

### **Computing Intent**

Our scheme is formed from the statutory Framework for the EYFS and the National Curriculum. The scheme of work is knowledge-based but we have placed skills at the heart of each subject. The scheme is enhanced by community projects and links and by trips and visits. These help our children to get a better understanding of where they live and to widen their experience of the North-West region. The scheme is enhanced by the themes for which reflect the values within Unicef's Rights Respecting School Award and the values we hold as a CofE primary school.

We have gone further than the requirements of the National Curriculum to build a scheme of work that is ambitious but give our children a world perspective, for example, 3D modelling and printing, and digital art. The needs of our children mean that we have made reading, language and vocabulary development to be key features of computing. The subjects has been designed and planned to give children the knowledge and skills that they need for later life such as: questioning, problem solving, freethinking, resilience, confidence and presenting skills and curiosity. In computing we have planned end points for pupils to attain by the end of the year written as knowledge and key skills. The knowledge and skills have been carefully sequenced to enable our children to know more and remember more. There is a degree of repetition to help pupils to retain knowledge and skills.

The subject has been planned and to develop pupils' personal development such as their social skills, empathy, compassion, respect and British Values. The scheme of work embeds personal development expectations such as e-safety discussions and learning. Through computing, we develop pupils' spiritual, moral and cultural understanding.

Equality and diversity are important to us at St Margaret's. The curriculum has been designed to give pupils an understanding of different groups in modern society such as different genders including gender identity, disability, culture, faith, ethnicity, sexuality and different ages. The scheme of work has been designed and planned to develop pupils' practical skills and provide learning experiences they would not normally be able to access.

We have a number of international new arrivals. These children will as much as possible, follow the same curriculum as others, however for the first few months transitioning into school their curriculum will be focused more heavily on reading, writing and language acquisition. The pupils who are disadvantaged and who have special needs and/or disabilities cover the same content as all pupils. Some pupils, who have specific needs or physical needs, these will be withdrawn occasionally from lessons for specific exercises or interventions. Where a pupil has severe needs, they will have a bespoke curriculum matched to their ECHP plan.

