more clearly" - I can explain that text can be changed to communicate more clearly" - I can explain that text can be changed to communicate more clearly" - I can choose the best locations for my content - I can preceptive placeholders and say why they are important" - I can hoose the best locations for my content - I can make changes to content after I've added it - I can preceptive placeholders and say why they are important" - I can choose a suitable layout for a given purpose - I can identify different layouts - I can identify different layouts - I can identify different layouts - I can identify different playouts - I can identify different layouts - I can identify different programming any identified programming B Using a	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. 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Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To recopise that a sequence of commands can have an order To creating septiment of the start of	Year 3 - Computing Module 4 Branching Darbases Data and Information Building and using branching databases to group objects using yes/no questions. jZdata Branch and Pictogram To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a practice of a database to be well structured To plan the structure of a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool "I can create two groups of objects separated by one attribute I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects" "I can arroad a natifibute to separate objects into groups" I can select an attribute to separate objects into groups "I can select an attribute to separate objects into groups" "I can select an attribute to separate objects into groups" "I can select objects to arroad group in a branching database I can test my branching database structures I can create objects to a consider the structures I can create yes/no questions using given attributes I can explain that questions need to be ordered carefully to split objects into similarly sized groups" I can explain that questions need to be created carefully to split objects into similarly sized groups" I can explain that questions need to be created carefully to split objects into similarly sized groups" I can explain that questions need to be created carefully to split objects into similarly sized groups" I can explain that questions need to be created carefully to split objects into similarly sized groups" I can explain that questions need to be uniquely identified I can independently create questions to use in a branching database "I can explain that questions and ill enable objects to be uniquely identified I can independently create questions to use in a branching database "I can explain that data gathered over time can be used to answer questions To u	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media Creating Media Creating Media Creating Media Creating Media Creating Media To recognise how text and images convey information - To recognise that text and images convey information - To recognise that text and images convey information - To recognise that text and droyut can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing " I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly" - I can can despose that text and images can communicate more clearly - I can can explain that text can be changed to communicate more clearly - I can can explain that text can be changed to communicate more clearly - I can can explain that text can be changed to communicate more clearly - I can can explain that text can be changed to communicate more clearly - I can choose the best locations for my content - I can choose the best locations for my content - I can make changes to content after I've added it - I can passes to content after I've added it - I can passes to content after I've added it - I can passes to content after I've added it - I can passes to content after I've added it - I can passes to content after I've added it - I can choose a suitable layout for a given purpose - I can identify different layouts - I can identify different layouts - I can identify different layouts - I can identify different passes - Repetition in Games - Programming - Madule 5 - Repetition in Games - Programming B Using a black-based programming language to explore count-controlled and infinite loops whe creating a game. Scratch - To develop the use of count-controlled loops in a different programming environment - To axpl	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To idevelop my program by adding features - To idevelop my program by adding features - To develop my program by adding features - To develop my program by adding features - To develop and create a maze-based challenge " -I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can choose a valitable size for a character in a maze - I can choose a valitable size for a character in a maze - I can choose a valitable size for a character in a maze - I can choose a valitable size for a character in a maze - I can choose businest the size for a character in a maze - I can choose businest the program - I can can be considered the real world when moking design choices - I can use a programming extension" - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)" - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a piece of code to an outcome - I can match a program against a given design' - I can explain that dualion developes and a given set of blocks)" -
