									Nasia	Coming										Assessment Statements Statements are given for the unit as a whole - see Lesson 1 of the unit.
Year Ur No	nit U umber	Jnit Title	Lesson	Lesson Title	Aims	Success Criteria	Vocabulary	Tools used	National	1.2 1.3	4 1.5	1.6 2	1 22	23 24	2.5 2.6	2.7	Edu Strand Wo	cation for a Connected	KCSIE 4C's - Content, Contact, Conduct,	Statements are given for the unit as a whole - see Lesson 1 of the unit.
1	1.1 O	Online Safety & Exploring Purple Mash	1	Safe Logins	To log in safely and understand why that is important. To clean an voture and to understand what this is and how it is used. To clean the safely clean a picture and add their own rame to it. To start to understand the idea of 'ownership' of creative work. To start to understand the idea of 'ownership' of creative work. To stare work to be hip. Work area and understand that this is private space.	Children can log in to Purple Mash using their own login. Children have resided their own notice and understand why they are used. Children can shift beam than be applicted by the modal or the composite. Children can be beginning in division an understanding of ownership of each office. Children can be upon in this beh if your foot beginning in Purple Mash and understand that their is private saving space just for their work.	Login password private home screen work area avatar icon	Paint Projects		1.3				23		n	Priva Copy	rtd	Content, Conduct.	Emerging. With support, children demonstrate an assurement of ordine safety using their own private usernames and passwords for Purpla Math (Dat 11 Learns 1). This can have assisted by using private logic cards. Children take comments of their word and sace this in their own private space (Part 11 Learns 1). Called an industration of the same of the same of their comments of their own private usernames and passwords for Purple Math. (Dat 11 Learns 1). Math. (Dat 11 Learns 1). Math. (Dat 11 Learns 1).
1	1.1 O	Online Safety & Exploring Purple Mash	2	My Work Area	To learn how to find saved work in the Online Work area. To learn about what the teacher has access to in Purple Mash. To learn how to see messages left by the stacher on their work. To learn how to search Purple Mash to find resources.	Children can find their saved work in the Online Work area of Purple Math. Children can find messages that their teacher has left for them on Purple Math. Children can search Purple Mach to find resources.	alert allert all	2Connect									Сору	ne Reputation aging online information acy and security yright & ownership image and identity	Content, Conduct. Contact.	searing of youther directation (accoss). I and actively disconnects the first incores. I flowering and all senses is 104 ± 1.1. Claim to take ownership of him work and will be able to use the liver in claim, a mercal daff in eart, but the ownership of special parts of the comparison (pages on Parpis Manh and understand that this can be retrieved later Unit 1.1 seconn.1. Meat children will be able to add their name to their picture in teasors.1. In Issaes 2. The most children will be able to updath the their transfer was able to connect with them order to leave a message in Parpis Manh. They could combinate the least descious invalidability this to better forms of children communication. Most children will be able to give a simple explanation of the way to word comment to online when given the example of their teacher commenting upon the most freedom of their teacher.
1	1.1 O	Online Safety & Exploring Purple Mash Online Safety & Exploring	3	Purple Mash Topics	Topics section.	 Children will be able to use the different types of topic templates in the Topics section confidently. Children will be confident with the functionality of the icons in the topic templates. Children will know how to use the different icons and writing cues to add Children will know how to use the different icons and writing cues to add Children have explained the Tools section on Purple Math and become 	Topic Area writing template textbox toolbar menu Purple Mash Tools	Writing template (2Publish) 2Count								n	Priva Copy Self-	ne Reputation aging online information acy and security yright & ownership image and identity ne Reputation	Content, Conduct Content, Conduct	commenting upon their work. Throughout dis used most children will be able to cortibate their data about communicating appropriately and related colors and refer superposition. About children will be able to spen Peta Harb and case the search for meltin Peta Harb in for fire resources (seeing 2). They can support the contract their fire of the resources (seeing 2). They can support their contract their fire of the resources (seeing 2). They can support their contract
1		Online Safety & Exploring Purple Mash Grouping & Sorting		Tools Sorting Away from the	common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished. To sort items using a range of criteria.	familiar with some of the key icons: Save, Print, Open and New. • Children have explored the Games section and looked at Table Toons (2x tables). • Children can log out of Purple Mash when they have finished using it and Children can sort various items offline using a variety of criteria.	button sort criteria	2Explore								n	Mana Priva	aging online information acy and security yright & ownership image and identity		nate. Custom childrated are surprised for deeper demands, cut in date to careful a pack of the property of the common of the com
				Computer			describe more than less than equal									c	DS.			can not them into the oclarity defined group using given ordan's (Unit 12 Lesson 2). Expected With support, children can physically sord terms using a limited mowel or digiven critical (bits 12 Lesson 1). Using Purple Mash, children can not them into the safety defined groups using given ordan's (bits 12 Lesson 2). Exceeding Children demonstrate their depth of understanding by creating their own critical (bits 12 Lesson 2).
1		Frouping & Sorting		Sorting on the Computer	To sort items on the computer using the 'Grouping' activities in Purple Mach. To understand that data can be represented in picture format.	Children have used Purple Mach activities to sort various items online using a variety of criteria.	groups activities	2DIY									DS.			edit, present, searth through, e-order and re-structure and explain their reasoning (belt 1.2 Lesson 3). Using Purple Mash, châden can also sort them ents Viern diagrams using given coloria (bbit 1.2 Lesson 2). **Emorgen
		raugi aria	•	Data III I Rocarda	To Choose allest of the Control Carlot of the Control Carlot of Control	Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram.	visual	Acous									T			With apport children can experies a limited set of data into a physical pictupan (libit 13 Lisson 1) and a vittual pictupan (libit 13 Lisson 1). White propriets (libit 13 Lisson 1) and a vittual pictupan (libit 13 Lisson 1) and a vittual pictupan (libit 13 Lisson 1). White propriets (libit 13 Lisson 1) and a vittual pictupan (libit 13 Lisson 1) and vittual pictupan (libit 13 Lisson 1)
1	1.3 P	Sctograms Sctograms	3	Class Pictogram Recording Results	To contribute to a class pictogram. To use a pictogram to record the results of an experiment.	Orlidere can contribute to a class pictogram. Orlidere can discuss what the pictogram shows. Orlidere can collect data from rolling a die 20 times and recording the results. Politidere can represent the results as a pictogram.	site collect data record results compare	2Count 2Count								-				Most children will be able to save their pictograms, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later (like 1.3 lasson 3 like 1.3
1		ego Builders	1	Following Instructions		Children know that to achieve the effect they want when building something, they need to follow accurate instructions. Children know that yof following the instructions correctly, they will get the correct result. Children know that an algorithm is a practice, step-by-step set of instructions used to solve a problem or achieve an objective.	instructions algorithm <a of="" prepositional<br="" variety="">languages										s			collater distance parties of representations (Potagonal (No.13, Leaves 3). Leaves 3). Leaves 30. Leaves 30. They can give earther child intra-clined to bladd a register model, but their intra-clines registered enticipate and protections. They can give earther child intra-clined to bladd a register model, but their intra-clines registered enticipate and enticipate and enticipate and enticipate and entition of the specific contractions of the s
1		ego Builders ego Builders	2	Following and Creating Simple Instructions on the Computer. To consider how	To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.	Children can follow instructions in a computer program. Olidrien can explain the effect of carrying out a task with no instructions. Children know that computers need precise instructions to follow. Children know that an algorithm written for a computer to follow is called a grogarm. Olidren understand how the order in which the steps of a recipe are	program machine computer	Paint Projects 2Quiz								c	rs.			Orbiden on give each other process insertiations and efficient when the create the desired outcomes for their stage model (belt 1.4. Lessers). They can give author child instruction to basild a simple model, anticipating the information that the other shall will med be make an account register. Orbiden on compare their digital paintings within 72Part and show an understandings at to why they are different. They can consider that materiorism are readed up to the pricture surfavory and as such an estable to follow a set of instructions (Applications) to see their which (but startedoms are readed up to the pricture surfavory and as such an estable to follow a set of instructions (Applications) to see their which (but startedoms are readed up to the pricture surfavory and as such an estable to follow a set of instructions (Applications) to see the set of the second output stages and the second output of the second output stages and the second output of the second output stages and second output output stages are set of the second output stages and second output stages are second output stages are second output stages and second output stages are second output stages and second output stages are second output stages and second output stages are second output stages are second output stages are second output stages and second output stages are second output stages and second output stages are second output stages stages stages stages stages stages stages stages stages stages stages stages stage
1		Maze Explorers	1	the order of instructions affects the result.		Children know that correcting errors in a simple recipe. Children know that correcting errors in an algorithm or program is called Children know that correcting errors in an algorithm or program is called	debugging code sequence direction	2Go								-	rs.			1.4. Lesson 7.) Children know that an algorithm is a set of instructions used to solve a problem or achieve an objective. Children know that an algorithm writter for a computer to follow is called a program. Children know that an algorithm writter for a computer to follow is called a program. Children know that an algorithm writter for a computer to follow is called a program. Children know that are algorithm and the children is called a program. Children know that are algorithm and the children is called a program. Children know that are algorithm as a set of the children in the children is called a program. Children know that are algorithm in a set of the children is called a program.
				2	and Z. To be able to use the direction keys to complete the challenges successfully.	backwards, left and right. Children in now how to add a unit of measurement to the direction in 2Go Childrings 2. Children in now how to undo their last move. Children know how to move their character back to the starting point.	forwards backwards left right keys challenge undo researed									c	os.			Orbitor on on with the bulbents to move that of hashed proposation," If you was not been found the bulbents of proposation, and the proposation of the proposation o
1		Maze Explorers	2	Challenges 3 and 4	and 4. To understand how to create and debug a set of instructions (algorithm).	Children can use diagonal direction keys to move the characters in the right direction. Children know how to create a simple algorithm. Children know how to debug their algorithm.	algorithm diebug	2Go								c	os.			challenges 4.6. they will stronged to sow of our share the turb will indicate by the end of the program but will know that it will move. Expected Ordine no run use the bullions to move that it what the proposatioly. They can plan there in moves served stope, at it shows to know the opail and there than one stop at a fine. In [this 12, stream 1.2. th), they were able to complete challenges of end of which require antiqueting servers stopes. In [this 12, stream 1.2. th), they were able to complete challenges of end of which require antiqueting servers stopes. In [this 12, stream 1.2. th), they will appropriate the stream of the stream that they will be stream the stream of th
1	1.5	Maze Explorers	3	Challenges 5 and 6	To use the additional direction keys as part of thair algorithm. To understant the to change and extend the algorithm list. To create a longer algorithm for an activity.	Children can use the additional direction keys to create a new algorithm. Oildren can challenge themselves by using the longer algorithm to complete challenges.		2Ge									ns			has a distribution of the fact with the computer understanding the introduction. Collière can require the probable ways in small fact that shows in the different levels of 2Gs. When looking at a program they can 'read' the code on its set a time and mine age and attempts to envision the bagger picture of the versual effect of the program. While presented with an example from childrens, 4E. Show can exercise source durings 4.5 they can exercise work out when the text will end up at the orth the program and when they are increment. Why will make good attempts to work out why. More children with the base where 2'g are lated, causing a memorabile file name, it their own parametric specific with an understand that this can be referred upon the contribution with some children that this can be referred upon the can improve the contribution of the source that off the same that the can be referred upon the can improve the contribution of the source that the can be referred upon the can improve the contribution of the
1	1.5	Maza Explorers	4	Setting More Challenges	To provide an opportunity for the teacher to add these challenges to a display board for the class to try.	Children have tried each other's challenges.		2Go									75			character to specific functions on a serven. They demonstrate the first three requires of brittens reduced to their threelying of first to form the properties of getting from their free properties of profit they contributed to the serven threely one of the principle (BLE 15. Essent). Fig. (BLE 15.
