**Computing Curriculum Intent**

At Linden Road Academy, we value the fundamental role that technology plays in the life of the school and in the future of our children. In line with the 2014 National Curriculum for Computing, we aim to provide a high quality computing education which equips children to use computational thinking and creativity to understand and prepare for the changing world. We prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children’s future. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using and understanding technology. Our intention is that this learning is embedded; skills are successfully developed and that Computing supports children’s creativity and cross curricular learning: engaging children and enriching their experiences in school.

**Implementation**

We aim to provide our children with a high quality computing education. Our whole curriculum is shaped by our school vision which aims to enable all children to flourish and excel becoming the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. At Linden Road Academy, we give children access to a wide range of good quality resources and provide cross curricular opportunities for children to apply their Computing knowledge and skills. Online safety is taught within each Computing lesson as a short starter activity as well as being taught as individual lessons each half term. Safer Internet Day is celebrated annually. *Many skills will be covered in a stand-alone computing lesson and others will be incorporated into topic lessons. Wherever possible, the computing strand will be linked to the topic covered.*

**Impact**

The implementation of this curriculum ensures that when children leave Linden Road Academy, they are competent and safe users of ICT with an understanding of how technology works. Our approach to the curriculum results in a fun, engaging, and high-quality computing education. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges they will face in the future.

**Computing Strands**

The curriculum is split into three sections: **Computer Science –** *coding, control and simulation* **Digital Literacy -** *online safety and research* **Information Technology –** *Communication, Data and Multi-Media*

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| **Computer Science** | **Digital Literacy** | **Information Technology** | | |
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| **Programming and Theory** | **E-Safety & Research** | **Communication** | **Data** | **Multimedia** |
| Programming  Simulations  Computer Theory | Research  E-safety | Word processing  Presentations  Online collaboration | Graphs  Databases  Spreadsheets | Creating images  Photography  Animation  Video  Audio |

**Computing Progression**

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|  | **EYFS** | **Year1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Basic Computer Skills** | * Turn on/off digital equipment. | * Open and close programmes. * Log on and logout of programs * Print work. * Save work in a folder | * Log on and off a computer. * Find and open saved work. * Use a laptop mouse pad | * Find, open and edit work before re-saving. | * Create folders to store digital documents. | Organise folders to store digital documents. |  |
| **Touch Typing** | * Use the keyboard to enter letter strings | * To use the correct finger for the **home** keys. * To type upper and lower case letters | To use the correct finger for keys on a keyboard. | To touch type 10 words per minute | * To touch type 15 words per minute | To touch type 20 words per minute | To touch type 20 words per minute |

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| EYFS | |
| **COMPUTER SCIENCE** | * I can help adults operate equipment around the school, independently operating simple equipment * I can use simple software to make things happen * I can explore options and make choices with toys, software and websites * I can press buttons on a floor robot and talk about the movement |
| **DIGITAL LITERACY ]**  **(including Education for a Connected World) objectives** | * I can play appropriate games on the Internet. * I can talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you. * I know that work I create belongs to me * I can name my work so that others know it belongs to me. * I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) * I can describe the people I can trust and can share this with them; I can explain why I trust them. * I can identify rules that help keep us safe and healthy in and beyond the home when using technology; I can give some examples. * I can talk about how I can use the internet to find thing out. * I can identify devices I could use to access the information on the internet. * I can give simple examples of how to find information. * I can describe ways that some people can be unkind online * I can offer examples of how this can make others feel. * I can identify ways that I can put information on the internet. * I can identify some ways in which the internet can be used to communicate * I can give examples of how I (might) use technology to communicat3e with people I know. * I can recognise that I can say ‘no’/ ‘please stop’/ ‘Ill tell’ / I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset; I can explain how this could either be in real life or online. |
| **INFORMATION TECHNOLOGY** | * I have developed an interest in ICT by using age appropriate websites or programs. * I can use a mouse to rearrange objects and pictures on a screen. * I am beginning to use a keyboard. * I recognise text, images and sound when using ICT. * I can use a camera or sound recorder to collect photos or sound * I can use a simple pictogram or set of photos to count and organise information. |