Computing	Nursery	Reception	Year one	Year two	Year three	Year four	Year five	Year six
Knowledge – by the end of the year pupils should know:								
<b>Autumn One</b>	<p>Skill: Can interact with touch screen technology (e.g. Interactive drag and drop web-based games on the whiteboard)</p> <p>Knowledge: Knows to ask for help if they get stuck using technology.</p>	<p>Skill: Begins to experiment with painting programs on touch devices (e.g. Interactive whiteboard)</p>	<p><b>Knows how to care for technology and how to operate basic functions.</b></p> <p>Knowledge: Knows how to create digital images.</p> <p>Knows how to keep personal information secret when online.</p> <p>Knows how to access the web and to access it only with help from an adult in order to keep them safe.</p> <p>Knowledge: Knows how to write on a computer and knows that it will be the main form of writing as they get older.</p>	<p>Knowledge: Knows how to identify online, potential risks (including clicking on links) to not only themselves but their devices.</p> <p><b>Knowledge: Knows how to navigate web browsers, with support, in order to search.</b> (Internet explorer, Google Chrome, Safari etc.)</p> <p>Knowledge: Knows how to edit and change what their writing looks like.</p> <p>Knowledge: Knows how to create digital images in different programs, including non-paint programs.</p>	<p>Knowledge: Knows how to create and edit digital art using more advanced tools. (Including 2D 'layers' and working in 3D).</p> <p>Knowledge: Knows how to improve the content and visual elements of their writing.</p> <p>Knowledge: Knows how to independently search the web to find and use information</p>	<p>Knowledge: Knows how to manipulate the larger elements of their written work.</p> <p>Knowledge: Knows how to use a range of tools across a variety of digital art programs in order to achieve a specific result.</p>	<p>Knowledge: Knows how to edit web code.</p>	<p>Knowledge: Knows how to set up a desktop PC by connecting peripherals, connecting it to the school network and then describe, in full, how it is part of the largest computer network – the Internet.</p> <p>Knowledge: Knows how to evaluate the validity of facts and information found online, especially when using it in their work.</p> <p>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.</p> <p>Knowledge: Knows how to create a product with text and visual elements that looks professional with minimal errors.</p> <p>Knowledge: Knows how to collaborate using cloud based software/technology.</p>
<b>Autumn Two</b>	<p>Skill: Can interact with touch screen technology (e.g. Interactive drag and drop web-based games on the whiteboard)</p> <p>Knowledge: Knows to ask for help if they get stuck using technology.</p>	<p>Knowledge: Knows that you can communicate online in different ways (e.g. Facetime, text message, voice message)</p>	<p>Knowledge: Knows how to create digital images.</p> <p><b>Knowledge: Knows that data can be collected and saved on a computer.</b></p> <p>Knows how to keep personal information secret when online.</p> <p>Knows how to access the web and to access it only with help from an adult in order to keep them safe.</p> <p>Knowledge: Knows how to write on a computer and knows that it will be the main form of writing as they get older.</p>	<p>Know that a set of commands/instructions is also called an algorithm/script.*****</p>	<p>Knowledge: Knows how to create and edit digital art using more advanced tools. (Including 2D 'layers' and working in 3D).</p> <p>Knowledge: Knows how to improve the content and visual elements of their writing.</p> <p>Knowledge: Knows how to independently search the web to find and use information.</p> <p>Knowledge: Knows how to create graphs and sort data.</p>	<p>Knowledge: Knows how to create different types of graphs.</p> <p><b>Knows how to search multiple websites concurrently and how hyperlinks work.</b></p> <p>Knowledge: Knows how to use a range of tools across a variety of digital art programs in order to achieve a specific result.</p>	<p>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.</p> <p>Knowledge: Knows how to create and combine structural elements to make a template for writing.</p> <p>Knowledge: Knows how to locate specific information efficiently and succinctly.</p> <p>Knowledge: Knows how to communicate safely online in a variety of ways and have an awareness of audience.</p>	<p>Knowledge: Knows how to independently plan, develop and write a short program/game from concept to final product whilst debugging and using efficient coding.</p>