1		Animated Story Books	1	Drawing and Creating	books. To explore the tools of 2Create a Story's My Simple Story level. To save the page they have created.	Children know the difference between a traditional book and an e-book. Children can use the different drawing tools to create a picture on the page. Children can add text to a page. Children can open previously saved work.	e-book sound eraser undo redo paint tools	2Create a Story									1			Exempting With support, officient use the May Simple Story' appect of 2Creation a Story to create a simple interactive story (Shift 1.6 Lesson 1). With implicat cacces, children can manipulate the proporties of their story by changing the images, adding animations (Shift 1.6 Lesson 7) and council (Shift 1.6 Lesson 7). And council (Shift 1.6 Lesson 7) and council (Shift 1.6 Lesson 7). The state of the stat
1	1.6 A	Summer Story Books	2	Animation	To add animation to a picture. To play the pages created so far. To save the additional changes and overwrite the file.	Children can open previously saved work. Children can add an animation to a page. Children can play the pages created.	overwrite animation play mode	a Crease a Story									т			They can manipulate the properties of their story by, charging the images, adding animations (Lint 1.6 Lesson 2) and sound (Lint 1.6 Lesson 3) as well as hyper, copying and pasting page (Lint 1.6 Lesson 3). Oblides are taught the importance of saving their work, overwriting saved files and retrieving their saved work.

1	1.6	Animated Story Books	3	To add a sound effect to a picture. To add a voice recording to the picture.	Children can add a sound to the page. Children can add voice recording to the page.	sound effect voice recording	2Create a Story								Children can include their name and date within the text of their e-books. Children demonstrate their understanding by discussing e-books and by sharing their own book with others on a class displayboard.
			Sounds and Morel	To add created music to the picture.	Children can create music for a page.	drop-down menu category									Children make valid comparisons between paper book and e-books. They can apply their knowledge of paper book when developing their books.
1	1.6	Animated Story Books	4	To add a background to the story.	Children can add a background to the page.	background	2Create a Story				п	-			Most children will be able to save their animated story files, using a memorable file name, to their own personal space on Purple Mash and
		,	Making a Story	To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.	Children can use the additional drawing tools on My Story mode. Children can change the font style and size.	clip-art gallery									understand that this can be retrieved later Unit 1.6 Lesson 1. Exceeding
1	1.6	Animated Story Books	5	To use the copy and paste feature to create additional pages.	Children can use the copy and paste function to add more pages to their animated e-	CODY	2Create a Story				п	-			Children can use the 'My Story' aspect of 2Create a Story to create a detailed interactive story (Unit 1.6 Lesson 1). This demonstrates their ability to combine all the aspects available within the software e.g. recording their own sounds and importing
-			Copy and Paste	To continue and complete an animated story.	book. Chârleen can share their eubnoks on a class story book risolay board.	paste	Display Boards								backgrounds, to enhance their narrative. Children are taught the importance of saving their work, overwriting saved files and retrieving their saved work (Unit 1.6 Lesson 1).
	17 (C. C.		To create a class display board of the story books created by the To understand what instructions are.	Children can share their e-books on a class story book display board. Children can give and follow instructions	features	20.4				п				Eurthornous thou can million this to a class display board (List 1 & Losson E)
1	1.7	Coding		To predict what will happen when instructions are followed.	Children can draw symbols to represent instructions.	algorithm	2Code								Children have a basic understanding that coding involves writing instructions that a computer can follow.
				To understand that computer programs work by following instructions called code.	Children can arrange code blocks to create a set of instructions.	code programmer									They are developing their understanding that these instructions must be precise and carefully structured through their work making simple one and two Stage programs (for example in programs where they make an object move when clicked on).
			Instructions			coding software									With support, children can create a simple one Stage program that achieves a specific purpose. (In Unit 1.7 Lesson 2, they can make a fish object movel.
						code blocks									With support, they can create a scene (Unit 1.7 Lesson 5) and plan to make objects move (Unit 1.7 Lesson 6).
					Children can create a program using code blocks.	object	7Code				cs				Children are beginning to understand that they can correct unexpected outcomes by changing the code and they make attempts to identify the source of hurs.
1	1.7	Coding	Objects and	To use code to make a computer program. To understand what objects and actions are.	Children can create a program using code blocks. Children can use object and action code blocks.	2Do command	2Code								the source of bugs. With support, children can explain the possible actions of objects including movement and sound. When looking at a simple program they can 'read' the colo one line at a time and predict what will happen but might not be able to envision the bigger picture of the overall effect or
			Actions			Design View									the program.
	1.7	C. F		To understand what an event is.	Children can create a simple program using code blocks.	debuol debugging	2Code				cs				With support, children can manipulate how their program looks using the 2Code design mode, by adding and changing objects (Unit 1.7 Lesson 5). They can create a program that controls an object.
-		Louing .	Events	To use an event to control an object.	Children can use event, object and action code blocks.	click	2000								Expected Children can both give and receive verbal instruction to achieve a simple outcome such as getting from one point of the classroom to the
						sound when clicked					cs				other whitst avoiding obstacles. Furthermore, they can use printed block-based code to also articulate a simple set of instructions (Unit 1.7
1	1.7	Coding	When Code	To understand what an event is.	Children can create a simple program using code blocks. Children can use event, object and action code blocks.	execute	2Code								Lesson 1). Children can apply off-screen block code to on-screen block code within 2Code (Unit 1.7 Lessons 2, 3).
			Executes	To begin to understand how code executes when a program is run.	Children can notice when their code executes when their program is run.										Children can consider a variety of factors when coding, including the way that the program is designed (Unit 1.7 Lesson 5). They can then design programs that control the look and the actions of objects.
1	1.7	Coding	5	To understand what backgrounds and objects are.	Children can edit a scene by adding, deleting and moving objects.	code	2Code								
			Setting the Scene	To understand how to use the scale property.	Children can change the size of objects using the properties table.	scene									they consider the kinds of actions they know to be possible when designing their program. Children think about the program they are making with reference to the objects, the actions and the output e.g. they know that an object will
						properties					cs				get clicked on and then an object will do something in response (Unit 1.7 Lesson 6). They can then construct their code purposefully to make objects interact. Using the 2Code design mode, children can manipulate how their program tooks by adding and changing objects.
1	1.7	Coding	Using a Plan	To plan a computer program. To make a computer program.	Children can create a design plan for their Free Code Scene program. Children can use code to make the program they have designed work.	plan	2Code								They can break a problem down into small chunks and then combine it to see an outcome e.g. combine two parts of code "When we click
1	1.8	Spreadsheets :	1	To understand what a spreadsheet looks like.	Children can navigate around a spreadsheet.	spreadsheet	2Calculate				cs				the red bubble, red bubble hides." Emerging
			Introduction to	To be able to navigate around a spread sheet and enter data.	Children can enter data into cells. Children can explain what rows and columns are.	data									Emerging With support, children can save and open sheets (Unit 1.8 Lesson 1), enter a limited quantity of data into cells (Unit 1.8 Lesson 1), manipulate data uning the "move cell" tool (Unit 1.8 Lesson 2) and use the image toolbox to add clipart (Unit 1.8 Lesson 2).
			Spreadsheets	To learn new vocabulary related to spreadsheets.	Children can explain what rows and columns are. Children can save and open sheets.	column									Expected
						cell					п				Using the 2Calculate spreadsheet, children can save and open sheets (Unit 1.8 Lesson 1). Most Children will be able to save their 2Calculat files, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later.
1	1.8 9	Spreadsheets	Adding Images to	To add clipart images to a spreadsheet. To use the 'move cell' and 'lock' tools.	Children can open the Image toolbox and find and add clipart. Children can use the 'lock' tool to prevent changes to cells.	button clip-art	2Calculate								They can enter data into cells (Unit 1.8 Lesson 1), manipulate data using the 'move cell' tool (Unit 1.8 Lesson 2) and use the image toolbox to add clipart (Unit 1.8 Lesson 2).
			Using the Image		Children can use the 'move cell' tool so that images can be dragged around the snrearkheat	image									Exceding
			Toolbox Using the 'Speak'		-	lock cell					п				Using the 2Calculate spreadsheet, children can save and open sheets (Unit 1.8 Lesson 1), enter data into cells (Unit 1.8 Lesson 1), manipulate data using the 'move cell' tool (Unit 1.8 Lesson 2) and use the image toolbox to add clipart (Unit 1.8 Lesson 2). Children will
1	1.8 5	Spreadsheets 3	and 'Count' Tools	To use the 'speak' and 'count' tools in 2Calculate to count items.	Children can give images a value that the spreadsheet can use to count them. Children can add the speak tool so that the items are counted out loud.	count tool speak tool	2 Calculate								demonstrate greater depth by explaining the data and sorting it (suggested extension).
			in 2Calculate to Count Items		Children can add the count tool to count items. Children can use a spreadsheet to help work out a fair way to	value									
1	1.9	Technology outside school	1 What is	To find and understand examples of where technology is used in the	Children understand what is meant by 'technology'.	technology	Writing template					Health, w	ellbeing and lifestyle		Emerging
			Technology?	local community	Children have considered types of technology used in school and out of	computer	(2Publish)								With support, children understand what is meant by technology and can identify a limited number of examples both in and out of school. Children record this using (Unit 1.9 Lesson 1. Worksheet 1) & (Unit 1.9 Lesson 2. Worksheet 1).
					action.										Expected Children understand what is meant by technology and can identify a variety of examples both in and out of school. Children record this
															Limiters understands what is meant by econology and can centerly a variety or examples door in and dut of school. Unitered recording using (Uhri 1) besson 1. Worksheet 13 is (Uhr 1) besson 2. Worksheet 1). Children' discussion shows that they have a good understanding about the technological devices in use in their daily lives and how some of
											DL				these farilitate communication of a variety of formats
1	1.9 7	Technology outside school	2 Technology outside school.	To record examples of technology outside school.	Children have recorded 4 examples of where technology is used away from school.						DL.	Health, w	ellbeing and lifestyle		these facilitate communication of a variety of formats. Children can explain at a basic level that we should treat others politely regardless of the means of communication. Children can compare
1	1.9 7	Technology outside school	Technology outside school.	To record examples of technology outside school.	Children have recorded 4 examples of where technology is used away from school.						DL	Health, w	ellbeing and lifestyle		these facilitate communication of a variety of formats. Children can explain at a basic level hat we should rest others politely regardless of the means of communication. Children can compare the speed and ease of technology to non-technological actions e.g., e-mail, buying an app or painting on screen.