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| Year 1 | | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Computer** | **Unplugged/Theory**   * Understand what algorithms are * Understand that algorithms are implemented as programs on digital devices   **Coding/Programming:**   * Understand that programs execute by following precise and unambiguous instructions * Create simple programs by putting 2 or more instructions together. * Debug simple programs | **Unplugged/Theory**   * Understand what algorithms are * Understand that algorithms are implemented as programs on digital devices   **Coding/Programming:**   * Understand that programs execute by following precise and unambiguous instructions * Create simple programs * Debug simple programs * Use logical reasoning to predict the behaviour of own programs * Work with various forms of input and output | **Unplugged/Theory**   * Solve problems by decomposing them into smaller parts      * Use logical reasoning to explain how some simple algorithms work     **Coding/Programming:**   * Detect and correct errors in algorithms and programs * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems * Use sequence, selection and repetition in programs * Work with various forms of input and output | **Unplugged/Theory**   * Solve problems by decomposing them into smaller parts * Use logical reasoning to explain how some simple algorithms work   **Coding/Programming**   * Detect and correct errors in algorithms and programs * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems * Use sequence, selection and repetition in programs * E with variables * Use repetition and loops * Work with various forms of input and output | **Unplugged/Theory**   * Solve problems by decomposing them into smaller parts * Use logical reasoning to explain how some simple algorithms work      * Detect and correct errors in algorithms and programs * Design, write and debug programs that accomplish specific goals, including controlling or simulating  physical systems   **Coding/Programming:**   * Use sequence, selection and repetition in programs * Work with variables * Work with various forms of input and output * Develop an understanding of how values used in code affect the action of the object they relate to. | **Unplugged/Theory**   * Solve problems by decomposing them into smaller parts * Use logical reasoning to explain how some simple algorithms work * Detect and correct errors in algorithms and programs * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems   **Coding/Programming:**   * Use sequence, selection and repetition in programs * Work with various forms of input and output * Use variables in more complex ways, and to manipulate inputs to create useful outputs. |
|  | **Skills – Year 1** | **Skills – Year 2** | **Skills – Year 3** | **Skills – Year 4** | **Skills – Year 5** | **Skills – Year 6** |
| **Science** | I can give others and follow instructions to move aroundI can begin to identify an algorithm to achieve a specific purposeI can create an algorithm to execute a program on a digital deviceI am beginning to predict what will happen for a short sequence of instructions in a programI am beginning to use software to create movement and patterns on a screenI can use Computer Science vocabulary accurately  * I am able to sequence and programme a digital device specifying distance and turns, and drawing a trail | * I can physically follow instructions including turns (right angle) * I can create an algorithm for a specific purpose * I can predict what will happen and test results * I can use software to create movement and patterns on a screen * I can use different sorts of input to control objects on screen * I can use the word debug to correct any mistakes and explain what I have done * I can experience a range of control devices such as sound recorders, cameras and other devices | * I can plan and enter a sequence of instructions on a robot/sprite to achieve specific outcomes * I can test and improve/debug programmed sequences * I can use computational thinking to solve open ended problems * I can talk about algorithms planned by others, explain how they work, predict outcomes and debug * I can explore instructions to control software or hardware with an input using ‘if then’ commands | * I can test and improve/ debug programmed sequences * I can use selection (if else) blocks to give different outcomes. * I can use an algorithm to sequence and order more complex programming. * I can explain how algorithms work, predicting outcomes and debugging * I can use loops (repeat/forever) to achieve solutions to tasks * I can explain how computers use variables to store information and include this in my projects | * I can explore/ refine procedures using repeat to achieve solutions to problems * I can identify problems and identify a solution for a program * I can predict the outputs for the steps in an algorithm * I can use the process: plan, program, test and review * I can write a program which follows an algorithm to solve a problem for a digital device * I can group commands as a procedure to achieve a specific outcome within a program * I can understand how computers can generate random numbers and how these can be used in simulations | * I can predict the outputs for the steps in an algorithm * I can use the process: plan, program, test and review a program * I can write a program which follows an algorithm to solve a problem and achieve a planned outcome * I can group commands as a procedure to achieve a specific outcome within a program * I can use variables to manipulate inputs to create useful outputs * I can use property values and parameters to store information about objects |

