Beechwood JUNIOR SCHOOL — Together we can!

<u>Computing Curriculum</u>   Led by: Hannah Hughes

Why do we teach Computing?	How is Computing sequenced within our school?	What will our children learn?
- Being an inner-city school, we have a high percentage of disadvantaged children who, without computing in schools, are unable to access this knowledge. - As a school we are trying to be proactive in the teaching of online safety and how to be a responsible digital citizen. This has been developed further to include the impact of lockdowns which has accelerated a lot of children's IT usage. - We want to drive the ambition of our children and prepare them for a future of working with digital technology. - Computing is a lifelong skill that is part of everyday life.	- Online safety is embedded throughout the year across all year groups, it is a subject which is revisited regularly and links closely to PSHE. - Throughout their Beechwood journey, children will revisit and build on existing skills allow them to progress and develop using different technology including laptops and iPads. - Areas of computing have been sequenced to intentionally allow for cross curricular teaching and to allow for learning to be progressive using small-spaced learning steps.	- Children will know how to be responsible when using digital technology and how to keep themselves safe as well as show respect to others. - Children will understand how technology and networks work and communicate. - Children will learn how to use a range of digital technology effectively and purposefully for a task or to solve a problem. - Children will be able to type effectively and accurately with some speed to help prepare them for future life. - Children will be given a range of skills that enable them to apply to ever evolving digital life.

Concept Map for Computing

Digital Literacy

Self-Image and identity	Managing online information
Online Relationships	Health, Well-being and lifestyle
Online reputation	Privacy security
Online Bullying	Copyright and ownership

Computer science

- Computational Thinking
- Coding and Programming
- Computer networks

Information Technology

Word Processing/typing	eBook
Data handling	Video creation
Animation	Photography and digital art
Presentations	Sound
Web design	Augmented reality and virtual reality

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Concept	Dual Coding Symbol	Concept Definition
Digital Literacy		The ability to use digital tools such as computers and the internet safely and effectively to find, understand, create and share information. This includes knowing how to use search engines, evaluate sources, communicate respectfully and appropriately online and protect personal information.
Information Technology		Using computers and other devices to help people find, send, and keep information. It's how we use technology to talk to others, do work, and learn new things.
Computer Science		The study of how computer and computer programs work. It teaches us to understand digital systems enabling us to write instructions for computers (coding or programming) and then use this knowledge to create apps or games.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Digital Literacy:** Creating sensible e-safety rules for the classroom Identify how to report concerns and inappropriate behaviour	**Digital literacy:** Devices can collect and share information	**Digital literacy:** Why passwords are important.	**Digital literacy:** Identify who they can trust and share their personal information with online. (links to PSHE)	**Digital literacy:** Change identity(avatars)	**Digital literacy:** Identify how to report concerns and inappropriate behaviour. use digital technology safely and show respect for others
	Information Technology: Inputs and outputs use Index fingers on keyboard	**Information Technology:** Navigate the web. Edit text and use cut/copy/paste Use a range of programs Save work (links to science)	**Computer Science:** Sequence of instructions Explore and understand a programming environment Recognise commands are represented as blocks Create and build a sequence of connected commands. Implement an algorithm as code		**Information Technology:** Creating media – stop-frame animation	**Information Technology:** Data branches
Year 4	**Digital literacy:** Creating sensible e-safety rules for the classroom Identify who to talk to to report concerns and inappropriate behaviour	**Digital literacy:** Internet use can be monitored	**Digital literacy:** Strong password Keeping information safe	**Digital literacy:** Online identity	**Digital literacy:** Information about me can be created, copied, and shared. Information can be found online	**Digital literacy:** Identify who to talk to when reporting concerns and inappropriate behaviour. Act responsibly when using computers
	Computer Science: Programming including repetition and loop using text commands. Debugging (Logo)	**Computer Science:** Programme including repetition and loops using block commands. Debugging (Scratch)	**Information Technology:** Local networks	**Information Technology:** Creating media: Audio Production	**Information Technology:** Combine digital images. Use text shortcuts (links to Artist study)	**Information Technology –** Data Loggers
Year 5	**Digital literacy:** Creating sensible e-safety rules for the classroom Know how to report concerns and inappropriate behaviour	**Digital literacy:** Passwords Sharing personal information	**Digital literacy:** Searching for someone online Online identity	**Digital literacy:** Online identity	**Digital literacy:** Using email safely Act responsibly	**Digital literacy:** Know how to report concerns and inappropriate behaviour
	Information Technology: Know the difference between the internet and WWW Using the internet	**Information Technology:** Creating media including using green screen technology (iPad)	**Information Technology:** Flat-file databases	**Information Technology:** Introduction to vector graphs	**Computer Science:** Identify and modify a condition Identify 'if…then…else…' Write an algorithm using conditional blocks	**Computer Science:** Using logical reasoning to detect and correct errors Design a program