<p><b>Spring One</b></p>	<p>Knowledge: Knows how to switch electronic devices on an off.  <b>Knowledge: Knows that some things need to be plugged in or uses batteries</b></p>	<p>Knowledge: Knows that devices have buttons that do different things.</p>	<p>Knowledge: Knows how to create digital images.  <b>Knows how to keep personal information secret when online.</b>  <b>Knows how to access the web and to access it only with help from an adult in order to keep them safe.</b></p>	<p>Knowledge: Knows how to identify online, potential risks (including clicking on links) to not only themselves but their devices.  <b>Knowledge: Knows how to navigate web browsers, with support, in order to search. (Internet explorer, Google Chrome, Safari etc.)</b>  <b>Knowledge: Knows how to edit and change what their writing looks like.</b>  <b>Knowledge: Knows how to create digital images in different programs, including non-paint programs.</b></p>	<p>Knowledge: Knows how to create and edit digital art using more advanced tools. (Including 2D 'layers' and working in 3D).  <b>Knowledge: Knows how to improve the content and visual elements of their writing.</b>  <b>Knowledge: Knows how to create graphs and sort data.</b></p>	<p>Knowledge: Knows how to manipulate the larger elements of their written work.  <b>Knowledge: Knows how to use a range of tools across a variety of digital art programs in order to achieve a specific result.</b></p>	<p>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.  <b>Knowledge: Knows how to create and combine structural elements to make a template for writing.</b>  <b>Knowledge: Knows how to locate specific information efficiently and succinctly.</b>  <b>Knowledge: Knows how to present data for an intended audience.</b>  <b>Knowledge: Knows how to communicate safely online in a variety of ways and have an awareness of audience.</b></p>	<p>Knowledge: Knows how to evaluate the validity of facts and information found online, especially when using it in their work.  <b>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.</b>  <b>Knowledge: Knows how to create a product with text and visual elements that looks professional with minimal errors.</b>  <b>Knowledge: Knows how to collaborate using cloud based software/technology. Know about various types of data handling and can use it to look at their own progress/attainment.</b></p>
<p><b>Spring Two</b></p>	<p>Knowledge: Knows that letters can be written on computers/phones/other devices</p>	<p>Knowledge: Knows how to press keys on the computer to make things happen (e.g. play games with the arrow keys and space bar)  <b>Knowledge: Know how to use some computers/peripherals independently (e.g. computer mouse left click)</b></p>	<p>Knowledge: Knows how to create digital images.  <b>Knowledge: Knows that data can be collected and saved on a computer.</b>  <b>Knows how to keep personal information secret when online.</b>  <b>Knows how to access the web and to access it only with help from an adult in order to keep them safe.</b>  <b>Knowledge: Knows how to write on a computer and knows that it will be the main form of writing as they get older.</b></p>	<p>Knowledge: Knows how to create digital images in different programs, including non-paint programs.  <b>Knowledge: Knows how to identify online, potential risks (including clicking on links) to not only themselves but their devices.</b>  <b>Knowledge: Knows how to navigate web browsers, with support, in order to search. (Internet explorer, Google Chrome, Safari etc.)</b>  <b>Knowledge: Knows how to edit and change what their writing looks like.</b>  <b>Knowledge: Knows how to operate technology and how some peripherals connect to other devices.</b></p>	<p>Knowledge: Knows how to create and edit digital art using more advanced tools. (Including 2D 'layers' and working in 3D).  <b>Knowledge: Knows how to independently search the web to find and use information.</b>  <b>Knowledge: Knows how to communicate via email responsibly.</b></p>	<p><b>Knows how to search multiple websites concurrently and how hyperlinks work.</b>  <b>Knowledge: Knows how to use a range of tools across a variety of digital art programs in order to achieve a specific result.</b>  <b>Knowledge: Knows how data is sent, received and stored online.</b>  <b>Knowledge: Knows how to upload information to the Internet (including email) in order to share it with others</b></p>	<p>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.  <b>Knowledge: Knows how to create and combine structural elements to make a template for writing.</b>  <b>Knowledge: Knows how to present data for an intended audience.</b></p>	<p>Knowledge: Knows how to evaluate the validity of facts and information found online, especially when using it in their work.  <b>Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.</b></p>
<p><b>Summer One</b></p>	<p>Knowledge: Knows that numbers can be written on computers/phones/other electronic devices</p>	<p>Knowledge: Begin to understand that information can be saved on computers (e.g. lunch orders for children)</p>	<p>Knowledge: Knows how to create digital images.  <b>Knowledge: Knows that data can be collected and saved on a computer.</b>  <b>Knows how to keep personal information secret when online.</b>  <b>Knows how to access the web and to access it only with help from an adult in order to keep them safe.</b>  <b>Knowledge: Knows how to write on a computer and knows that it will be the</b></p>	<p>Knowledge: Knows how to create digital images in different programs, including non-paint programs.  <b>Knowledge: Knows how to identify online, potential risks (including clicking on links) to not only themselves but their devices.</b>  <b>Knowledge: Knows how to navigate web browsers, with support, in order to search. (Internet explorer, Google Chrome, Safari etc.)</b></p>	<p>Know that programs created using script/algorithms can be used to find things out and solve real life problems.*****</p>	<p>Know that programs can do a range of calculations and can describe some them, including sensing data.*****</p>	<p>Knowledge: Knows how a program/game is made up of lots of smaller parts and can describe, in whole, how these parts fit together.</p>	<p>End of KS2 National Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie.  <b>Knowledge: Knows how to create a product with text and visual elements that looks professional with minimal errors.</b></p>