1	1.9 7	Technology outside school	Technology outside school.	To record examples of technology outside school.	Oxideen have recorded 4 examples of where technology is used away from school.						DL.	Health, w	ellbeing and lifestyle		these facilitate communication of a variety of formats. Children can explain at a basic level hat we should rest others politely regardless of the means of communication. Children can compare the speed and ease of technology to non-technological actions e.g., e-mail, buying an app or painting on screen.
1	1.9 7		Technology outside school.	To record examples of technology outside school. To understand what an algorithm is.	schoot.	instruction	2Code				DL.	Health, w	elibeing and lifestyle		Police facilitate communication of a variety of termula. Obliven can explain a basic level for the verbold of an other policity regardess of the means of communication. Children can compare this speed and seas of inchinology has non-subchological actions a, ps. end. buying an page printing an orane. Excluding state of the children of the children of the children orange
2	2.1		Technology outside school.		school. Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created.	instruction algorithm mount	2Code				DL. CS	Health, w	ellbeing and lifestyle		These facilitate communication of a variety of termus. Olither can explain a basic level that we obtain that other politily regardess of the means of communication. Olither can compare this quoted and use of the christopy to non-technological actions a, g., e-mail, buying an app or partiting an order. Excelling Olither understand what it means thy stochoology, and can identify a variety of examples both in and out of a shool. They can explain why a cartest and bendulogy shows the channes as substantial assessment of the communication of communication of the communication of colds in Free Channes and application of the continue of colds in Free Channes and application in the continue of colds in Free Channes and application in the continue of colds in Free Channes and application in the continue of colds in Free Channes are part of the continue of colds in Free Channes are part of the continue of colds in Free Channes and pagnification in colds to giving instructions. They can relate as simple one-buy pagnification the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and pagnification in the continue of colds in Free Channes and the cold in Free Channes and the Channes
2	2.1		Technology outside school. Algorithms	To understand what an algorithm is.	school. Children can explain that an algorithm is a set of instructions.	algorithm event object	2Code				DL.	Health, w	ellbeing and lifestyle		These facilitate communication of a variety of thormats. Olivities can explain the bit level for the visible to offering politicly regardates of the means of communication. Olivities can explain the bit level for the visible to offering politicly politicated and the control of the control
2	2.1		Technology outside school. Algorithms	To understand what an algorithm is.	achool. Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can describe the algorithm they created.	algorithm event object	2Code				DL. CS	Health, w	ellbeing and lifestyle		These facilitate communication of a variety of formats. Officer once spelar as best level to the visit of the formats. Officer once spelar as best level to the visit of the officer polishly regardless of the means of communication. Officer on comparison of the communication of th
2	2.1		Technology outside school.	To understand what an algorithm is.	achool. Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can describe the algorithm they created.	algorithm event object action command scene	2Code				DL.	Health, w	ellbeing and Efestyla		These facilitate communication of a variety of formats. Other on on explain the bull best for the bull bull or other positive repared as at the monets of communication. Other on compare of the communication of the comm
2	2.1		Technology outside school. Algorithms	To understand what an algorithm is.	achool. Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can describe the algorithm they created.	algorithm event object	2Code				DL DL CS	Health, w	ellbeing and Efestyla		These facilitate communication of a variety of formats. Officine can explain the business that the source of the communication of the communication. Online can explain the business of the communication. Online can explain the communication of the communication. Online can explain the communication of
2		Coding	outside school. 1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	achool. Obliden can explain that an algorithm is a set of motorcions. Obliden can describe the algorithms they created. Obliden can explain that for the computer to make something happen. It needs to fellow claim relativistics.	algorithm event object action command scene background properties scale	2Code				DL CS	Health, w	ellbeing and lifestyle		These facilitate communication of a variety of formats. Other on on explain the bull best for the bull of the simple positive repared as at the mones of communication. Other on compare the control of the simple positive repared as at the simple positive repared as at the simple positive repared as a simple positive repared by a simp
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2	2.3	Spreadsheets	2 Copying, Cut	ing To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calculate totalling tools.	Children can use copying, cutting and pasting to help make spreadsheets. Children can use tools in a spreadsheet to automatically total rows and columns.	cut	2Calculate			п			them to solve puzzles (Unit 2.3 Lesson 2). Children use images and can present data in a variety of ways (Unit 2.3 Lesson 4). Most children will be able to create a spreadtheet which includes a graph based on simple data collected. Their planned spreadtheet and
			and Pasting T	To use 2Calculate to solve a simple puzzle	Children can use a spreadsheet to solve a mathematical puzzle.	copy paste total							Most children will be able to create a spreadsheet which includes a graph based on simple data collected. Their planned spreadsheet and graph are likely to contain pre-compiled shared data. They can add colour and appropriate labels to their spreadsheet and graph respectively UNIF 23. Lesson 41.
2	2.3	Spreadsheets	3 Using a Spreadsheet Amounts	To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects	Children can use images in a spenadsheet. Children can work out how much they need to pay using coins by using a spreadsheet to help calculate.	price coins enuals	2Calculate			п			Most children will be able to produce a spreadsheet which can help them solve simple mathematical puzzles, calculate how many coins are required to pay for an amount and present data graphically. Using spreadsheets, the children can model an idea through them [Unit 2.3.].
2	2.3	Spreadsheets	4 Creating a Ta		Children can create a table of data on a spreadsheet.	addition data	2Calculate			п		-	Children can utilise spreadsheets both own and pre-made to manipulate data e.g. create a manual graph from a table, produce desired calculations on numerical data e.g. simple addition calculations (Unit 2.3. Lesson 3). Children can answer questions on data e.g. the most
			and Block Gr	ph To use the data to manually create a block graph.	Children can use the data to create a block graph manually.	table block graph							and least popular flavours (Unit 2.3. Lesson 4). Most children will be able to use 2Calculate to record collected data into a table and use this data to create a block graph manually (Unit 2.3 Lesson 4.0.
2	2.4	Questioning	1 Using and Cre Pictograms	beyond answering simple questions	Children understand that the information on pictograms cannot be used to answer more complicated questions.	pictogram data	2Count			П			Emerging With support, children can create basic pictograms using 2Count to represent a simple data set (Unit 2.4 Lesson 1). Children may need concrete representation to understand how to organise and search for data.
2	2.4	Questioning	2 Asking Yes / I Questions		Children have used a range of yes/no questions to separate different items.	sort avatar				П			With support, this physical representation can then be transferred into 2investigate and used to answer simple questions on a data set (Unit 2.4 Lesson 5).
2	2.4	Questioning	3 Binary Trees	To construct a binary tree to separate different items.	Children understand what is meant by a binary tree. Children have designed a binary tree to sort pictures of children or animals.	binary tree				п			Using 2Question, children use a binary tree to sort information and can manipulate their data, answering questions relating to this (Unit 2.4 Lesson 4). With support, children can store and retrieve data throughout Unit 2.4.
2	2.4	Questioning	4 Using 2Quest	ion Use 2Question (a binary tree) to answer questions	Children understand that answers are limited to 'yes' and 'no' in a binary tree. Children understand that the user cannot use 2Question to answer more complicate	1	2 Question			п			Expected Using 2Count, children can create pictograms to represent data (Unit 2.4 Lesson 1). Children demonstrate their ability to organise data using a database in Zinvestigate and can run simple searches on their data set (Unit 2.4
2	2.4	Duestionina	5 Using 2Invest	gate: To use a database to answer more complex search questions.	questions. Children have matched the 25imple item pictures to names, using a binary tree. Children understand what is meant by a database.	database	Zinvestinate			п		-	Leston 5). Using 7(Question, children use a binary tree to sort information and can manipulate their data, answering questions relating to this (Uhit 2.4 Lesson 4). Children will store and retrieve data throughout Unit 2.4.
		,	a Non-Binary Database	To use the Search tool to find information.	Children have used a database to answer simple and more complex search questions.	record field							Lesson 4). Children with store and retrieve data throughout Unit 2.4. Most children with store and retrieve data throughout Unit 2.4. Most children will be abbe to design their own physical binary tree to sort pictures of children (Unit 2.4 Lesson 3). They will be able to apply this skill into using 2Question to answer questions.
2	2.5	Effective Searching	1 Understandin Internet and	the To understand the terminology associated with the Internet and searching.	Children can recall the meaning of key Internet and searching terms. Children have successfully completed a quiz about the Internet.	Internet World Wide Web	Internet Browser			DL	Managing online information	Conduct (primarily)	Emerging With support, children can retrieve relevant digital content using a search engine.
			Searching			network device							Distincts understand the basic terminology of internet, such as internet, search, webpage and world wide web [Linit 2.5 Lisson 1]. Furthermore, they can identify the layout points and features of a search engine [Linit 2.5 Lisson 2] such as - 'search bar', 'number of results and 'key information'. Using this knowledge, they can attempt a simple quit about the internet [Linit 2.5 Lisson 1].
						web page browser website							Using 2Publish+, children can create a leaflet to demonstrate what they have learned- this may demonstrate a limited understanding but is fartually correct (I Init 2.5 Lesson 3)
						domain with artificess							Children can apply their learning of effective searching beyond the classroom. Expected
2		Effective Searching	2 Searching the Internet		Children can identify the basic parts of a web search engine search page. Children learnt to read a web search results page.	Digital Footprint	Internet Browser			DL	Managing online information	Conduct (primarily)	Children can effectively retrieve relevant, purposeful digital content rusing a search engine. Children understand the terminology (Unit 2.5 Lesson 1), Layout and features of a search engine (Unit 2.5 Lesson 2). Using this knowledge, they can answer a quiz about the internet (Unit 2.5 Lesson 1).
2	2.5	Effective Searching	3 Sharing Knov of the Interne Effective Sea	ledge To create a leaflet to help someone search for information on the Internet. and thing	Children have created a leaflet to consolidate knowledge of effective Internet searching.		Internet Browser			DL	Managing online information	Conduct (primarily)	they can answer a quaz about the inferrent (LIME L.5 Lesson 1). Children can apply their learning of effective searching beyond the classroom. In lesson 2, children can relate the creation of a digital footprint to their search history and make contributions to the class discussion about
2	2.6	Creating Pictures	1 Introduction a Impressionism		Children can describe the main features of impressionist art. Children can use 2Paint A Picture to create their own art based upon this style.	Art Impressionism	2Paint a Picture Writing			п			Emerging Teachers may wish to allocate tablets to children who have difficulty in controlling a mouse.