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Year 6	Digital literacy: Creating sensible e-safety rules for the classroom Know a range of ways to report concerns and inappropriate behaviour	Digital literacy: Consequences of actions Online reputation	Digital literacy: App permissions Increase privacy on apps	Digital literacy: Identity	Digital literacy: Use different passwords. email	Digital literacy: Know a range of ways to report concerns and inappropriate behaviour. Consequences of actions
	Information Technology: Networks	Computer Science: Sensing movement	Information Technology: Spreadsheets	Information Technology: 3D Modelling	Information Technology: Web pages	Computer Science: Writing a programme for a controllable device

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Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy (DL)				
Online safety: • I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when I have a concern about content or contact on the internet or other online technologies	**Online safety:** • I can participate in agreeing and creating sensible e-safety rules for the classroom • I can use digital technology safely and show respect for others when working online. • I can Identify who they can trust and share their personal information with online (links to PSHE) • I can identify how to report concerns and inappropriate behaviour in school. • I know I can change identity depending on what I am doing (avatars) • I can describe how people with similar interests and likes can get together online **Privacy and security:** • I can explain **why** passwords are important • I know that devices can collect and share information	**Online safety:** • I can participate in agreeing and creating sensible e-safety rules for the classroom • I can demonstrate that I can act responsibly when using computers. • I know who to talk to about concerns and inappropriate behaviour at home or in school. • I understand that information about me can be created, copied and shared • I know that others can find information about me online • I know that online identity can be different to real life **Privacy and security:** • I can explain **what** makes a strong password • I know strategies for keeping personal information private • I know that internet use can be monitored	**Online Safety:** • I can participate in agreeing and creating sensible e-safety rules for the classroom • I can demonstrate that I can act responsibly when using the internet. • I know how to report concerns and inappropriate behaviour in a range of contexts. • I can search for someone online and summarise findings understanding that information found online can be used to make judgements • I can explain how identity can be modified/ altered and show I can make responsible choices about my online identity • I can use email safely and responsibly when communicating with other people **Privacy and security:** • I can **create** strong and secure passwords • I know that apps and websites may read and share personal information • I know that some apps may take payment for additional content and explain why I need permission to do this	**Online safety:** • I can participate in agreeing and creating sensible e-safety rules for the classroom • I can show that I can think through the consequences of my actions when using digital technology. • I know a range of ways to report concerns and inappropriate behaviour in a variety of contexts. • I can explain how I am developing an online reputation and ways to make this positive • I can identify when and how online media can shape our ideas about identity including gender messages **Privacy and security:** • I **can use** different passwords for a range of online services and can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps

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				• and services that provide privacy settings. • I can identify and explain that some emails are not genuine and where these may be found (spam, phishing)