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Scratch -To explore a new programming environment -To lidentify that commands have an outcome -To exploin that a program has a start -To recognise that a sequence of commands can have an order -To exploin that a program has a start -To recognise that a sequence of commands can have an order -To create a project from a task description "-I can explain that objects in Scratch have attributes (linked to) -I can identify the objects in a Scratch project (sprites, backdrops) -I can recognise that commands in Scratch are represented as blocks" -I can create a program following a design -I can identify that each sprite is controlled by the commands I choose" -I can identify that each sprite is controlled by the commands I choose" -I can explain that the objects in in my project vill respond exactly to the code -I can start a program in different vays" -I can explain that the objects in improject vill respond exactly to the code -I can start a program in different vays" -I can explain that the objects my project vill respond exactly to the code -I can identify and asequence of commands -I can decide the actions for each sprite in a program -I can make design choices for my artwork" -I can identify and name the objects I will need for a project -I can injudity and name the objects I will need for a project -I can injudity and man that the objects of my artwork" -I can identify and name the objects I will need for a project -I can injudity and injudity and spring the commands -I can decide the actions for each sprite in a program -I can injudity and injudity a	Year 3 - Computing	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media To recognise how text and images convey information - To recognise that text and images convey information - To recognise that text and images convey information - To recognise that text and droyaut can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing " - I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can identify the advantages and disadvantages of using text and images - I can explain that text can be changed to communicate messages clearly" - I can can design text text and images can communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can can explain that text can be changed to communicate more clearly" - I can can define the term page orientation? - I can recognise placeholders and say why, they are important" - I can recognise placeholders and say why, they are important" - I can make changes to content after I ve added it - I can make changes to content after I ve added it - I can place text and images to create a magazine cover" - I can choose a suitable layout for a given purpose - I can identify different layouts - I can identify the uses of desktop publishing in the real world - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpfu!" Year 4 - Computing Module 5 Repetition in Games - Programming B Using a block-based programming language to explore count-controlled loops - To develop a design that includes two or more loops which run	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adept a program to a new context - To design and create a maze-based challenge " - I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program* " - I can choose which keys to use for actions and explain my choices - I can can explain the relationship between an event and an action - I can identify a way to improve a program* " - I can choose a suitable keys for a character in a maze - I can program movement" - I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension" - I can build more sequences of commands to make my design work - I can action a program gravet service I can identify additional features (from a given set of blocks)" - I can match a piece acceded to an auticome - I can indentify additional features (from a given set of blocks)" - I can match a program again given design - I can make design choices and justify them" Year 4 - Computing Module 6 Audio Production Creating Media - Capturing and editing audio to produce a podcast, ensuring that copyright is considered. Audacity - To identify that sound can be recorded - To explain that audio recordings can be edited - To recognise the different parts of creating a podcast project - To opply audio editing skills independently - To combine audio to enhance my podcast project - To combine audio to enhance my podcast project - To combine audio to enhance my podcast project - To combine audio to enhance my podcast project - To combine audio to enhance my podcast project - To combine audio to enha
Software Small Steps Skills Focus Summary Software	Year 3 - Computing	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch - To explore a new programming environment - To definity that commands have an outcome - To explore a new programming environment - To lidentify that commands have an outcome - To exploin that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create a project from a task description - To create a project from task description - I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in Scratch have attributes (linked to) - I can recognise that commands in Scratch are represented as blocks" - I can create a program following a design - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose" - I can explain that the objects in in my project will respond exactly to the code - I can start a program in different ways' - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways' - I can concrete a sequence of commands - I can decide the actions for each sprite in a program - I can calced sequence for commands - I can decide the actions for each sprite in a program - I can make design choices for my ortwork' - I can identify and name the objects I will need for a project - I can injudy and the sequence of commands - I can identify and name the objects I will need for a project - I can injudy in the composition of digital images can be changed and proper in the program of the program in the composition of a design' - I can injudy in the composition of composition of the impact of changes and whether the required purpose is fulfilled. Monipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled I can implement my digorithm composition of a program image of the composition of a program	Year 3 - Computing Module 4 Branching Databases Data and Information Building and using branching databases to group objects using yes/no questions. Jédata Branch and Pictogram -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To explain why it is helpful for a database to a collection