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **DIGITAL LITERACY**  **(including Education for a Connected World) objectives** | **Self Image and Identity**  I can recognise that there may be people online who could make me feel sad, embarrassed or upset.  If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. | **Self Image and Identity**  I can explain how other people’s identity online can be different to their identity in real life.  I can describe ways in which people might make themselves look different online.  I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. | **Self Image and Identity**  I can explain what is meant by the term ‘identity’.  I can explain how I can represent myself in different ways online  I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media).  . | **Self Image and Identity**  I can explain how my online identity can be different to the identity I present in ‘real life’.  Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. | **Self Image and Identity**  I can explain how identity online can be copied, modified or altered.  I can demonstrate responsible choices about my online identity, depending on context.  .  . | **Self Image and Identity**  I can describe ways in which media can shape ideas about gender.  I can identify messages about gender roles and make judgements based on them.  I can challenge and explain why it is important to reject inappropriate messages about gender online.  I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.  I can explain why I should keep asking until I get the help I need. |
| **Online Relationships**  I can use the internet with adult support to communicate with people I know.  I can explain why it is important to be considerate and kind to people online. | **Online Relationships**  I can use the internet to communicate with people I don’t know well (e.g. email a penpal in another school/ country).  I can give examples of how I might use technology to communicate with others I don’t know well. | **Online Relationships**  I can describe ways people who have similar likes and interests can get together online.  I can give examples of technology-specific forms of communication (e.g. emojis, acronyms)  I can explain some risks of communicating online with others I don’t know well.  I can explain why I should be careful who I trust online and what information I can trust them with.  I can explain how my and other people’s feelings can be hurt by what is said or written online.  I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.  I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.  I can explain what is meant by ‘trusting someone online’. I can explain why this is different from ‘liking someone online’. | **Online Relationships**  I can give examples of how to be respectful to others online.  I can describe strategies for  safe and fun experiences in a range of online social environments. | **Online Relationships**  I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.  I can make positive contributions and be part of online communities.  I can describe some of the communities in which I am involved and describe how I collaborate with others positively. | **Online Relationships**  I can show I understand my responsibilities for the well-being of others in my online social group.  I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).  I can demonstrate how I would support others (including those who are having difficulties) online.  I can demonstrate ways of reporting problems online for both myself and my friends. |
| **Online Reputation**  I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first. | **Online Reputation**  I can explain how information put online about me can last for a long time.  I know who to talk to if I think someone has made a mistake about putting something online. | **Online Reputation**  I can search for information about myself online.  I can recognise I need to be careful before I share anything about myself or others online.  I know who I should ask if I am not sure if I should put something online. | **Online Reputation**  I can describe how others can find out information about me by looking online.  I can explain ways that some of the information about me online could have been created, copied or shared by others. | **Online Reputation**  I can search for information about an individual online and create a summary report of the information I find.  I can describe ways that information about people online can be used by others to make judgments about an individual | **Online Reputation**  I can explain how I am developing an online reputation which will allow other people to form an opinion of me.  I can describe some simple ways that help build a positive online reputation. |
| **Online Bullying**  I can describe how to behave online in ways that do not upset others and can give examples. | **Online Bullying**  I can give examples of bullying behaviour and how it could look online.  I understand how bullying can make someone feel.  I can talk about how someone can/would get help about being bullied online or offline. | **Online Bullying**  I can explain what bullying is and can describe how people may bully others.  I can describe rules about how to behave online and how I follow them. | **Online Bullying**  I can identify some online technologies where bullying might take place.  I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).  I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | **Online Bullying**  I can recognise when someone is upset, hurt or angry online.  I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.  I can explain how to block abusive users.  I can explain how I would report online bullying on the apps and platforms that I use.  I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. **Childline**). | **Online Bullying**  I can describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me.  I can identify a range of ways to report concerns both in school and at home about online bullying. |