Information Technology (IT)

| **Word Processing and typing:**
• Use technology purposefully to create, organise, store, manipulate and retrieve digital content
• Recognise common uses of information technology beyond school | **Word Processing and typing:**
• I can use index fingers on keyboard home keys(f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l
• I can edit the style and effect of my text and images to make my document more engaging (borders/shadows etc)
• I can use cut, copy and paste to quickly duplicate and organise text
• I can use a range of programs on a computer.
• I can explore and begin to use more advanced features in a paint package
• I know how to open/edit and save my work in my own space | **Word Processing and typing:**
• I can use spell check and thesaurus
• I can use more than two fingers to type
• I can use font sizes appropriately for audience and purpose.
• I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.
• I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text | **Word Processing and typing:**
• I can start to apply other useful effects to my documents such as hyperlinks.
• I can import sounds to accompany and enhance the text in my document.
• I can organise and reorganise text on screen to suit a purpose | **Word Processing and typing:**
• I can confidently choose the best application to demonstrate my learning.
• I can format text to suit a purpose.
• I can publish my documents and discuss the audience and purpose of my content. |
| | **Data and Information:**
• I can create yes/no questions to separate objects into groups.
• I can organize objects into groups based on their attributes.
• I can arrange objects into a branching database using my questions. | **Data and Information:**
• I can collect and record data using a data logger.
• I can ask questions that can be answered using data.
• I can organize and sort data to find information.
• I can explain what the data shows and draw conclusions. | **Data and Information**
• I can create and organize a database using cards or fields.
• I can sort and group data to answer specific questions.
• I can use multiple criteria to refine searches and find information.
• I can create and improve charts to present my data clearly. | **Data and Information**
• I can collect and organize data in a structured way.
• I can enter and format data in a spreadsheet.
• I can use formulas to calculate and manipulate data in a spreadsheet.
• I can explain how changing inputs affects the outputs in a spreadsheet. |

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	• I can test and improve my branching database to make sure it works.			• I can create charts or tables to answer questions with data. • I can decide when to use a table or a chart to present information clearly
Using the internet: • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Using the internet:** • I know there is a range of search engines • I can use a search engine to complete simple searches	**Using the internet:** • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web (WWW)	**Using the internet:** • I can explain how search engines are ranked. • I can decide whether digital content is reliable and unbiased.	**Using the internet:** • I am aware that some search engines may provide misleading information
	Creating media: • I can explain that animation is a sequence of images • I can create an effective flip book -style animation using paint on a laptop to make my images • I can explain how an animated flipbook works • I can use animation tools to create animations (iPad)	**Creating media:** • I can identify digital devices that can record sound and play it back • I can use a digital device to record a sound • I can save a digital recording as a file • I can use a digital sound for a purpose	**Creating media:** • I can compare and identify features in different videos and am able to explain what makes a video effective • I can create and save a video using a range of filming techniques including camera angles • I can improve green screen clips using animated backgrounds	**Creating media:** • I can explore a website and discuss different types of media used • I can recognise common features of a web page • I can explain the meaning of the word copyright and can find copyright images online • I understand what is meant by the term 'fair use' • I can create my own webpage using Microsoft sway.
Computer Science				
	Coding: • I can plan, write, evaluate, and edit a sequence of instructions for an everyday task	**Coding:** • I can use repetition and loops in programming (Logo/Scratch)	**Coding:** • I can identify and modify a condition in a programme	**Coding:** • I understand a variable is something that can be changed

	• I can explore and understand a programming environment (scratch) • I can recognise commands are represented as blocks • I can create and build a sequence of connected commands • I can implement my algorithm as code	• I can begin programme a computer by typing commands (Logo) • I can begin programme a computer using block commands (Scratch) • I can write an algorithm to produce a given outcome using repetition and loops • I can develop my program by debugging it • I can identify patterns in a sequence • I can use a count-controlled loop to produce a given outcome	• I can identify the condition in an 'if…. then…else' statement • I can write an algorithm to produce a given outcome using a condition block • I can use logical reasoning to detect and correct errors in algorithms • I can design a programme which uses selection	• I can create a variable to be used in a game • Write precise algorithms for use when programming • I can apply my knowledge of programming to a new environment • I can write a programme that uses inputs and outputs on a controllable device • I can critically evaluate my programme
	Computer systems and networks: • I understand that **computers** (in various forms) generally accept **inputs** and produce **outputs** and can give examples of this. • I can classify input and output devices	**Computer systems and networks:** • I know how computers can be linked to form a **local network** such as those found in schools.	**Computer systems and networks:** • I know that there is a difference between the **Internet** and the **World Wide Web** and understand that the web is just one of the services offered by the Internet (as well as, e.g. **email** and **VoIP services** such as Skype).	**Computer systems and networks:** • I understand and can explain how **computer networks** work, including the **Internet.** They begin to understand how **data** travels across **networks** in **packets** and how these can be broken up and reconstructed.