of the structured -To plan the structure of a branching database -To explain why it is helpful for a database to a collection of the structured -To plan the structure of a branching database -To can reate two groups of objects separated by one attribute -To an investigate questions with tyes/no answers -To an make up a yes/no question about a collection of objects" -To an oreate a group of objects within an existing group -To an select an outribute to separate objects into groups -To an select on attribute to separate objects into groups -To an select on attribute to separate objects into groups -To an select objects to arrange in a branching database -To an explain that questions need to be ordered carefully to split objects into similarly sized groups' -To an create a physical version of a branching database -To an explain that questions need to be ordered carefully to split objects into similarly sized groups' -To an create a physical version of a branching database -To an create a physical version for branching database -To an create a physical version for branching database -To an create a physical version for branching database -To an create a physical version for branching database -To an explain that questions need to be ordered carefully to split objects into similarly sized groups' -To an ordered a pranching database to be uniquely identified -To an ordered a pranching database to be uniquely identifie	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media To recognise how text and images convey information - 10 recognise that text and images convey information - 10 recognise that text and larguar can be edited - 10 choose appropriate page settings - 10 add content to a desktop publishing publication - 10 consider how different layouts can be used in the consider how different layouts can suit different purposes - 10 can identify the advantages and disadvantages of using text and images - 1 can recognise that text and images concommunicate messages clearly" - 1 can can identify the advantages and disadvantages of using text and images - 1 can explain that ext can be changed to communicate more clearly" - 1 can can explain that text can be changed to communicate more clearly" - 1 can can explain that text can be changed to communicate more clearly" - 1 can can explain that text can be changed to communicate more clearly" - 1 can can define the term page orientation? - 1 can explain that text can be changed to communicate more clearly" - 1 can can define the term page orientation? - 1 can explain specification and say why they are important" - 1 can choose a suitable layout for a given purpose - 1 can define the text and images to create a magazine cover" - 1 can choose a suitable layout for a given purpose - 1 can identify different layouts - 1 can identify different layouts - 1 can identify different layouts - 1 can identify different pagus - 1 can identify the uses of desktop publishing in the real world - 1 can say why desktop publishing might be helpfu! Year 4 - Computing Module 5 - Repetition in Games - Programming B Using a block-based programming there are infinite loops and count controlled loops - 10 develop a design than includes two	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adopt a program to a new context - To develop my program by adding features - To idevelop my program by adding features - To idevelop my program by adding features - To idevelop my program by adding features - To develop my program by adding features - To develop my program by adding features - To develop my program by a program - To design and create a maze-based chollenge - I can choose which keys to use for actions and explain my choices - I can identify a way to improve a program? - I can choose a character for my project - I can identify a way to improve a program? - I can choose a character for my project - I can choose a character for my project - I can choose a character of my program - I can consider the real world when making design choices - I can use a programming extension" - I can on use a programming extension" - I can choose suitable keys to turn on additional features - I can identify additional features (from a jeven set of blocks)" - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can marth a piece of code to an outcome - I can implement my design - I can explain that the person who records from the marth and the correctings can be edited - To recognise the different parts of reading a podcast project - To opply audio editing skills independent
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explain how a computer network can be used to share information To explain how a computer network can be used to share information To explain how a computer network can be used to share information To explain how a computer network can be used to share information To explain how a computer network can be used to share information To explain how a computer network switch To explain how a computer network switch To explain how a computer network switch To explain how a process" To an explain that digital devices produce outputs To explain how a process To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain how messages are passed through multiple connections To explain he role of a switch, server, and wireless access point in a network To explain he role of a switch, server, and wireless access point in a network To explain his relation To explain her to end a switch, server, and wireless access point in a network To explain his relation To explain his	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To exploin how a computer network can be used to share information To exploin how a computer network can be used to share information To exploin how a computer network can be used to share information To exploin how digital devices can be connected To recognise the physical components of a network To recognise that digital devices produce outputs I can explain that digital devices produce outputs I can explain how I use digital devices for