| **Managing Online Information**  I can use the internet to find things out.  I can use simple keywords in **search engines**.  I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. | **Managing Online Information**  I can use keywords in search engines.  I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).  I can explain what **voice activated searching** is and how it might be used (e.g. Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be true. | **Managing Online Information**  I can use key phrases in search engines.  I can explain what **autocomplete** is and how to choose the best suggestion.  I can explain how the internet can be used to sell and buy things.  can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. | **Managing Online Information**  I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’.  I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).  I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; **in-app purchases**, pop-ups) and can recognise some of these when they appear online.  I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people.  I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. | **Managing Online Information**  I can use different search technologies  I can evaluate digital content and can explain how I make choices from search results.  I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.  I understand the difference between online **mis-information** (inaccurate information distributed by accident) and **dis-information** (inaccurate information deliberately distributed and intended to mislead).  I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’.  I can explain what is meant by a ‘**hoax**’. I can explain why I need to think carefully before I forward anything online.  I can explain why some information I find online may not be honest, accurate or legal.  I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). | **Managing Online Information**  I can use search technologies effectively.  I can explain how search engines work and how results are selected and ranked.  I can demonstrate the strategies I would apply to be discerning in evaluating digital content.  I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts’.  I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’).  I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important.  I can identify, flag and report inappropriate content. |
| **Health, well-being and lifestyle**  I can explain rules to keep us safe when we are using technology both in and beyond the home; I can give examples of some of these rules. | **Health, well-being and lifestyle**  I can explain simple guidance for using technology in different environments and settings.  I can say how those rules/guides can help me. | **Health, well-being and lifestyle**  I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). | **Health, well-being and lifestyle**  I can explain how using technology can distract me from other things I might do or should be doing.  I can identify times or situations when I might need to limit the amount of time I use technology.  I can suggest strategies to help me limit this time. | **Health, well-being and lifestyle**  I can describe ways technology can affect healthy sleep and can describe some of the issues.  I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. | **Health, well-being and lifestyle**  I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose.  I can assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).  I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). |
| **Privacy and Security**  I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school).  I can explain why I should always ask a trusted adult before I share any information about myself online. | **Privacy and Security**  I can describe how online information about me could be seen by others.  I can describe and explain some rules for keeping my information private.  I can explain what passwords are and can use passwords for my accounts and devices.  I can explain how many devices in my home could be connected to the internet and can list some of those devices. | **Privacy and Security**  I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.  I understand and can give reasons why passwords are important.  I can describe simple strategies for creating and keeping passwords private.  I can describe how connected devices can collect and share my information with others | **Privacy and Security**  I can explain what a strong password is.  I can describe strategies for keeping my personal information private, depending on context.  I can explain that others online can pretend to be me or other people, including my friends.  I can suggest reasons why they might do this.  I can explain how internet use can be monitored. | **Privacy and Security**  I can create and use strong and secure passwords.  I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, **geolocation**) with others.  I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. | **Privacy and Security**  I use different passwords for a range of online services.  I can describe effective strategies for managing those passwords (e.g. **password managers**, acronyms, stories).  know what to do if my password is lost or stolen.  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 and services that provide privacy settings.  I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**). |
| **Copyright and Ownership**  I can explain why work I create using technology belongs to me.  I can say why it belongs to me (e.g. ‘it is my idea’ or ‘I designed it’).  I can save my work so that others know it belongs to me (e.g. filename, name on content). | **Copyright and Ownership**  I can describe why other people’s work belongs to them.  I can recognise that content on the internet may belong to other people. | **Copyright and Ownership**  I can explain why copying someone else’s work from the internet without permission can cause problems; I can give examples of what those problems might be. | **Copyright and Ownership**  When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it: I can give some simple examples. | **Copyright and Ownership**  I can assess and justify when it is acceptable to use the work of others.  I can give examples of content that is permitted to be reused | **Copyright and Ownership**  I can demonstrate the use of search tools to find and access online content which can be reused by others.  I can demonstrate how to make references to and acknowledge sources I have used from the internet.  **Other**  I can explain the differences between a network, the internet and the world wide web |