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Sticky Knowledge Year 3		
Autumn 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I can contribute to a class discussion to create e – safety rules B. I know how to use technology safely C. I know what inappropriate behaviour looks like in school D. I know who and how to report concerns and inappropriate behaviour to in school E. I know who my trusted adults are in school and outside of school.	A. I understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this. B. I can classify input and output devices C. I can use index fingers on keyboard home keys(f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l	
Autumn 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know what a device is B. I know how devices can collect information C. I know that devices can share information that is collected (link to previous term of information sharing) D. I know that sharing certain information is dangerous E. I know how to use technology safely	A. I can edit the style and effect of my text and images to make my document more engaging (borders/shadows etc) B. I can use cut, copy and paste to quickly duplicate and organise text C. I can use a range of programs on a computer D. I can explore and begin to use more advanced features in a paint package E. I know how to open/edit and save my work in my own space F. I can use a range of functions to present information G. I can save my work	
Spring 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know that passwords are used to keep information safe B. I know that passwords protect private information C. I know that I do not share passwords with other people D. I know how to use technology safely		A. I can follow and give clear instructions to create a sequence. B. I can program a floor robot using a sequence of instructions.

		C. I can predict the outcome of a sequence and compare it to the actual result. D. I can create and test an algorithm to meet a goal. E. I can debug my program to fix any mistakes. F. I can plan and combine different algorithms to complete a task.

Spring 2

Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
A. I know what personal information is B. I know what personal information can be shared safely C. I know who I can trust to share personal information with online D. I know how to use technology safely		A. I can explain how an input causes an action in my program. B. I can choose and program characters and their movements for my project. C. I can use blocks to build sequences of commands for different actions. D. I can test my program and find ways to improve it. E. I can add extra features to my program using programming extensions. F. I can evaluate my project and explain my design choices.

Summer 1

Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
A. I know what an avatar is B. I know that an avatar can represent me online C. I know that an avatar can be changed for different reasons D. I know what avatars can represent E. I know when to use an avatar F. I know how to use technology safely	A. I know there are different types of media B. I know what media means C. I can create media using technology D. I can use software to add to my media document E. I know that paint is software	

Summer 2

Digital Literacy (DL)	Information Technology(IT)	Computer Science (CS)
A. I know what digital technology is B. I know how to use technology safely	A. I can create yes/no questions to separate objects into groups.	

C. I know how to be respectful when using technology D. I know how to show respect to other people online E. I know what inappropriate behaviour looks like in school F. I know who to report concerns and inappropriate behaviour to in school G. I know how to report concerns and inappropriate behaviour in school H. I know who my trusted adults are in school and outside of school	B. I can organize objects into groups based on their attributes. C. I can arrange objects into a branching database using my questions. D. I can test and improve my branching database to make sure it works.	

Sticky Knowledge Year 4

Autumn 1

Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
A. I can contribute to a class discussion to create e – safety rules B. I know how to use technology safely C. I know what acceptable and unacceptable behaviour is when using technology D. I know what inappropriate behaviour looks like in school E. I know who and how to report concerns and inappropriate behaviour to in school and at home F. I know who my trusted adults are in school and outside of school		A. I know the purpose of programming B. I know I use programming in technology C. I can use text commands to programme D. I can include repetition in programming using text commands E. I can include loops in programming using text commands F. I can identify problems in an algorithm G. I can debug an algorithm H. I can predict an outcome of an algorithm I. I can explain the outcome of an algorithm

Autumn 2

Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
A. I can demonstrate acceptable behaviour when using the internet B. I know when using the internet my usage can be monitored C. I know that unacceptable behaviour can be traced D. I know how to use technology safely		A. I can programme using block commands B. I can include repetition using block commands C. I can include loops using block commands D. I can identify problems in my algorithm E. I can debug an algorithm to develop my programme F. I can predict an outcome of an algorithm G. I can explain the outcome of an algorithm