different activities I can explain how I use digital devices for different activities I can explain how I use digital devices for different activities I can explain how I use digital devices for different activities I can explain how I use digital devices for different activities I can explain how I use digital devices for different activities I can explain how messages are passed through multiple connections I can explain how messages are passed through multiple connections I can explain how messages are passed through multiple connections I can explain how messages are passed through multiple connections I can explain the role of a switch, server, and wireless access point in a network I can explain the role of a switch, server, and wireless access point in a network I can explain the role of a switch, server, and wireless access to point in a network I can identify how devices in a networ	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. 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Creating documents by modifying text, images, and page layouts for a specified purpose. Creating documents by modifying text, images, and page layouts for a specified purpose. - To recognise that text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To can sider the benefits of desktop publishing - I can centre to a desktop publishing - I can intend the text and images can communicate messages clearly" - I can can recognise that text and images can communicate messages clearly" - I can can engoint style, size, and colours for a given purpose - I can destine the text and images can communicate more clearly" - I can can engoint that text can be changed to communicate more clearly" - I can can engoint that text can be changed to communicate more clearly" - I can can engoint that text can be changed to communicate more clearly" - I can choose the best locations for my content - I can recognise placeholders and say why they are important" - I can choose the best locations for my content - I can make changes to centent after I ve added it - I can provide the text and images to create a magazine cover" - I can choose a suitable leyout for a given purpose - I can choose a suitable leyout for a given purpose - I can compare vork made on desktop publishing in the real world - I can say why desktop publishing might be helpful" - Year 4 - Computing - Module 5 - Repetition in Games - Programming - Module 5 - Repetition in Games - Programming - To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop the use of cou	- I can use a computer program to present information in different ways* Year 3 - Computing Module 6 Events and Actions in Programs Programming B Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by dading features - To develop and create a maze-based challenge "-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can choose a character for my project - I can choose a character for my project - I can choose a character for my project - I can choose a character for my project - I can choose a character for my project - I can choose a character for my project - I can choose blocks to set up my program - I can choose the control of the when making design choices - I can use a programming extension" "-I can be a program movement" - I can was a programming extension" - I can was a programming extension" - I can was a programming extension" - I can was a program may a design - I can match a piece of code to an outcome - I can moth a piece of code to an outcome - I can moth a piece of code to an outcome - I can moth a piece of code to an outcome - I can moth a piece of code to an outcome - I can make design choices and justify them" Year 4 - Computing Module 6 Audio Production Creating Media - Capituring and editing audio to produce a podcast, ensuring that copyright is considered. Audio: - To capituring and editing audio to produce a podcast, ensuring that copyright is considered. Audio: - To capituring and editing audio to produce a podcast project - To capituring and editing sits in dependently - To combine audio to enhance my podcast
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1 Connecting Computers Computing Systems and Networks Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Painting program (any) To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To exploin how a computer network can be used to share information To exploin how a computer network can be used to share information To exploin how digital devices can be connected To recognise he physical components of a network To exploin how a computer network can be used to share information To exploin how a computer network To exploin how a computer network To exploin how a computer network To exploin how To exploin how a process" To an explain that digital devices produce outputs To explain how a process To	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Creating sequences in a block-based programming language to make music. Scratch - To explore a new programming environment - To identify that commands have an outcome - To exploin that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create project from a tosk description - I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (spries, backdrops) - I can recognise that commands in Scratch are represented as blocks" - I can create a program following a design - I can identify that each spries is controlled by the commands I choose" - I can create a program following a design - I can explain that objects in in yr project will respond exactly to the code - I can start a program in different ways' - I can explain that the objects in in my project will respond exactly to the code - I can start a program in different ways' - I can explain what a sequence of commands - I can explain what a sequence is - I can orbe sound commands - I can explain what a sequence of commands - I can explain what a sequence of commands - I can explain what a sequence of commands - I can explain what a sequence of commands - I can orbe that the objects in my project