			main form of writing as they get older.	Knowledge: Knows how to edit and change what their writing looks like. Knowledge: Knows how to create digital pictograms.				
<b>Summer Two</b>	Knowledge: Knows that websites contain information/pictures/videos and can be used to buy and sell things.	Knowledge: Knows how to navigate websites through experimentation and inquisitiveness. (e.g. selecting a 'related' video on YouTube)	Knowledge: Know how devices respond to commands using electronic signals.	Knowledge: Knows how to create digital pictograms. Knowledge: Knows how to create digital images in different programs, including non-paint programs. Knowledge: Knows how to identify online, potential risks (including clicking on links) to not only themselves but their devices. Knowledge: Knows how to navigate web browsers, with support, in order to search. (Internet explorer, Google Chrome, Safari etc.) Knowledge: Knows how to edit and change what their writing looks like.	Knowledge: Knows how the world's biggest computer network (the Internet) works. Knowledge: Knows how to improve the content and visual elements of their writing. Knowledge: Knows how to communicate via email responsibly.	Knows how to search multiple websites concurrently and how hyperlinks work. Knowledge: Knows how to manipulate the larger elements of their written work. Knowledge: Knows how to create different types of graphs. Knowledge: Knows how to upload information to the Internet (including email) in order to share it with others	Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie. Knowledge: Knows how to create and combine structural elements to make a template for writing.	End of KS2 National Knowledge: Knows how to evaluate the validity of facts and information found online, especially when using it in their work. Knowledge: Knows how to create complex digital art, including a visually stimulating presentation/movie. Knowledge: Knows how to create a product with text and visual elements that looks professional with minimal errors. Knowledge: Knows how to collaborate using cloud based software/technology. Know about various types of data handling and can use it to look at their own progress/attainment.

\* represent the number of sessions within that half term where the knowledge has been taught/assessed.

Skills – by the end of the year pupils should be able to:

<b>Autumn One</b>	Skill: Can interact with touch screen technology (e.g. Interactive drag and drop web-based games on the whiteboard)	Skill: Begins to experiment with painting programs on touch devices (e.g. interactive whiteboard)	Can ask for help if they get stuck using technology. Can identify technology: laptop, desktop, monitor, tablet, phone, interactive whiteboard etc. Can find and open a simple painting program and can create pictures of real and imaginary places. Can ask for help if they get stuck using technology. Can use a pre-loaded, simple website to find information. Can move backwards and forwards when browsing.	Can tell a trusted adult if they are unhappy about a web page (or other online communication) and can navigate away from it.** Can recognise adverts, spam and false links/messages. Can search websites using buttons, menus or an index/contents. Can use key words in a search engine. Can change the Font style/size/colour of text on a screen. Can use backspace and delete appropriately alongside the arrow keys/cursor to relocate the insertion point (flashing line).	Can edit the header and footer. Can use the spell checker. Can use the synonym finder/thesaurus to improve writing. Can independently use the web to find information from opening a web browser, searching effectively and locating the information required. Can create and edit content using more advanced tools, including 'layers'.	Can align text to the left, right, centre and justify.** Can assemble a movie presentation made up of digital stills or movie.**	Can recognise HTML tags.***** Can edit basic HTML to change text.***** Can edit HTML to change an image.**	Can use advanced search options within search engines.** Can create a document/present written and visual elements that looks professional with minimal errors.** Can model safe behaviour and netiquette when using communal sites.** Can collaborate using cloud based software/technology.** Skill: Can create/edit a website.** Can set up a desktop PC by connecting peripherals, connecting it to the school network and then describe, in
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			<p>Can type words on a screen separated by using the SPACE bar. Can create capital letters using SHIFT. Can use .</p>	<p>Can create and manipulate content with a variety of basic tools.</p>				<p>full, how it is part of the largest computer network - the Internet.</p>
Autumn Two	<p>Skill: Can interact with touch screen technology (e.g. Interactive drag and drop web-based games on the whiteboard)</p>	<p>Skill: Begins to experiment with painting programs on touch devices (e.g. Interactive whiteboard)</p>	<p>Can edit/move premade objects/shapes to make a scene.** Can use a digital pictogram to compare things. Can ask for help if they get stuck using technology. Can use a pre-loaded, simple website to find information. Can move backwards and forwards when browsing. Can type words on a screen separated by using the SPACE bar. Can create capital letters using SHIFT. Can use .</p>	<p>Can explore creating scripts/algorithms by joining commands together to control a digital/electronic object.***** Can write or draw scripts/algorithms.***** Can debug simple scripts/algorithms.*****</p>	<p>Can independently use the web to find information from opening a web browser, searching effectively and locating the information required. Can enter information accurately into a database/table.** Can sort data to find answers. Can produce a bar chart by inputting data into a table. Can create and edit content using more advanced tools, including 'layers'. Can use the spell checker. Can use the synonym finder/thesaurus to improve writing.** Can centre, underline, bold, and italics to improve presentation or exaggerate text.**</p>	<p>Can combine information from different websites using multiple tabs/windows. Can create and edit content across several programs over a series of lessons.** Can create bar, line and pie charts by inputting data into databases/tables.**</p>	<p>Can work quickly and efficiently when manipulating/presenting images/3D models.*** Can locate information within a website quickly through a variety of ways including using the find tool. Can structure information and set it out accurately and clearly on a page.** Can adapt design elements for different audiences.** Can communicate quickly and effectively using Computing in a variety of ways both formally and informally. ** Can model safe behaviour and netiquette when using communal sites.**</p>	<p>Can independently plan, develop and write a short program/game from concept to final product whilst debugging and using efficient coding.*****</p>
Spring One		<p>Skill: Begins to control devices by pressing buttons (e.g. remote control car)</p>	<p>Can find and open a simple painting program and can create pictures of real and imaginary places. Can ask for help if they get stuck using technology.** Can name different ways of communicating using the Internet. Can log onto the system as an individual Can use a pre-loaded, simple website to find information. Can move backwards and forwards when browsing. Can edit/move premade objects/shapes to make a scene.</p>	<p>Can create, save and change scenes made with objects. Can search websites using buttons, menus or an index/contents. Can use key words in a search engine. Can use backspace and delete appropriately alongside the arrow keys/cursor to relocate the insertion point (flashing line). ** Y3 Skill: Can create and edit content using more advanced tools, including 'layers'.</p>	<p>Can produce a bar chart by inputting data into a table.** Can enter information accurately into a database/table.** Can edit and label the main title and axes of a chart.** Can organise and present a series of images.** Can use the spell checker. Can use the spell checker.** Can use the synonym finder/thesaurus to improve writing.** Can centre, underline, bold, and italics to improve presentation or exaggerate text.**</p>	<p>Can create and edit content across several programs over a series of lessons.*** Can align text to the left, right, centre and justify.** Can use tables/text boxes to organise written work.**</p>	<p>Can work quickly and efficiently when manipulating/presenting images/3D models.*** Can create a visually stimulating presentation/movie for a specific audience.*** Can locate information within a website quickly through a variety of ways including using the find tool. Can communicate quickly and effectively using Computing in a variety of ways both formally and informally. Can model safe behaviour and netiquette when using communal sites.</p>	<p>Can create a report using a variety of tools to filter, sort, calculate and format data. Can create a document/present written and visual elements that looks professional with minimal errors.** Can work quickly and efficiently when manipulating/presenting images/3D models.*** Can use advanced search options within search engines. (E.g. To search for line drawings only or to search for images with large resolutions.)**</p>