2	2.6	Creating Pictures	2 Pointillist Art	Impressionism template. To look at the work of pointillist artists such as Seurat.	Children can explain what pointillism is.	palette Pointillism	Writing Templates 2Paint a Picture			п			With support children can create an image on 2Paint a Picture replicating an established style e.g. pointilism (Unit 2.6 Lesson 2). Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image
2	2.6	Creating Pictures	3 Piet Mondria	To recreate pointillist art using the Pointillism template. To look at the work of Piet Mondrian and recreate it using the Lines	Children can use 2Paint a Picture to create art based upon this style. Children can describe the main features of Piet Mondrian's work.	dilute	Writing 2Paint a Picture			п			[Throughout all lessons in Unit 2.6]. Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash. Excepted
				template.	Children can use 2Paint a Picture to art based upon his style.	fill vertical	Writing Templates						Using 2Paint a Picture, children can create an image replicating an established style e.g. pointillism (Unit 2.6 Lesson 2).
2	2.6	Creating Pictures	4 William Morr Pattern	s and To look at the work of William Morris and recreate it using the Patterns template.	Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of	repeating pattern parallel	2Paint a Picture Writing Templates			п			Chicarte can ensure a pecure oung one cooss worst. Zeant a Ficure which commonstrates their above to manipulate a object image. (Throughout all leasnes in Unit Z-5). They can combine and use multiple effects & features to enhance their patterns, such as rotational effects, repeat style buttons and size sider (Unit 2.6. Lesson 4).
2	2.6	Creating Pictures	5 Surrealism ar eCollage	d To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns. Children can describe surrealist art.	rotated Surrealism	2Paint a Picture			п			Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash. Most children will be able to successfully create their own pieces of inspired art using 2Paint a Picture. They will be able to use a range of effects and functions, such as e-college, in 2Paint a Picture (Unit 2.6. Lesson 4) & (Unit 2.6. Lesson 5).
1			eCollage	function in 2Paint A Picture.	Children can describe surrealist art. Children can use the oCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.	e-collage stamps clip-art	Writing Templates						Exceeding To demonstrate greater depth, children achieve expected outcomes. In addition to this, using the eCollage (Unit 2.6 Lesson 5) tool on 2Pplant Before the bey an undout a harker used image of their phone and marringlate this using the tools and ability to leave images to reside a
2	2.7	Making Music	1 Introducing 25equence	To be introduced to making music digitally using 25equence. To explore, edit and combine sounds using 25equence.	Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune.	tune compose	2Sequence			п			Emereging With support, children use the sounds within 2Sequence to create a simple composition (Unit 2.7 Lesson 1).
					Children have explored how to speed up and slow down tunes. Children understand what happens to the tune when sounds are moved.	note speed							Three demonstrate their ability to manipulate digital content by edding and amending their composition (livin 2.7 Lesson 1). Throughout this unit, with support, children show that they can store and retrieve their work from their saved area on Purple Mash. Espectad
2	2.7	Making Music	2 Making Music	To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes.	Children have added sounds to a tune to change it. Children have considered how music can be used to express feelings.	tempo sound effect	2Sequence Display Board			п			Children use the sounds within 2Sequence to create a composition (Unit 2.7 Lesson 1). They demonstrate their ability to manipulate digital content by editing and amending their composition (Unit 2.7 Lesson 1). They will have
-	2.7	Making Music	3 Soundtracks	which depict feelings. To upload a sound from a bank of sounds into the Sounds section.	Children can change the volume of the background sounds. Children have created two tunes which depict two feelings. Children have uploaded and used their own sound chosen from a bank of sounds.	repeat bars soundtrack	75000000					-	explored different sounds to utilise within their tune and functions such as tempo (Unit 2.7 Lesson 1). Children create, upload and use their own sounds as part of this (Unit 2.7 Lesson 3). Throughout this unit, children thow that they can efficiently store and retrieve their work from their saved area on Purpla Mash.
	2.7	making music	3 303100 824	To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the	Châdeen have created, uploaded and used their own recorded sound. Châdeen have created their own tune using some of the chosen sounds.	and the acc	2Sequence 2Beat						I modigrout this unit, criticates anow that they can emicremy store and retrieve their work from their saived area on hurpe enain. Exceeding Children achieve all expected outcomes.
2	2.8	Presenting Ideas	1 Presenting a Three Ways	To explore how a story can be presented in different ways.	Children have examined a traditional tale presented as a mind map, as a quiz, as an elbook and as a fact file.	e-book mind map	2Connect			п	Managing online information	Conduct (Children learnning about how information can be	Emerging With support throughout children use the onflower 2C reate a Strov on Pumle March to create a simple parrative (I hit 2.8 Lesson 4).
					Children know that digital content can be represented in many forms.	node						managed online).	An emerging child will be able to explain their narraishe to the teacher whilst referring to their 2Create a Story (Ed. Throughout this unit, with support, children show that they can store and retrieve their work from their award area on Purple Mash. Expected. Children use the software 2Quiz 6MH2.2 Exesson 27.2PMISSH+ 2Comment Ethni 2.3 Exesson 31 and 2Create a Sorv on Purple Mash to create
2	2.8	Presenting Ideas	2 Presenting Id	nas as To make a quiz about a story or class topic.	Children have made a quiz using 2Quiz. Children can talk about their work and make improvements based on feedback	quiz	2Quiz			п	Managing online information	Conduct (Children learnning	Children use the software ZQuiz (Unit Z.8 Lesson Z) Zirubish+, Z.connect (Unit Z.8 Lesson 3) and Zireatia a Story on Purple Math to create and present a narrative (Unit Z.8 Lesson 4). This demonstrates the children's understanding of how digital content can be represented in many forms.
			a Quiz		received.	mutupue-cnoice						about how information can be managed online).	Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Perpla Mash. Throughout this unit, children are presenting isses in different formats for different audiences. Most children can adapt their content to suit the audience and format. When children feedback to others whether face-to-face or orining, their irput shows consideration for the other
2	2.8	Presenting Ideas	3 Making a Nor Fiction Fact F	To make a fact file on a non-fiction topic.	Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic.	fiction non-fiction	2Connect Writing			п	Managing online information	Conduct (Children learnning about how information can be	person's feelings. Most children will be abbe to use Purple Mash as a platform for collaboration. Specifically, they will create a presentation for their class using a tool of their choice (Link 2.8 Lesson 4).
2	20	Presenting Ideas	4 Making a	To make a presentation to the class.	Children have added appropriate clipart. Children have added an appropriate photo. Children can use a variety of software to manipulate and present digital content and	fact file	Template			-		managed online).	Most children can plan their own presentation which will utilise either: 2Connect, 2Create a Story or a Publishing Template (Unit 2.8 Lesson 4). They will effectively select the most appropriate tool to use during the planning and resource gathering stage of the task (Unit 2.8 Lesson
	2.0	Presenting locals	Presentation	To make a presentation to the Casa.	information. Children can collect, organise and present data and information in digital content.	presentation	various			"	Managing chane information	about how information can be managed online).	 Most children can make improvements to their quizzes they have made in 2Quiz, fully able to select the most appropriate question out of the
3	3.1	Coding	1 Using Flowch	arts To review previous coding knowledge.	Children can create digital content to achieve a given goal by combining software Children can read and explain a flowchart	algorithm	2Code			cs			8 choices (Unit 2.8. Lesson 2). Children can utilise a variety of software to manipulate and present digital content and information (Unit 2.8. Lesson 3). Emerging
				To understand what a flowchart is and how flowcharts are used in compute programming.	er Children can use a flowchart to create a computer program. Children can create a computer program that uses click events and timers.	background object							Children can design and code a program that follows a simple sequence (Unit 3.1 Lessons 1 and 2). Children can make good attempts to 'read' code and predict what will happen in a program which can help them to correct errors (Unit 3.1
						implement predict							Lessons 2 and 3). Children's designs for their programs, show that they are thinking of the structure of a simple program in logical, achievable steps (lessons and 6).
						flowchart properties							Expected Children have a clear idea of how to design and code a program that follows a simple sequence (Unit 3.1 Lessons 2 and 3). Children
3		Coding	2 Using Timers	To understand that there are different types of timers. To be able to select the right type of timer for a purpose.	Children can create a program that uses a timer-after command. Children can create a program that uses a timer-every command.	timer sequence	2Code			cs			experiment with the use of Sinners to achieve delay effects in their programs – they understand the difference between timer-after and times every commands. (Uhit 3.1 Lesson 2) Children' designs for their programs, show that they are thinking of the structure of a simple program in logical, achievable steps with
3	3.1	Coding	3 Using Repeat	To understand how to use the repeat command.	Children understand how the turtle object moves. Children can use the repeat command with an object. Children can create a computer program that includes use of the repeat command.	repeat input	2Code			cs			attention to specific events that initiate specific actions. (Unit 3.1 Lessons 5 & 6). Most children can explain the choice of commands they have included in their program and what they achieve (Unit 3.1 Lessons 5 & 6).
						command button right-angle							Children are able to use the repeat command to program a turtle to draw a square (Unit 3.1 Lesson 3) Children are beginning to understand how code is structured and are able to apply this knowledge when debuyering (Linit 3.1 Lesson 4)
3		Coding	4 Code, Test ar Debug	To understand the importance of nesting.	Children can create computer programs using prior knowledge. Children can run, test and debug their programs.	Nesting test	2Code			cs			Most children can integrate multimedia components such as sounds, animation and images into their coding. They can apply specific action to these objects to animate them as part of the overall process of creating their own program (Inin 3.1. Lessons 5 and 6). They can be reflective on how successful they are at creating their programs and how the provious learning has helped them (Inin 3.1.).
3	3.1	Coding	5 Design and M Interactive Sc		Children can use the properties table to set the properties of objects. Children can plan their scene and code before they create their program.	actions object type	2Code			cs			Exceeding Children's designs show that they are thinking of the required task and how to accomplish this in code (Unit 3.1 Lessons 5 & 6).
3	3.1	Coding	6 Design and M Interactive Sc	one.	Children can confidently make several different things happen in a program. Children can use the properties table to set the properties of objects. Children can plan their scene and code before they create their program.	actions object type	2Code			cs			Children can identify an error within a program that prevents it following the desired algorithm and them for it (Mex 2.1), Children make relative attempts of beddep ster on emperature as they increased in completely (Mex 3.1). Lesson 4). Children are able to use the repeat command to produce outcomes beyond the set task (Mex 3.1 Lesson 3). Oxiden have a quant condustration of primer within filters in a program (Mex 3.1 Lesson 2.3). Oxiden have a quant condustration of primer within filters in a program (Mex 3.1 Lesson 2.3).