will respond exactly to the code - I can identify and name the objects I will need for a project - I can identify and name the objects I will need for a project - I can identify and name the objects I will need for a project - I can identify and name the objects I will need for a project - I can include the segment of the project of the image of the project of the im	Year 3 - Computing	- I can improve my project by adding features" Year 3 - Computing Module 5 Desktop Publishing Creating Media To exceptise that text and images convey information - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing " I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can identify the advantages and disadvantages of using text and images - I can change font style, size, and colours for a given purpose - I can change font style, size, and colours for a given purpose - I can change font style, size, and colours for a given purpose - I can exceptise that text and be compact to communicate more clearly" - I can create to template for a particular purpose - I can density that size that the size of the size	- I can use a computer program to present information in different ways" Year 5 - Computing
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1	Year 3 - Computing Module 2	Year 3 - Computing Module 3 Sequencing Sounds Programming A Foresting sequences in a block-based programming language to make music. Scratch To explore a new programming environment To identify that commands have an outcome To explore a new programming environment To deposite the appearance of my project To cracte a project from a task description "I can explain that objects in Scratch have attributes (linked to) I can identify the objects in Scratch have attributes (linked to) I can identify the objects in Scratch project (sprites, backdrops) I can recognise that commands in Scratch are represented as blocks" -I can recognise that commands in Scratch are represented as blocks" -I can create a program following a design I can identify that each sprite is controlled by the commands I choose" -I can create a sequence of connected commands I can explain that objects in some sequence is -I can combine sound commands -I can combine sound commands -I can decide the actions for each sprite in a program -I can decide the actions for each sprite in a program -I can decide the actions for each sprite in a program -I can identify and name the objects I will need for a project -I can identify and make the sequence is -I can indentify ond name the objects I will need for a project -I can indentify on a sequence of commands -I can decide the actions for each sprite in a program -I can identify on a sequence of commands -I can identify on a sequence of commands -I can identify on a sequence is -I can indentify on a sequence is -I can intentify on a sequence is -I can intentify and the composition of digital images can be changed -I can intentify on the composition of digital images can be changed -I can explain that the composition of minage in the composition of a proper in in a program in image -I can explain that ind	Year 3 - Computing	Year 3 - Computing	- I can use a computer program to present information in different ways" Year 3 - Computing
Software Small Steps Skills Focus Summary Software	Year 3 - Computing Module 1	Year 3 - Computing Module 2	Year 3 - Computing Year 3 - Computing Module 3 Sequencing Sounds Programming A Frogramming A Creating sequences in a block-based programming language to make music. Scratch -To explore a new programming environment -To lidentify that commands have an outcome -To exploin that a program has a start -To change the appearance of my project -To create a project from a task description "-I can explain that objects in Scratch have attributes (linked to) -I can identify the objects in Scratch have attributes (linked to) -I can identify the objects in Scratch have attributes (linked to) -I can increate a project from a task description "-I can recognise that commands in Scratch are represented as blocks" -I can recognise that commands in Scratch are represented as blocks" -I can create a program following a design -I can identify that each sprite is controlled by the commands I choose" -I can create a sequence of connected commands -I can explain that the objects in my project Will respond exactly to the code -I can explain that the objects in my project Will respond exactly to the code -I can order notes into a sequence' -I can build be adequated to commands -I can decide the actions for each sprite in a program -I can identify and as equence is -I can identify and name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can indentify ond name the objects I will need for a project -I can include a task description to a design' Year 4 - Computing Module 3 Photo Editing - Creating Media Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fuffilled. Paint.NET (for Microsoft Windows) -To explain thot colours can be changed in digital images -To explain t	Year 3 - Computing	Year 3 - Computing	- I can use a computer program to present information in different ways" Year 3 - Computing

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	Year 5 - Computing Module 1	Year 5 - Computing Module 2	Year 5 - Computing Module 3	Year 5 - Computing Module 4	Year 5 - Computing Module 5	Year 5 - Computing Module 6
	Systems and Searching	Vector Drawing	Video Production	Flat-File Databases	Selection in Physical Computing	Selection in Quizzes
Focus	Computing Systems and Networks	Creating Media	Creating Media	Data and Information	Programming A	Programming B
Summary	Recognising IT systems in the world and how some can enable searching on the internet.	Creating images in a drawing program by using layers and groups of objects.	Planning, capturing, and editing video to produce a short film.	Using a database to order data and create charts to answer questions.	Exploring conditions and selection using a programmable microcontroller.	Exploring selection in programming to design and code an interactive quiz.