							Can structure information and set it out accurately and clearly on a page.** Can adapt design elements for different audiences.**	
<b>Spring Two</b>			<p>Can log onto the system as an individual.****</p> <p>Can find and open a simple painting program and can create pictures of real and imaginary places.</p> <p>Can ask for help if they get stuck using technology.</p> <p>Can use a pre-loaded, simple website to find information.</p> <p>Can move backwards and forwards when browsing.</p> <p>Can edit/move premade objects/shapes to make a scene.**</p> <p>Can type words on a screen separated by using the SPACE bar.**</p> <p>Can create capital letters using SHIFT.**</p> <p>Can use . **</p> <p>Can use a digital pictogram to compare things.</p>	<p>Can change the Font style/size/colour of text on a screen.</p> <p>Can use backspace and delete appropriately alongside the arrow keys/cursor to relocate the insertion point (flashing line).</p> <p>Can tell a trusted adult if they are unhappy about a web page (or other online communication) and can navigate away from it.</p> <p>Can recognise adverts, spam and false links/messages.</p> <p>Can search websites using buttons, menus or an index/contents.</p> <p>Can create and manipulate content with a variety of basic tools.</p> <p>Can identify peripherals: mouse, keyboard, printer etc.**</p>	<p>Can independently use the web to find information from opening a web browser, searching effectively and locating the information required.</p> <p>Can combine information from different websites using multiple tabs/windows.</p> <p>Can create and edit content using more advanced tools, including 'layers'.***</p> <p>Can communicate with others via the Internet with support.**</p> <p>Can compose and retrieve emails with support, including using attachments.**</p>	<p>Can combine information from different websites using multiple tabs/windows.</p> <p>Can create and edit content across several programs over a series of lessons.**</p> <p>Can use emails, cloud storage etc. to exchange information.</p> <p>Can send, reply to and forward emails, with attachments, independently.</p> <p>Can explain that an IP address is a unique number that identifies a device on a network.**</p> <p>Can describe what a 'packet' is when talking about using the internet to send and receive information.**</p>	<p>Can structure information and set it out accurately and clearly on a page. **</p> <p>Can adapt design elements for different audiences. **</p> <p>Can fully utilise charts/data and present them to appeal to different audiences or to find answers.</p> <p>Can work quickly and efficiently when manipulating/presenting images/3D models.**</p> <p>Can use advanced search options within search engines.**</p> <p>Can collaborate using cloud based software/technology.****</p> <p>Can create/edit a website.****</p>	<p>Can communicate quickly and effectively using Computing in a variety of ways both formally and informally.*****</p> <p>Can model safe behaviour and netiquette when using communal sites.*****</p> <p>Can work quickly and efficiently when manipulating/presenting images/3D models.**</p> <p>Can use advanced search options within search engines.**</p> <p>Can collaborate using cloud based software/technology.****</p> <p>Can create/edit a website.****</p>
<b>Summer One</b>			<p>Can log onto the system as an individual.****</p> <p>Can ask for help if they get stuck using technology.</p> <p>Can use a pre-loaded, simple website to find information.</p> <p>Can move backwards and forwards when browsing.</p> <p>Can find and open a simple painting program and can create pictures of real and imaginary places. **</p> <p>Can use a digital pictogram to compare things.</p> <p>Can type words on a screen separated by using the SPACE bar.**</p>	<p>Can create, save and change scenes made with objects.***</p> <p>Can create and manipulate content with a variety of basic tools.**</p> <p>Can change the Font style/size/colour of text on a screen.</p> <p>Can use backspace and delete appropriately alongside the arrow keys/cursor to relocate the insertion point (flashing line).</p> <p>Can tell a trusted adult if they are unhappy about a web page (or other online communication) and can navigate away from it.</p> <p>Can recognise adverts, spam and false links/messages.</p>	<p>Can write, test and modify scripts/algorithms.*****</p> <p>Can explain why they might change their scripts/algorithms after testing.*****</p> <p>Can program a script/algorithm precisely to achieve a specific outcome.*****</p>	<p>Can use wait and repeat commands effectively.*****</p> <p>Can explore variables in scripts/algorithms.*****</p> <p>Can amend commands to improve performance.*****</p> <p>Can solve problems and debug scripts/algorithms by breaking them into smaller parts.*****</p>	<p>Can quickly react to bugs within whole programs and amend them.*****</p> <p>Can create more complex scripts/algorithms to improve efficiency.*****</p> <p>Can create scripts/algorithms to respond to sensing data.*****</p> <p>Can adjust variables to achieve intended outcomes.*****</p>	<p>Can create a visually stimulating presentation/movie for a specific audience.*****</p> <p>Can create a document/present written and visual elements that looks professional with minimal errors.*****</p>