3	3.2	Online Safety	1 Safety in Nun		Children can confidently make several different things happen in a program. e Children understand what makes a good password for use on the Internet. Children	password	2Connect			DL	Online relationships	Content, Contact, Conduct,	Children have a good understanding of timers within timers in a program [Unit 3.1 Lessons 2 and 4] and this is evidenced in their program Emerging With prompting, children can understand that it is important to have a secure password that is not shared with anyone else [Unit 3.2 Lessons]
				consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively.	are beginning to realise the outcomes of not keeping passwords safe. Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.	blog permission	zdiog				Online reputation Managing online information Health, wellbeing and lifestyle Privacy and security		Children can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 1).
	2.2	Online Safety	2 Fact or Fiction	To understand how a blog can be used to help us communicate with a wide	Internet can be used to extract the property of the control of the	viogs	Writing torrelate			Di	Privacy and security Online relationships	Content (Primarile) Contact	Children are beginning to identify some of the main things to look for when deciding whether the information on a website is trustworthy o not (Unit 3.2 Lesson 2).
3	3.2	Janety	2 Pact or Piction	To look at a 'spoof' website. To create a 'spoof' webpage.	true. Children are beginning to understand how to search the Internet and how to think	website spoof	Writing template (2Publish)			DC.	Online reputation Managing online information	Content (Primarily), Contact, Conduct and Commerce (Primarily)	Expected Children understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 1). Furthermore, children understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords.
				To think about why these sites might exist and how to check that the information is accurate.	critically about the results that are returned. Children have accessed and assessed a 'spoof' website.	verify reputable source					Health, wellbeing and lifestyle Privacy and security		(Unit 3.2 Lesson 1). When using the internet children can appraise the accuracy of the information on a website and make decisions on whether it is a
					Children have created their own 'spoof' webpage mock-up. Children have shared their 'spoof' web page on a class display board.								trustworthy source of information (Unit 3.2 Lesson 2). In lesson 1, children have a choice of topics about which to blog. Most children will have gained an understanding that it is not acceptable to

3	3.2	Online Safety	3 Appropriate Content & Ratings	division. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.	Children on Mismify some physical and emotional effects of playingle atthing superpopulation confidence. Children relates chart-subjects to bullying in the real-world and have strategies for dualing with online bullying including screenabut and reporting.	Inappropriate Permission	2Write					D	OL Or Or Mi	ntine relationships ntine reputation anaging online information natth, welltheing and tifestyle ivacy and security	Conduct (primarily)	and to sen't of other is operlimpting of offeren without consent. More children recognise the PET Contegor and one per examples of why content is noted and how this protects them (season 3). Most children compared to the PET Contegor and consent is an advantage of the PET Contegor and consent is an advantage of the PET Contegor and content on the sudding supportion (season 3). Most children or an extracted the paid personal term is example. The sim amount demonstrating that they was recommendated to the source of
3		Spreadsheets	and Bar Graphs	data.	Children can create a table of data on a spreadsheet. Orlidren can use a spreadsheet program to automatically create charts and graphs from data.	pie chart data table bar graph	2Calculate					П	т			Energing Childre Invovo that they can use a presideheat to present their collected data as a drust or graph (lesson 1), With support, they can create and begin to interpret graph and simple, data. They are beginning to supplied and simple data. They are beginning to supplied and the supplied to prepeated more than, less than and equals to and use the spreadtheat tools to explice the softened or comparing numbers and calculations [season 7]. Children and for agricult calculations. He are considered for the supplied of
3	3.3	Spreadsheets	2 Using more than and Spin Button Tools	To introduce the 'more than', 'less than' and 'equals' tools. To introduce the 'spin' tool and show how it can be used to count through times tables. To introduce the Advanced mode of 2Catculate.	Châden can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Châden can use the 'spin' tool to count through times tables. Châden can describe a cell location in a spreadsheet using the notation of a letter for	More than, less than & equal tool	2Calculate 2Calculate					п	T			Expected Most children can create a table of duta on a gread-level and can use this to automatically create charts(graphs from data. Children will be able to select the most suitable type of chart to use for their data, edit headers and apply axis tables (Livit 3.3. Lesson 1). Children can create their own number lines within 2 Calculate including 'more them,' use than 'and 'equal' tools (Ibrit 3.3. Lesson 2). Children can collect and enter data within 2 Calculate, they are able to use the graphing tool to create suitable graphical representations of
3	3.3	opresourcets	and Cell Addresses	To learn about describing cells using their addresses.	the column followed by a number for the row.	cell address										the data they have within a table (Unit 3.3. Lesson 1).
3	3.4 1	Touch Typing	1 Home, Top and Bottom Row Keys	To introduce typing terminology. To understand the correct way to sit at the keyboard.	Children understand the names of the fingers. Children understand what is meant by the home, bottom, and top rows.	posture typing	2Type					п	Т			Emerging Children are developing their touch-typing skills and recognise the importance of positioning of their hands in relation to 'home, bottom and too new Thou are hereinning to use both hands when purious with improving boths accuracy and speed Children can reflect on their
3	3.4 1	Touch Typing	2 Home, Top and Bottom Row Keys	To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom, and top rows.	Children have developed the ability to touch type the home, bottom, and top rows. Children can use two hands to type the letters on the keyboard.	keys	2Type					п	т			top row. They are beginning to use both hands when typing with improving typing accuracy and speed. Children can reflect on their progress and where they need to improve (Linit 3.4 All lessons).
3	3.4 1	Touch Typing	3 Left Keys	To practice the keys typed with the left hand.	Children can touch type using the left hand.		2Туре					п	т			Note children can create a table of data on a greadsheet and can use this to automatically create charts/graphs from data. Children will be able to safest the most usable to year of chart to use for this rid ata, each handers and apply axis tables (bits 3.3. Lesson 1). Children can create their cown number lines within 2Calculate including 'more than', 'less than' and 'equal tools (bits 3.3. Lesson 2). Children can collect and water data within 7Calculate, they are able to use the graphing tools to create available agreepiecal representations of
3	3.4 1	Touch Typing	4 Right Keys	To practice the keys typed with the right hand.	Children can touch type using the right hand.		2Type					п	т			the data they have within a table (Unit 3.3. Lesson 1). Exceeding Children demonstrating greater depth will explore more complex functioning of the 2 Calculate tools to create their own spreadsheets to
3	3.5 E	Email	1 Communication	To think about the different methods of communication.	Children can list a range of different ways to communicate. Children can use 2Connect to highlight the strengths and weaknesses of each	communication mind mapping	2Connect					D	DL Or	nline relationships		Emerging With promotion, children can list a canno of ways the internet can be used to provide different methods of communication. Using 25 named.
	3.5 E	Para N	2 (To open and respond to an email.	method. Extension: Children can order the various types of communication that have been Children can open an email and respond to it.	node link	2Email						21 0	nline relationships	Content Conduct	(Unit 3.5 Lesson 1) they can identify the disadvantages and advantages of each method. With some support, children can open, respond, and send emails to others in the class (Unit 3.5 Lesson 12) and demonstrate a basic understanding of email conventions and safety (Unit 3.5 Lesson 3.4 q. They are aware of how to attach files to an email (Unit 3.5 Lesson).
	3.3	Lectures.		To write an email to someone from an address book.	Châden have sent emails to other châden in the class. Extension: Châden can use the search option in the address book to find a classmate when sending an email.	compose address book inbox	a comment							internal international and a second		61. With support throughout, children will use 2Email and 2Quiz to develop their understanding and inovokedge of email systems. Using the software, children will create a simple quiz with a limited number of questions (Librit 3.5 Lesson 4) and attach this file in a gaided situation (Librit 3.5 Lesson 5) to an email. Children will demonstrate some understanding about how this information needs to be presented (Librit 3.5 Lesson 2).
3	3.5 E	Email	3 Using Email Safely: Part 1	To learn how to use email safety.	Children have written rules about how to stay safe using email. Children have contributed to classmates' rules. Extension: Children understand the importance of draft.	trusted contact personal information password	2Email					D	DL Or	nline relationships	Content, Conduct, Commerce (Phising risks)	With support, childrien understand the importance of staying safe (Livit 3.5 Lesson 3) when using email and will partially demonstrate this knowledge during the unit. As part of a small, guided group, children apply their knowledge of email safety through the creation of a quiz on staying safe when emailing (Linit 3.5 Lesson 4).
3	3.5 E	Email	4 Using Email Safety: Part 2	To learn how to use email safely.	Children have created a quiz about email safety which explores scenarios that they could come across in the future. Extension: Children create bitle screens for their quizzes explaining what the quiz is about, and how to play it.		2Quiz					D	DL Or	nline relationships	Content, Conduct	Expected Children can first a range of ways the internet can be used to provide different methods of communication. Using 2 Connect (Unit 3.5 Lesson 1) they can explain and compare such communication method. Most children will be able to exchange small communications using 2 Email. This will take the form of both simulated small communication scenarios and read and communication stempts. (See See See See See See See See See Se
3	3.5 E	Email	5 Attachments	To add an attachment to an email.	Children can attach work to an email. Children know what CC means and how to use it.	attachment CC - carbon copy	2Email					D	OL Or	nline relationships	Content, Conduct	Next children will be able to open and respond to an email, althoring this issue of the fort, as we did not formulating of the Next. They will be able to solicat a person from the ables solices althoring chromatic solications and the solication of the contract of the contraction
3	3.5 E	Email	6 Email Simulations	To explore a simulated email scenario.	Children can read and respond to a series of email communications. Children can attach files appropriately and use email communication to explore ideas. Extension: Ohldren know why the terms CC and BCC are used	BCC - blind carbon copy	2Email					D	OL Or	nline relationships	Content, Conduct	through the creation of a gold on staying safe when emiliting [Unit 3.5 Leason 4]. In Islacon 3, Anddern can suggest why they need to seek permission before sharing photos. In Islacon 1, children can refer to what they learnt in unit 13.7 zaygender show yot communicate paperspirately orline. Children's email messages illustrate that they have taken on board messages about appropriate communication with a repard for their
3	3.6 E	Branching Databases	1 Introducing Databases	To sort objects using just YES/NO questions.	Children understand how YES/NO questions are structured and answered. Children have used YES/NO questioning to play a simple game with a friend. Children con could be what they choose a particular question to call their database.	data database branching database						п	т			Emerging With support and using concrete paper resources, children will begin to understand what a branching database is (Unit 3.6 Lesson 1). In a small supported rerun they will collect sort and research their information using the paper resources.