Software	Google Slides	Google Drawings	Microsoft Photos (for Microsoft Windows 10)	j2data Database	Crumble controller + starter kit + motor	Scratch
Small Steps	To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To experiment with search engines To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom	-To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings	-To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video	-To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project	-To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program
Skills	".I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices I can explain that operations are built using a number of parts" "I can explain the benefits of a given computer system I can identify tasks that are managed by computer systems I can identify task that are managed by computer systems I can identify the human elements of a computer systems I can identify the human elements of a computer systems I can make use of a web search to find specific information I can explain why we need tools to find things online I can explain why we need tools to find things online I can explain why we need tools to find things online I can explain that use earch engine follows rules to rank results I can give examples of criteria used by search engines to rank results I can dever a list by rank." "I can describe some of the ways that search results can be influenced I can explain how search engines follows results can be influenced I can explain how search engines money I can recognise some of the limitations of search engines"	"-I can discuss how vector drawings are different from paper-based drawings I can experiment with the shape and line tools I can experiment with the shape and line tools I can recognise that vector drawings are made using shapes" I-I can explain that each element added to a vector drawing is an object I can identify the shapes used to make a vector drawing I can move, resize, and rotate objects I have duplicated" I can move, resize, and rotate objects I have duplicated of the vector drawing I can modify objects to create a new image I can use the zoom tool to help me add detall to my drawings" I can change the order of layers in a vector drawing I can identify that each added object creates a new layer in the drawing I can identify that each added object creates a new layer in the drawing I can can recognise when I need to group and ungroup objects I can recognise when I need to group and ungroup objects I can rerea a group of objects to further develop my vector drawing" I can compare vector drawings to freehand point drawings I can create a vector drawing for a specific purpose I can reflect on the skills I have used and why I have used them"	- I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos* - I can identify features of videos* - I can identify and find features on a digital video recording device - I can identify and find features on a digital video recording device - I can capture video using a range of filming techniques - I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose* - I can capture and save video content - I can decide which filming techniques I will use - I can osteline the scenes of my video* - I can capture the scenes of my video* - I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer* - I can recognise that my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome*	"-I can create a database using cards - I can explain how information can be recorded - I can explain how information can be recorded - I can explain how information can be recorded - I can explain what a field and a record is in a database - I can explain what a field and a record is in a database - I can explain what a field and a record is in a database - I can explain grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can explain that data can be grouped using chosen values - I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection' - I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data' - I can ask questions that will need more than one field to answer - I can refine a search in a real-world context "	"-I can create a simple circuit and connect it to a microcontroller - I can explain what an infinite loop does - I can explain what an infinite loop does - I can program a microcontroller to make an LED switch on' "-I can connect more than one output component to a microcontroller - I can design sequences that use count-controlled loops - I can use a count-controlled loop to control outputs" - I can design a conditional loop to control outputs" - I can design a conditional loop to control outputs - I can explain that a condition is either true or false - I can explain that a condition is either true or false - I can explain that a condition being met can start an action - I can explain that a condition being met can start an action - I can incentify a condition and an action in my project - I can use selection (an "Ithem.' statement) to direct the flow of a program" - I can create a defailed drowing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action" - I can can test and debug my project - I can use selection to produce an intended outcome - I can write an algorithm that describes what my model will do"	"-I can identify conditions in a program I can modify a condition in a program I can modify a condition in a program "-I can recall how conditions are used in selection" "-I can can read a program with different outcomes using selection I can identify the condition and outcomes in on if then_else' statement I can use selection in an infinite loop to check a condition" "-I can explain the flow of a program which contains 'It. then_else' I can explain that program flow can branch according to a condition I can show that a condition can direct program flow in one of two ways" "-I can identify the outcome of user input in an algorithm I can outline a given task I can use a design format to outline my project" "-I can insher my program with others I can share my program with others I can extend my program further I can extend my program further I can identify the setup code I need in my program I can identify the setup code I need in my program I can identify ways the program could be improved"
	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Webpage Creation Creating Media	Introduction to Spreadsheets Data and Information	Communication and Collaboration Computing Systems and Networks	Variables in Games Programming A	Sensing Movement Programming B	3D Modelling Creating media
Summary	Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.		Exploring how data is transferred by working collaboratively online.	Exploring variables when designing and coding a game.	Designing and coding a project that captures inputs from a physical device.	Planning, developing, and evaluating 3D computer models of physical objects.