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| **IT** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Key Skills/Objectives  * I can create audio using digital instruments and recordings * I can create/edit an image using a range of ‘tools’ * I can use a keyboard effectively * I can add text to photographs and pictures * I am beginning to explain reasons why I have made choices to a teacher or talk partner * I can save my work to the appropriate location * I can print work and pictures * I can make a pictogram and understand what it shows * I can explain what rows and columns are. | Key Skills/Objectives  * I can create audio using digital instruments and recordings * I can create/edit an image using a range of ‘tools’ including ‘undo’ and ‘redo’ * I can word process short pieces of text including the use of simple formatting tools * I am beginning to explain reasons why I have made choices to a teacher or talk partner * I can save, print, retrieve and edit my work * I can find my work to open or print it * I can explain what rows and columns are in a spreadsheet. * I can open, save and edit a spreadsheet. | Key Skills/Objectives  * I can create and insert music and sounds into presentations and documents * I can create and manipulate digital artwork * I can perform basic editing on images/video – crop, recolour, resize * I can use numerous design features such as text boxes, borders and WordArt in different layouts and styles * I can use presentation software to make a sequence of slides * I can use a branching database to identify objects and add objects to an existing database. * I can create simple bar charts and use them to answer questions | **Key Skills/Objectives**   * I can perform editing on images/video – crop, recolour, resize * I can use presentation software to make a sequence of slides including animations and adding hyperlinks. * I can use text formatting to make a piece of writing fit for its audience and purpose. * I know what animation frames are. * I know what ‘stop motion’ animation is and how it is created. * I can make a simple animation’ * I can use backgrounds and sounds to make more complex and imaginative animations. * I can use the search tool in a database to find information and search for answers to simple questions. | **Key Skills/Objectives**   * I can use a range of text formatting and tools to make a piece of writing fit for its audience and purpose.  I can use ‘AND’, ‘OR’, ‘=<’ and ‘=>’ to search a databaseI can design questions to search a large databaseI can check for accuracy by checking data, using different views, search tools and graphingI can build and use databases to support my workI can enter formulae into a spreadsheet and modify the data, (simple calculations + -/ x total)I can make predictions and changes and check results.I can use 'SUM' to calculate the total of a set of numbers in a range of cells | **Key Skills/Objectives**   * I can copy cells and formulae using copy & paste, and fill across and down * I can display and interpret data selecting bar charts, pie charts, scatter graphs and line graphs appropriately * I can match the information in a spreadsheet to the needs of the audience and present data, with appropriate ranges, labelling axes and title * I can create and amend a spreadsheet to solve a problem through a review of the rules and variables * I can use databases and branching databases to process, interpret, store, and present information for a specific audience, realising the need for accuracy and checking plausibility |
|  | * I can save and open sheets. * I can enter data into cells. | * I can add the count tool to count items. * I can sort record cards and use a database to find the answers to simple questions and create charts from the data. | * I can read and respond to a series of email communications. * I can attach files appropriately and use email communication to explore ideas. * I can create a table of data on a spreadsheet. * I can use a spreadsheet program to automatically create charts and graphs from data. * I can find specified locations in a spreadsheet | * I can select colour, cell size and text appropriately in a spreadsheet. * I can add a formula to a cell. * I can combine tools to make fun ways to explore number. * I can use a series of data in a spreadsheet to create a line graph. * I can save and retrieve documents from a shared area. | I can create graphs and charts from data in a spreadsheetI can change data in a spreadsheet to answer 'what if...?' questions and check predictions | * I can use graphical information to answer questions and solve simple problems * I can confidently use a range of text formatting and tools to make a piece of writing fit for its audience and purpose. * I can choose the most appropriate software to present my information according to the audience and purpose. * I can select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |

**Computing Lesson Construct**