3	3.6 E	Branching Databases	2 Branching Databases	To complete a branching database using 2Question.	Extension Children can beain to use 'tri more' and or less' in their mustioning. Children have contributed to a class branching database about thruit. Children have contributed to a class branching database about thruit. Children have completed a branching database about thruit. Extension: Children can edit and adapt a branching database sto accommodate new material.	binary tree	2Question					п	т			has a mail, appointed youn, they will collect, sort, and present their information using the paper resources. Coldient will then that people transcript exclame into adjust investion using 2 Question (John 3.6 Lesson 2.3 and 4). The resulting branching database will demonstrate a Similed number of branches. Expected Disny 2 Question, children will know how create a branching database that accomplishes a pieur goal. They will understand how to contact a branching database with accomplishes a peeu post. They will understand how to contact a surplex, exclusion, end present this of data and office and present the unit inclination of the complication and understand the unit of the contact and present the contact and pre
3	3.6 E	Branching Databases	3 Creating a Branching Database on the Computer	To create a branching database of the children's choice.	Ohldren can choose a sustable topic for a branching database. Children can select and save appropriate images. Children can select a branching database. Children can reals a branching database. Children know how to use and debug their own and others branching databases.	debugging	2Question					п	ī			and this may a digital version of a branching database (bit), 3 E Lesson 7, 3 and 4). Most children can create a branching database (bit), 3 E Lesson 7, 3 and 4). Their branching database would have been carefully glades of the control of their digital content creation. Their branching database would have been carefully glades with refused to control as control of their database would have been carefully glades with refused soluble text (bits and gathering digrapopriate images from lost children with being and but to create its arring database with mittakes soluble text (bits and gathering digrapopriate images from lost children with being and but to create its arring database with mittakes soluble text (bits and gathering digrapopriate images from lost children with a but to create its arring database with mittakes soluble text (bits and gathering digrapopriate images from lost children with the control of the control o
3	3.6 E	Branching Databases	4 Creating a Branching Database on the Computer	To create a branching database of the children's choice.	Children can choose a solitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own and others branching databases. Children know how to use and debug their own and others branching databases. Altidren know that a computer simulation can conceiver real and imaginary.	debugging	2Question					п	Т			until the arm appearing seem by the Assessment above. Olidation can make their own branching distableses, collating and organising data by sets of questions they have considered appropriate (Unit 3.6 Lesson 1. Olidenn analyse each other's branching distableses and can make further suggestions for improvement (Unit 3.6 Lessons 3.8 Lessons 3
3	3.7 9	Simulations	1 What Are Simulations?	To find out what a simulation is and understand the purpose of simulations.	— Thildren know that a computer simulation can represent real and imaginary situations. — Thildren can give some examples of simulations used for fun and for work.	simulation modelling advantages	2Publish template					п	Т			Emerging With support throughout, children are beginning to analyse and evaluate information relating to the situations in the activities within 2 Simulate (Link 3.7 Lesson 2 and 3). They can verbally present their findings as part of a discussion (Link 3.7 Lesson 2 and 3). Although
3	3.7	Simulations	2 Exploring a Simulation	To explore a simulation, making choices and discussing their effects.	-@hildren can explore a simulation@hildren can use a simulation to try out different options and to test predictions@hildren can begin to evaluate simulations by comparing them with real situations and considering their usefulness.	point-of-view solution realistic unrealistic	2Simulate Extension: 2Question					п	т			three understanding may be limited, they are beginning to understand the importance of simulations in relation to real and hypothetical stautions (URL 37 Lesson 3). Expected Living Stimulate, children can analyze and evaluate information relating to the situations in the activities (Unit 3.7 Lesson 2 and 3). They
3	3.7	Simulations	3 Analysing and Evaluating a Simulation	To work through and evaluate a more complex simulation.	*Thildren can analyse choices made usins a branchino database. *Thildren can recognise patterns within simulations and make and test predictions. *Thildren can identify the relationships and rules on which the simulations are based. *Thildren can evaluate a simulation to determine its usefulness for purpose. *Thildren can create their own simulation (extension).	analysis decision evaluation	2Simulate 2Publish template					п	Т			present their findings as part of a discussion and give reasons for the obscire two made (1941.3 T Jussen 2 and 3), They will understand the importance of animations to repricate events that could occur in real and physiothetical substantial (1941.3 T Jussen 3). Most children can effectively assess their own and other; progress and achievements through a simulation. Additionally, they can evaluate that effectiveness of the insulation (1941.3 T Jussen 3).
3	3.8	Graphing	1 Introducing 2Graph	To enter data into a graph and answer questions.	Children can set up a graph with a given number of fields.	graph	Extension: 7Create a Story 2Graph					п	т			Exceeding Children demonstrating greater death, will use 2 Simulate to analysis, evaluate, identify patterns, and predict the outcomes of simulated Emerging
					Children can profit ratio for a graph. Children can profit and thater graph made on the computer. Estamister. Children can select most appropriate style of graph for their data and explain their measoning.	chart title sort axis data now column					ı					With support throughout, children use 20 Epoch to enter a single data reage on a limited number of fields. Clidine can then present find data a unique for the child [12.8] at least, it is a mail. appointed group, children will complete an investigation of an everyday event, limited, where possible to the curriculum [List 18 Least 2]. Expected Clidides use 20 Epoch and a single present their data is not appear from the present their data as a graph [Init 38 Leaston 1]. Children can select the most appropriator graph from all to present their data, holopportundly, children can sept their data is not appear from the present their data, holopportundly, children can sept their graphical increasing the sent selection of the sent data is not appear from the present their data, holopportundly, children can sept their graphical increasing the arm investigation of the sent of their graphical increasing the sent their graphical present
3	3.8 (Graphing	Using 2Graph to Solve an Investigation	To solve an investigation and present the results in graphic form.	Children have solved a muth's meetingsten. Children nave solved a muth's meetingsten. Children nave present the results in a range of graphical formats. Children nave present the results in a range of graphical formats assisted. Children navel	investigation tally chart survey	2Graph, 2Publish template (Optional: 2Survey, 2Email, Blog, Displayboard)	L				п	ī			and belonging of lack. Selection, who applicated to the conficultural form \$2.5 kinders of professionary contributions of the professionary contribution of the professionary contribution of the policy memory and the professionary contribution of the professionary contribution o
3	3.9 F	Presenting (MS PowerPoint - Desktop version)	1 Making a Presentation from a	To create a page in a presentation.	Children know what PowerPoint is. Children can open PowerPoint.	textbox presentation	Microsoft PowerPoint					п	т			Emerging Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images,
3	3.9 F	Presenting (MS PowerPoint - Desktop version)	Blank Page 2 Adding Media	• To add media to a presentation	Children can add text to a page and format it. Children can change the design of the slides. Children can insert a new side. Children can insert pictures.	font formatting media slide editing	Microsoft PowerPoint					п	Т			aximations and sounds. With support deliber on a add text, pictures and shapes to a stide. Children can insert sides into a presentation though they might not the adds to articipate the order of the stides. Children showed that discs can have animations and can add a transition arimations with support.
3	3.9 F	Presenting (MS PowerPoint -	3 Adding Animation	To add animations into a presentation	Children can edit pictures. Children can use animations in a presentation.	audio animation	Microsoft			+		п	т			Expected Children can add text pictures and shapes to a slide and format them with tools such as shadows and borders. Children can along the little late, a proceedablish.
3	3.9 F	Desktop version) Presenting (MS PowerPoint - Desktop version)	4 Presenting with Timings	To add timings into a presentation.	Children can use transitions in a presentation. Children can add timings to a presentation. Children can present effectively using PowerPoint.	transition sound effect duration	PowerPoint Microsoft PowerPoint					п	Т			Obliden can insert slides into a presentation. Obliden can use reaution effects between slides and animations of the objects in slides. Obliden can use plane the use of timings to a presentation (version dependant).
3	3.9 F	Presenting (MS PowerPoint - Desktop version)	5 Create a Presentation	To use the skills learnt in previous weeks to design and present an effective presentation.	Children can result a present entercovey using rower result. Children can result a presentation including formatted text. Children can include different media. Children can add transitions and animations. Children can add trimings to the presentation.	review	Microsoft PowerPoint					п	Т			Exceeding: Children can incorporate video and audio into slideshows. Children can present a video and audio into slideshows. Children appraise the animation effects available to them and make decisions about what to include and what to leave out for the most effective presentable.

	3	3.9 Presenting (MS PowerPoint Desktop version)	- 6 Create a Presentation	To use the skills learnt in previous weeks to design and present an effective presentation.	Children can create a presentation including formatted text. Children can include different media.	review	Microsoft PowerPoint				п			
Part					Children can add timings to the presentation.									
No. State	3	Online version)	Presentation from a Blank Page		Children can add text to a page and format it.	textbox presentation font formatting	Microsoft PowerPoint				п			Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images, animations and sounds.
1	3	 Presenting (MS PowerPoint Online version) 	- 2 Adding Media	To add media to a presentation	Children can insert a new slide. Children can insert pictures.	media slide editing	Microsoft PowerPoint				п			Children can insert slides into a presentation though they might not be able to anticipate the order of the slides.
1	3		- 3 Adding Animation	To add animations into a presentation	Children can use animations in a presentation.		Microsoft PowerPoint				п			Children can insert slides into a presentation.
1	3				Children can create a presentation including formatted text. Children can include different media.	review					п			Children can explore the use of timings to a presentation (version dependant).
March Marc	3	3.9 Presenting (MS PowerPoint	- 5 Create a	To use the skills learnt in previous weeks to design and present an	Children can create a presentation including formatted text.	review					п			Children can incorporate video and audio into slideshows
Marchan Marc			Presentation	effective presentation.	Children can add transitions and animations.						or.			
War		Online version)	Presentation from a Blank Page	•	Children know how to open Google Slides. Children can add text and format it.									Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images, animations and sounds.
	3	 3.9 Presenting (Google Slides - Online version) 	2 Adding Media	To add media to a presentation	Children can insert a new slide.	media slide	Google Slides				п			With support children can add text, pictures and shapes to a slide. Children can insert slides into a presentation though they might not be able to anticipate the order of the slides.
March Marc	3	3.9 Presenting (Google Slides -	3 Adding Shapes and	To add shapes and lines to a presentation.	Children can edit pictures. Children can add shapes to a presentation.	audio border weight	Google Slides				п			Children can add text, pictures and shapes to a slide and format them with tools such as shadows and borders.
Fig.			Lines			fill colour								Children can insert slides into a presentation Children can use transition effects* between slides and animations* of the objects in slides. Exceeding
	3	3.9 Presenting (Google Stides -		To use the skills learnt in previous weeks to design and present an	Children con use transitions in a procentation Children can create a presentation including formatted text.	review					п			
Mary	2		Presentation		Children can add transitions and animations.	and an	Goods Sides		\perp		п			effective presentation. *video, animations, transition, animations and sounds are only available in the non-tablet version.
Mary		Online version)	Presentation	effective presentation.	Children can add objects including text and pictures. Children can add transitions and animations.									