			Can create capital letters using SHIFT.** Can use . **	Can search websites using buttons, menus or an index/contents. Can use key words in a search engine. Can apply information to pre-made graphs.				
<b>Summer Two</b>			Can log onto the system as an individual.**** Can control a digital/electronic device.***** Can use single step commands to control a digital/electronic object.*****	Can apply information to pre-made graphs. Can create, save and change scenes made with objects.** Can create and manipulate content with a variety of basic tools.** Can tell a trusted adult if they are unhappy about a web page (or other online communication) and can navigate away from it. Can recognise adverts, spam and false links/messages. Can search websites using buttons, menus or an index/contents. Can use key words in a search engine. Can change the Font style/size/colour of text on a screen. Can use backspace and delete appropriately alongside the arrow keys/cursor to relocate the insertion point (flashing line).	Can describe and draw a basic network setup including routers and devices.**** Can name ways devices can send/receive signals and can describe their characteristics. (Cable, Wifi, Bluetooth, 3G/4G)**** Can edit the header and footer.** Can use the spell checker.** Can use the synonym finder/thesaurus to improve writing.** Can centre, underline, bold, and italics to improve presentation or exaggerate text.**	Can create bar, line and pie charts by inputting data into databases/tables. Can edit visual effects of charts. (E.g. colour, shadow, 3D) Can use emails, cloud storage etc. to exchange information. Can send, reply to and forward emails, with attachments, independently. Can combine information from different websites using multiple tabs/windows. Can align text to the left, right, centre and justify.** Can use tables/text boxes to organise written work.**	Can fully utilise charts/data and present them to appeal to different audiences or to find answers. Can work quickly and efficiently when manipulating/presenting images/3D models.** Can create a visually stimulating presentation/movie for a specific audience.** Can structure information and set it out accurately and clearly on a page. ** Can adapt design elements for different audiences. **	Can create a report using a variety of tools to filter, sort, calculate and format data.** Can use advanced search options within search engines. **** Can create/edit a website.**** Can create document/present written and visual elements that looks professional with minimal errors.**** Can communicate quickly and effectively using Computing in a variety of ways both formally and informally.**** Can model safe behaviour and netiquette when using communal sites.****

\* represent the number of sessions within that half term where the skill has been taught/assessed.

### General skills including questioning, problem solving, presenting and curiosity

There are countless 'sub-skills' required in order to execute the main skills listed above. For example, left-clicking and dragging an object or recognising the different icons that the cursor transforms into in order to provide different functions. Throughout the lessons plans outlined within the SoW, these 'Sub-skills' are identified and are taught discretely under the umbrella skill(s) being taught in the lesson. As overarching general skills, the following have been identified and are embedded in almost all lessons:

EYFS

To interact through touch: Tap – Mark Make – Tap, hold and drag

To move the cursor

To left click

To click and drag

To tap keys to make numbers and letters

KS1

To right click

To save and open files in different locations.  
 To use appropriate file names.  
 To print work.  
 To be able to maximise, minimise and resize windows.  
 KS2  
 To be able to cut/copy and paste.  
 To be able to take screenshots.

**Experiences/community project/world perspective**

**Vocabulary/Texts**

website, world wide web, Internet, search, information, forwards, backwards  
 Technology, communicate, online, password, username  
 Device, command, signal, input  
 Technology, login/logon, username, password  
 Pictogram, information, data  
 Type, keyboard, keys  
 Program, digital art, edit

Buttons, menu, browser, search engine  
 Advertisements(adverts), links, risk, spam  
 Algorithm, script, bug, debug  
 Input device/peripheral, function  
 Graph/chart, edit, input, column, row, cell  
 Font, text, backspace, delete,  
 Objects, drag, tools, save

Find, research, plagiarism, copyright  
 Emails, email address, attachments, virus, malware, download  
 Test, modify, problem solve, code, input, output  
 Network, router, signal, wireless, LAN, WAN  
 Title, axes, chart/graph, sort  
 Header, footer, synonym, spell-checker, centre, underline, bold, italics  
 Presentation, layers, video, 3D

Tab, window, URL,  
 Cloud, forum, upload,  
 Wait, repeat, variable,  
 IP address, packet,  
 Line graph, pie chart, bar chart, effects  
 Align, justify, table, text box, hyperlink, present  
 Movie (video/film),  
 advanced tools

Shortcut, reference  
 Netiquette, live  
 Efficiency, optimise,  
 HTML code,  
 Style, audience  
 Quality, structure  
 Resolution, aspect ratio, proportion

Advanced search  
 Online collaboration, cloud storage  
 Plan, develop, product  
 Input, connect, plug in, unplug  
 Report, formula(e),filter  
 Professional  
 Website design

**People**