Spring 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know why passwords are used B. I know what makes a password strong C. I know that using a variety of letters, numbers and symbols make a password stronger D. I know what personal information is and it needs to be safe online E. I know strategies to keep personal information safe F. I know how to use technology safely	A. I know what a search engine is B. I know there is more than one search engine C. I can use a search engine to search for specific information D. I know that search engines provide information that may not always be useful E. I know how search engines rank information they provide	
Spring 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know what an identity is B. I know what an online identity is C. I know that an online identity can be falsely created D. I know that an online identity can be different to real life E. I know the difference between online and real life F. I know how to use technology safely	A. I know different types of media B. I know digital devices can record sound and play it back C. I can record sound using a digital device D. I can save a recorded sound using a digital device E. I can record a sound to produce a specific outcome	
Summer 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know why I should not share personal information online B. I know that information about me can be found online C. I know that I can search for information about someone online which can include personal information D. I know that personal information online can be copied E. I know that personal information can be shared F. I know that personal information can be created online G. I know how sharing certain information online can be unacceptable H. I know how to use technology safely	A. I can use a search engine to source digital images B. I know text shortcuts to cut, copy and paste C. I can use text shortcuts to cut, copy and paste D. I can cut, copy and paste digital images from one location to another E. I can create a document for a specific reason such as a poster or leaflet	

Summer 2		
Digital Literacy (DL)	**Information Technology(IT)**	**Computer Science (CS)**
A. I know how to use technology safely B. I know what acceptable and unacceptable behaviour means C. I know what acceptable and unacceptable behaviour is when using technology D. I know what inappropriate behaviour looks like in school E. I know who to report concerns and inappropriate behaviour to in school and at home	A. I can collect and record data using a data logger. B. I can ask questions that can be answered using data. C. I can organize and sort data to find information. D. I can explain what the data shows and draw conclusions.	

Sticky Knowledge Year 5		
Autumn 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I can contribute to a class discussion to create e – safety rules B. I know how to use technology safely C. I know what acceptable and unacceptable behaviour means D. I know what inappropriate behaviour looks like in a range of contexts E. I know who and how to report concerns and inappropriate behaviour to a range of contexts F. I know who my trusted adults are in school and outside of school	A. I know there are other services the internet can offer B. I know how search engines work C. I know that search engines rank information they provide D. I can explain how information is ranked that a search engine provides E. I know what biased means F. I know that not all digital content is reliable G. I can determine what digital content is reliable	
Autumn 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know what makes a password strong B. I can create a strong password using a variety of numbers, letters and symbols C. I know what personal information is and that is needs to safe online	A. I can identify different features used in videos such as camera angles B. I can compare features of videos C. I know which features of a video are more effective D. I can record a video using effective techniques	

D. I know that some apps and websites may can read or share personal information E. I know that some apps may request payments for additional content F. I know that I need to ask permission from an adult before purchasing content online or in an app G. I can explain why I need permission to make in app purchases	E. I can upload a video to edit using green screen technology F. I can use green screen technology to add animated backgrounds	

Spring 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I can use a search engine to search for someone online B. I can collate information about someone from information found online C. I know that information found online about someone may not always be true D. I know that information found about someone online may lead to inaccurate judgements being made E. I know how to use technology safely	A. I can create and organize a database using cards or fields. B. I can sort and group data to answer specific questions. C. I can use multiple criteria to refine searches and find information. D. I can create and improve charts to present my data clearly.	

Spring 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know what an identity is B. I know identity can be used online C. I know that my identity can be altered online D. I know my identity can be modified online E. I know that I need to be a responsible citizen when using my identity online F. I can make responsible choices about my online identity G. I know how to use technology safely	A. I can create a vector drawing using shapes and objects. B. I can move, resize, and organize objects in my drawing. C. I can use layers and grouping to build detailed images D. I can compare vector drawings to other types of drawings and explain the differences.	