Part	3	App version)	1 Making a Presentation from a		Children know how to open Google Slides on a tablet.	textbox presentation					П			Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images,
March Marc	3	 3.9 Presenting (Google Slides - App version) 	2 Adding Images	To add images to a presentation.	Children can insert a new slide.	media slide	Google Slides				п			With summet rhildren can add text, nictures and shapes to a slide
	3		3 Adding Shapes and Lines	To add shapes and lines to a presentation. To add shapes and lines to a presentation.	Children can add shapes to a presentation.	border weight border dash	Google Slides				п			Expected
Part March	3				Children can create a presentation including formatted text.	fill colour review	Google Stides				п			Children can insert slides into a presentation
1	3	3.9 Presenting (Google Slides -	5 Create a	To use the skills learnt in previous weeks to design and present an	Children can create a presentation including formatted text.	review	Google Slides				п			
March Marc	4		A Desire Code Test	To review coding vocabulary and knowledge.	Children can explore different object types in 2Code.	background	2Code				cs			effective accountation Emergina
					Children can plan an algorithm for their scene and use 2 Code to program it.	properties								in their code.
A														their algorithm to write simple programs using 2Code (Unit 4.1 Lesson 2). Furthermore, they can identify errors within their programs and make looical attempts to fix it (Unit 4.1).
1	4	4.1 Coding	2 IF Statements		Children can create a program that includes an IF statement. Children can interpret a flowchart that depicts an IF statement.	selection if statement	2Code				cs			Children attempt to introduce selection into their code using simple "if statements" (Unit 4.1 Lesson 2). Children's use of these structures is experimental; they cannot always predict the outcome accurately or anticipate the structures required when planning their code.
	4	4.1 Coding	3 Co-ordinates	To understand how to use co-ordinates in computer programming.	Children can make use of the X and Y properties of objects in their coding.	coordinate					cs			might struggle when applying this with their own ideas. Expected
A Canada	4	4.1 Coding		To understand the Repeat until command.	Children can read code that includes repeat until and IF/ ELSE and explain how it	repeat until	2Chart 2Code				cs			and constition (I Init 4.1 Lessons 1 and 5). Children can identify an error within a program that prevents it following the desired algorithm
Company of the comp	4	4.1 Coding		To understand how an IF/ELSE statement works.	Children can create a program that includes an IF/ ELSE statement. Children can explain what a variable is in programming.	inputs variable	2Code				cs			and then to it (Unit 4.1), they apply these techniques to their own code to his bugs. Children understand IF and IF/ELSE statements for selection and combine these with other coding structures including variables to achieve the effects that they design in their programs (Init 4.1 Lesson 4).
- Commonwealth of the comm	4	4.1 Coding	6 Making a Playable	To use a number variable. To review vocabulary and concepts learnt in Year 4 Coding.		alert	2Code				cs			children can see that the position of the rocket is changed repeatedly until it is in line with the rocket launch pad. They can explain the new
Service Servic			Game	•To create a playable game.	works. Children can create a program that includes and IF/ELSE statement. Children can internet a flow that that denicts an IF/ELSE statement.	prompt								They make use of user input (Unit 4.1 Lesson 2) and outputs such as 'print to screen' (Unit 4.1 Lesson 4) as well as sound and movement of objects. They understand how variables can be used to store information while a program is executing (Unit 4.1 Lesson 5) and make
Section of the control of the contro	4	4.2 Online Safety	1 Going Phishing	• To understand how children can protect themselves from online identity	Ghildren know that security symbols such as a padiock protect their identity online.	report	2Email				DL			Emerging
Selection of the control of the cont				theft. -To understand that information put online leaves a digital footprint or trail and that this can aid identify theft.	scam websites.	SMART rules Spam attachment	2Connect					Online reputations	(primarily), Commerce.	Children contribute their ideas to discussion of spam email. [lesson 1], mallvare (lesson 2) and plagiarism (lesson 3). They have included appropriate content in their Top Tips for Online Safety publication (lesson 2). They have been able to share their work online. With support throughout, children show an understand what online safety is. In a small group, they can use 2Connect (Unit 4.2 Lesson 1) to
Selection for the formation of the selection of the selec					footprint	phishing digital footprint						Managing online information		map out the key features of online safety. Children produce a simple leaflet, postcard, or slideshow etc about online safety, which can then be used as part of presentation to parents (Unit 4.2 Lesson 1).
Page	4	4.2 Online Safety	2 Beware Malware	• To identify the risks and benefits of installing software including apps.	 Children know that malware is software that is specifically designed to disrupt, 	malware software	2Publish template				DL	Self-image and identity Online relationships	Commerce (Primarily)	Children have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for
In the control of the						AdFly ransomware	Extension: 2Quiz					Managing online information		Children can explore key concepts relating to online safety using 2 Connect Unit 4.2 Lesson 1). They help others to understand the importance of ordine safety II init 4.2 Lesson 2) and arely their knowledge through the creation of online safety recourses which are then
Sillar to transport or support to training or support to s	4	4.2 Online Safety	3 Plagiarism	own is called 'plagiarism' and to consider the consequences of plagiarism. •To identify appropriate behaviour when participating or contributing to	another's' copyright. They know the difference between researching and using information and copyring it						DL	Online relationships Online reputations	Content, Conduct	
The Management of the propriet and proper section for a balance between the section of the proper section of t	4	4.2 Online Safety	4 Healthy System.	collaborative online projects for learning.		collaboration	2Quiz 2Investinate				DI	Managing coline information	Contact Conduct Insimarily	Most children can reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing enline in relation to their and others' digital footprint (lesson 1). Most children can give reasons for taking care when installing ago
4. \$\$ Separabhetis \$\$ 1\$ Female Wilsraft and of formation of Calculation to separate information of the control		4.2 Onese James	Time	the environment. ••••••••••••••••••••••••••••••••••••	free time. They recognise a need to find a balance between being active and digital activities.		2Publish template				DE.	Online relationships Online reputations	contact contact (primary)	computer viruses and can give recommendations for how best to ensure that they only install valid software as part of their top tips document in lesson 2.
formating Calls format														Most children can give reasons for limiting screen time that include the effect on physical and mental health. In lesson 4, they were able to reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen sine.
A 4 Spreadbasts 2 Using the Time of Age and a Spreadbasts 2 Using the Time of Age and a Spreadbast 2 Using the Time of	4	4.3 Spreadsheets		currency or decimal	format numbers	percentages	2Calculate				п			Emerging With support throughout, children will use 2Calculate and a limited data set to design a simple graph to solve a mathematical problem (Unit
Children controls to delicity and part of the finance of the finan	4	4.3 Spreadsheets	2 Using the Timer	 To find out how to add formulae to a cell. 	Children can use the timer, random number and spin button tools.	format cell equal tool	2Calculate				п			Children will present their data and information using 2Calculate (Unit 4.3 Lesson 5). Expected
4 Ling Synathesis Service and Continue to a cell to additional to a cell to a cell to additional to a cell to a		42 5	and Spin Buttons			spinner tool	251-1-1				-			analyse their data and information in a variety of ways and use their spreadsheets to solve and check mathematical problems and concepts
A 1 Streambornis 4 Configure on the process of the	*	Spreadmeets	3 Cive Graphs		 Children can use a line graph to find out when the temperature in the playground will reach 20°C. 	data chart	Zcarcucité				"			Most children can use the number formatting tools within 2Calculate to appropriately format numbers (Unit 4.3. Lesson 1). Children can add a formula to a cell to automatically make a calculation in that cell using the Yormula wizard' (Unit 4.3. Lesson 1). They will be fluent in
4 4 Spreadbasts 5 Experiency flates with a special position of the contract of the bulb of the contract of the contract of the bulb of the contract of	4			 To use 2Calculate to create a model of a real-life situation. 	Children can use the currency formatting in 2Calculate.	totals					П			Children can use spreadsheets to collate data and extract information from it to answer questions e.g. children can create line graphs and can use it to identify when something will happen using 2Calculate (Uhit 4.3 Lesson 3).
Addresses Addresses and September 1 and Septem	4		Value with	resource to teach place value.	 Children can use a spreadsheet made in 2Calculate to check their understanding of 	'is equals to' tool					п			Exceeding Children demonstrating greater depth will explore more complex functioning of the 2 Calculate tools to create their own spreadsheets to
A 4 Willing for Different 2 Using a Simulated Scenario By Produce a news regort 4 Children can reide played the job of a journalist in a newsoroum. 4 A Willing for Different 2 Using a Simulated Scenario By Produce a news regort 4 Children can interpret awarding of inchience and use these to baild wisepoint 2 Diabits 4 Lesson 4 and 5) to create content fished to a 25 Simulate 4 A 4 Willing for Different 3 Using a Simulated 4 A 4 Willing for Different 3 Using a Simulated 4 A 4 Willing for Different 3 Using a Simulated 4 To cas a simulated scenario to produce a news regort 4 Children can interpret awarding of increasing and use these to baild wisepoint 2 Diabits 4 Lesson 4 and 5) to create content fished to a 25 Simulate 4 A 4 Willing for Different 3 Using a Simulated 4 To cas a simulated content to the produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the Simulated 4 To cas a simulated content to the produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the sound make informed circles about the best on by by present thir information e.g. appropriate for the content of produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the best on by by present thir information e.g. appropriate for the content of produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the sound make informed content of produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the sound make informed content of produce a news regort 4 Children can reiden played the job of a journalist in a newsoroum. In growth of the content played the job of a journalist in a newsoroum. In growth of the content played the job of a journalist in a newsoroum. In growth of the content played the job of a journalist in a newsoroum. In growth of the content played the job of a journalist in a newsoroum. In growth o	4	4.4 Writing for Different Audiences	1 Font Styles	To exptore now font size and style can affect the impact of a text.	and type are tailored to the purpose of the text.	format	2Publish Plus				П			With support throughout, children will use 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create limited content in small groups linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5).
4 4 Window for Office was a simulated was a size of a si	4	4.4 Writing for Different	2 Using a Simulated	To use a simulated scenario to produce a news report.	purpose. • Children can role-played the job of a journalist in a newsroom.	reporter					п			Using the variety of software, children change the font style to make it appropriate for their audience (Unit 4.4 Lesson 1). Expected
	4	Audiences 4.4 Writing for Different	a News Report		up the details of a story. • Children can role-played the job of a journalist in a newsroom.	opinion reporter	Templates				п			scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a select audience. Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font and
			Scenario to Produo a News Report		. Children can interpret a variety of incoming communications and use these to build	viewpoint opinion	2Publish Templates							text formatting (bink 4.4 Lesson 1). Most children can after front types, styles and sizes to suit an intended audience for digital content using 2Publish and incorporate, with ease. Insular from Plant hards audintinent current filst if 2.7 second 11.