Software	Google Sites	Google Sheets or Microsoft Excel	Google Slides	Scratch	micro:bit and Microsoft MakeCode	Tinkercad
Small Steps	-To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people	-To create a data set in a spreadsheet -To build a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	-To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	-To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project	-To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device	-To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model
	" I can discuss the different types of media used on websites	"-I can collect data -I can enter data into a spreadsheet -I can suggest how to structure my data" "-I can apply an appropriate format to a cell -I can choose an appropriate format for a cell -I can choose an appropriate format for a cell -I can explain what an item of data is" "-I can explain what an item of data is" "-I can construct a formula in a spreadsheet -I can explain which data types can be used in calculations -I can identify that changing inpurs changes outputs" "-I can explain of formula to multiple cells by duplicating it -I can calculate data using different operations -I can calculate data using different operations of cells" "-I can puly of formula to aculate the data of I need to answer questions -I can explain why data should be organised -I can use a spreadsheet to answer questions" "-I can produce a chart -I can suppose when to use a table or chart	"-I can describe how computers use addresses to access websites I can exploin that internet devices have addresses I can recognise that data is transferred using agreed methods " "-I can exploin that all data transferred over the internet is in packets I can exploin that all data transferred over hetworks in packets I can identify and exploin the main parts of a data packet" "-I can exploin that the internet allows different media to be shared I can recognise how to access shared files stored online I can send information over the internet in different ways "-I can exploin thow the internet enables effective collaboration I can identify different ways of working fagether online I can identify different ways of working fagether online I can choose methods of communication to suit particular purposes I can exploin the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet" I can compare different methods of communication to not internet I can compare different methods of communicating on the internet I can dead when I should and should not shore information online	"-1 can explain that the way a variable changes can be defined 1 can identify examples of information that is variable 1 can identify that variables can hold numbers or letters" 1-1 can explain that a variable has a name and a value 1 can identify a program variable as a placeholder in memory for a single value 1 can identify a program variable as a placeholder in memory for a single value 1 can accele where in a program to change a variable 1 can accele we for event in a program to set a variable 1 can make use of an event in a program to set a variable 1 can recognise that the value of a variable can be used by a program" 1 can chose the artwork for my project 1 can explain my design choices' 1 can cacte the artwork for my project 1 can cacte the cartwork for my project 1 can a test the code that I have written' 1 can identify ways that my game could be improved 1 can start be rather who thers	-I can apply my knowledge of programming to a new environment -I can test my program on an emulator -I can test my program to a controllable device* -I can transfer my program to a controllable device* -I can determine the flow of a program using selection -I can identify examples of conditions in the real world -I can use a viroribbe in an if, then, else statement to select the flow of a program -I can experiment with different physical inputs -I can explain that checking a variable desent change its value -I can experiment with a different physical inputs -I can experiment with a change is variable conditions in else, if statements -I can select of the change is variable conditions in else, if statements -I can use on operand (e.g>>) in an if, then statement -I can use on operand (e.g>>) in an if, then statement -I can design the algorithm for my project -I can design the program flow for my project -I can create a program based on my design -I can test my program against my design	"-I can add 3D shapes to a project -I can move 3D shapes from different perspectives" -I can invo 2D shapes from different perspectives" -I can infivolewer 3D objects -I can recolour a 3D objects -I can recolour a 3D objects -I can duplicate 3D objects -I can duplicate 3D objects -I can duplicate 3D objects -I can group 3D objects -I can group 3D objects -I can ortote objects in three dimensions" -I can accounted size 3D objects -I can combine a number of 3D objects -I can combine a number of 3D objects -I can combine on without a control of the size o