Summer 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know how what an email is B. I know how to use email to communicate C. I can use email safely and responsibly		A. I know what a condition is B. I can identify a condition in an algorithm C. I can modify a condition in an algorithm

Digital Literacy (DL)	Information Technology(IT)	Computer Science (CS)
D. I can communicate with another person using email E. I know that email can be used to collect personal information F. I know how to use technology safely		D. I know and can explain what a condition is in programming E. I can identify 'if…then…else' is a condition used in programming F. I know what a condition block is G. I can write an algorithm using 'if…then…else'
Summer 2		
Digital Literacy (DL)	**Information Technology(IT)**	**Computer Science (CS)**
A. I know what acceptable and unacceptable behaviour means B. I know what acceptable and unacceptable behaviour is when using technology C. I know what inappropriate behaviour looks like in a range of contexts D. I know who to report concerns and inappropriate behaviour to a range of contexts E. I know how to report concerns and inappropriate behaviour in a range of contexts F. I know who my trusted adults are in school and outside of school		A. I can debug an algorithm to develop my programme B. I know what is meant by programming C. I know how selection works in programming D. I can design a programme which includes selection

Sticky Knowledge Year 6		
Autumn 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I can participate in a class discussion B. I can contribute to a class discussion to create e – safety rules C. I know how to use technology safely D. I know what acceptable and unacceptable behaviour means E. I know what acceptable and unacceptable behaviour is when using technology F. I know what inappropriate behaviour looks like in a variety of contexts	A. I know what a network is B. I know and can explain how a network works C. I know how the internet works D. I know how data travels across networks E. I know how data travels in packets F. I know data packets can be broken and reconstructed G. I know how we can use networks to work collaboratively.	

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Digital Literacy (DL)	Information Technology (IT)	Computer Science (CS)
G. I know who to report concerns and inappropriate behaviour to a variety of contexts H. I know how to report concerns and inappropriate behaviour in a variety of contexts I. I know who my trusted adults are in school and outside of school		
Autumn 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I understand that my actions have consequences B. I know what consequences of actions means C. I know how to be a responsible citizen online D. I know when using my identity online I am creating an online reputation E. I know how to make my online reputation positive F. I know how to use technology safely		A. I understand a variable is something that can be changed B. I understand the importance of names variables correctly C. I can appropriately choose where to place my variables D. I can create a variable to be used in a game E. I can enhance my game to better meet its intended purpose.
Spring 1		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know that some apps have permissions B. I can explain what app permissions are C. I can give examples of app permissions from apps I use D. I know privacy on apps can be increased E. I can explain how to increase privacy on apps F. I know how to adjust privacy settings G. I can explain why privacy settings are required H. I know how to use technology safely	A. I can collect and organize data in a structured way. B. I can enter and format data in a spreadsheet. C. I can use formulas to calculate and manipulate data in a spreadsheet. D. I can explain how changing inputs affects the outputs in a spreadsheet. E. I can create charts or tables to answer questions with data. F. I can decide when to use a table or a chart to present information clearly	
Spring 2		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**

A. I know what online media is B. I know that online media can be used to influence C. I know how online media can shape our ideas about identity D. I know the meaning of gender messages E. I know online media can be used to shape ideas of gender messages	A. I can use spreadsheets to input data B. I can write a formula in a spreadsheet C. I can write a formula to solve maths challenges D. I can present data in a spreadsheet	

Summer		
Digital Literacy (DL)	**Information Technology (IT)**	**Computer Science (CS)**
A. I know why passwords are used B. I know that passwords need to be strong C. I can use strategies to create passwords D. I can manage passwords using a strategy E. I can use strong passwords I have created on a range of online services F. I can explain some emails are not genuine G. I know where spam emails may be found H. I know how to use technology safely	A. I know how to use a range of search engines B. I know that search engines provide information C. I know that information provided by a search engine can be inaccurate D. I know that search engines may provide misleading information E. I know why a search engine may provide misleading information F. I can explore a range of websites and compare media used G. I know features of a website H. I know and can explain what copyright means I. I know what is meant by the term 'fair use' J. I can design and create a website	A. I can create a sports counter and timer using variables on the micro bit B. I can write and evaluate code to make the micro C. count activities. D. I can use and modify "if...else" statements to control the micro bit E. I can evaluate how well the LED display works for timers and counters.