4	4.4	Writing for Different	4 Writing for a	To use a simulated scenario to write for a community campaign.	Children can use 2Connect to mind-map ideas for a community campaign.	campaign	2Simulate					п				Exceeding
		Audiences	Campaign		 Children can use these ideas to write a persuasive letter or poster as part of the campaign. 		2Connect 2Publish									Exceeding Children demonstrating greater depth will seamlessly use a variety of software including 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a variety of different
4	4.4	Writing for Different	5 Writing for a	To use a simulated scenario to write for a community campaign.	Children can assess their texts using criteria to judge their suitability for the Children can use 2 Connect to mind-map ideas for a community campaign. Children can use these ideas to write a persuasive letter or poster as part of the	campaign	Templates 2Simulate					п				audiences. Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font and
		Audiences	Campaign		campaign.		2Connect 2Publish									text formatting and give reasons for their choices (Unit 4.4 Lesson 1).
4	4.5	Logo	1 Introduction to	To learn the structure of the language of 2Logo.	Children can assess their texts using criteria to judge their suitability for the Children know what the common instructions are in ZLogo and how to type them. Children can follow simple ZLogo instructions to create shapes on paper.	ZLogo	Templates 2Logo					cs	s			Emerging
			ZLogo	To input simple instructions in 2Logo	 Children can follow simple 2Logo instructions to create shapes on paper. Children can follow simple instructions to create shapes in 2Logo. 	grid run speed										Children can 'read' small 2Logo programs and predict the outcome using some logical reasoning although they might not always be correct (Unit 4.5 Lesson 1).
						Logo commands (e.g. FD BK RT LT prediction)									Children think about the ZLogo commands that they need in small steps, one or two commands at a time.
																When their code does not execute as they expect, they can sometimes find the error independently but as the code becomes longer, they need support to do so (Link's 4.5 Lesson 2). They understand that the repeat command makes things happen more than one but might not be able to plan the repeat they when our a sold into uning this and-error that includes some logic (Link's 4.5 Lesson 3).
4	4.5	Logo	2 Creating Letters using Logo	To use 2Logo to create letter shapes.	 Children can create 2Logo instructions to draw patterns of increasing complexity. Children understand the pu and pd commands. 	Pen up Pen down	2Logo					cs	S			They can create a procedure but might not realise the full value of creating a procedure to make quality code and save coding the same thing many times over (Unit 4.5 Lesson 4).
					Children can write 2Logo instructions for a word of four letters.	multi line mode debugging										Expected Children can 'read' Zi.ogo programs with several steps and predict the outcome accurately (Unit 4.5 Lesson 1) & (Unit 4.5 Lesson 3).
																Children can think about the ZLogo commands that they need steps of two or more commands at a time before executing the code to check
4	4.5	Logo	3 Using the 'Repe Command in 2L	at To use the Repeat command in ZLogo to create shapes.	Children can follow ZLogo code to predict the outcome. Children can create shapes using the Repeat function.	Repeat	2Logo					cs	s			the result e.g. fil. 4 rt 30 rt 6 rt 30. When their code does not execute as they expect, they can sometimes find the error independently but as the code becomes longer, they need support to do so [Lint 4.5 Lesson 2].
					Children can find the most efficient way to draw shapes.											They understand the repeat command and can plan simple repeat structures before executing rather than relying on trial-and-error (Unit
																4.5 Lesson 3). They experiment with repeating procedures to make more complex patterns (Unit 4.5 Lesson 4). They understand the value of a procedure
4	4.5	Logo	4 Using Procedur	To use and build procedures in 2Logo. To use and build procedures in 2Logo.	Children can use the Procedure feature.	Procedure	ZLogo		+			cs	S			in making code more efficient and call these procedures appropriately (Unit 4.5 Lesson 4). Most children can manipulate instructions within 2Logo to create common shapes using repeat functions (Unit 4.5. Lesson 3). They can edit
					Children can create 'flowers' or 'crystats' using ZLogo.	SETPC SETPS										instructions to produce shapes created in the most efficient way including using the Procedures function (Unit 4.5. Lesson 4). In (Unit 4.5 Lesson 4), they can use some knowledge of mathematics to understand how the patterns are formed.
																Exceeding Children enjoy and challenge themselves to think about the 2Logo commands that they need in long steps of several commands at a time
	4.6	Asimation	1 Animating an O	eject • To decide what makes a good, animated film or cartoon and discuss	To decide what makes a good, animated film or cartoon and discuss favourite	noise etion	ZAnimato					п				hafore execution the code to check the result e.m. fel 4 rt 90 fel 6 rt 90 fel 5 lt 90 fel 9
~	4.0	Aiminadi	2 Aminating and	favourite animations. To learn how animations are created by hand.	animations. To learn how animations are created by hand.	frame fps (frames per second)	ZAIIIII					l l'				With support throughout, children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.5 Lesson 1): Children begin to transfer this knowledge and create their own basic animation using 2Animate (Unit 4.6 Lesson 3).
				To find out how 2Animate animations can be created in a similar way using	To find out how 2Animate animations can be created in a similar way using Children know what the Onion Skin tool does in animation.	pause										This animation may lack detail and lack smoothness of transition. Children share their learning by displaying their animation on a blog or
4	4.6	Animation	2 2Animate Tools	To add backgrounds and sounds to animations. To add backgrounds and sounds to animations.	Children can use the Onion Skin tool to create an animated image.	onion skinning	2Animate					п				display board (Unit 4.6 Lesson 3). Expected
4	4.6	Animation	3 Stop Motion	Introducing 'stop motion' animation.	Children can use backgrounds and sounds to make more complex and imaginative Children know what 'stop motion' animation is and how it is created.	stop motion	2Animate					п				Initially children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesson 1). Children transfer this knowledge and create their own animation using 2 Animate (Unit 4.6 Lesson 3). Children know, understand, and use the onion
			Animation	To share animation the class blog.	 Children have used some of the ideas from existing 'stop motion' films to recreate their own animation. 											skin animation tool within ZArimate to allow movement across the screen [Unit 4.6 Lesson 2]. Furthermore, they select backgrounds and sounds to make their animation more immersive (Unit 4.6 Lesson 2]. Children share their learning by displaying their animation on a display board or blog (Unit 4.6 Lesson 3).
	4.7	Effective Searching	1 Using a Search	To locate information on the search results page.	Children have shared their animations and commented on each other's work using Children can structure search queries to locate specific information.	search engine	Internet Provincer					DL	. M	anaging online information	Conduct, Content,	
-	-	Lineare Searching	Engine	TO DUBLE INCOMEDITION OF SELECTIVE COLOR PAGE.	Cinta en can as uccure asan en que nas so secare apacine monassone.	results page	III III DIOWALI					D.		anaging critical internation	Conduct, Containt,	Emerging With support throughout, children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesson
						Internet										 Children begin to transfer this knowledge and create their own basic animation using 2Animate (Unit 4.6 Lesson 3). This animation may lack detail and lack smoothness of transition. Children share their learning by displaying their animation on a blog or
4	4.7	Effective Searching	2 Use Search Effectively to	To use search effectively to find out information.	Children have used search to answer a series of questions. Children have written search questions for a friend to solve.	key words	Internet Browser					DL	L Ma	anaging online information	Conduct, Content,	display board (Unit 4.6 Lesson 3). Expected
			Answer Question	ms.	Children have written search questions for a meno to solve.											tritially children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesson 1). Children transfer this knowledge and create their own animation using 2Animate (Unit 4.6 Lesson 3). Children know, understand, and use the onion
																skin animation tool within 2Animate to show movement across the screen (Unit 4.6 Lesson 2). Furthermore, they select backgrounds and sounds to make their animation more immersive (Unit 4.6 Lesson 2).
4	4.7	Effective Searching	3 Reliable Inform	To assess whether an information source is true and reliable.	Children can analyse the contents of a web page for class about the credibility of the information.	reliability easter eggs	Internet Browser					DL	L Ma	anaging online information	Content (Primarity).	Children share their learning by displaying their animation on a display board or blog (Unit 4-6 Lesson 3). Exceeding
4	4.8	Hardware Investigators	1 Hardware	To understand the different parts that make up a desktop computer.	Children can name the different parts of a desktop computer.	hardware	2Connect					cs	S			Emerging
					Children know what the function of the different parts of the computer is.	software components	Pairs game									Children understand what hardware is and that specific components allow computers to join and form a network. Children can recognise some hardware parts that relate to networking (Unit 4.8 Lesson 1). With some support, children can create their own hardware leaflet.
						peripherals motherboard										Expected Children recognise the main component parts of hardware which allow computers to join and form a network (Unit 4.8 Lesson 1). Children
						CPU RAM										can create their own leaflet to share their understanding of Computer Hardware (Linit 4.8 Lesson 7)
																Succession .
						RAM hard drive										Exceeding
						RAM hard drive graphics card network card										Exceeding
						hard drive graphics card										Executing Old-tim recognise the components parts of hardware which allow computers to join and form a network (birt 4.8 Lesson 1). They are also able to explain that there are different types of network and how they are connected. Children can create their corn leafler to share their understanding of Computer Hardware and can compare physical network connections with wireless connections. (birt 4.8 Lesson 2).
4		Hardware Investigators		*To recall the different parts that make up a computer.	Children have created a leaflet to show the function of computer parts. Children have created a leaflet to show the function of computer parts.	hard drive graphics card metwork card monitor mouse	2Publish					CS	S .			Executing Children recognise the components parts of hardware which allow compoters to join and form a network (Det & EL issue). 1). They are also also to option that their are offered typical of releases which allow does yet convented. Onlines can receive their constructed to that the base of their control of
4		Hardware Investigators Making Music	2 Parts of a Comp 1 Understanding Music		- Children can use appropriate musical language to discuss a piece of music. - Children can identify sounds in a piece of music.	hard drive graphics card	ZPublish Busy Beats ZPublish					CS IT	S			Executing Olidan recognise the components parts of hardware which allow computers to join and form a network (Dirk 4.8 Lesson 1). They are also also to explain that there are different types of network and those they are connected. Olidans can create their own talleful to share their extenditions of the search of the searc
4				 To identify and discuss the main elements of music: Pulse, Rhythm, Tempo 	Children can use appropriate musical language to discuss a piece of music.	hand drive graphics card network card monitor mouse polse rhythm tempo pitch	Busy Beats					CS IT	S .			Executing Olivites recognise the components parts of hardware which allow computers to join and form a network (Dirk 4.8 Lesson 1). They are also abilities sepain that there are different types of network and have they are connected. Olivites can create their own installed to that their which selected their control to the control to t
4	49	Making Music	1 Understanding Music	 To identify and discuss the main elements of music Pulse, Rhythm, Tempo Ptich, Texture 	Children can use appropriate musical language to discuss a piece of music. Children can identify sounds in a piece of music. Children can explain how a piece of music makes them feel.	hard drive graphics card network card monitor mouse	Busy Beats 2Publish template					CS	S		-	Executing Olidam recognise the components parts of hardware which allow computers to join and form a network (birt 4.6 Lesson 1). They are also also the original to the hear and offerent types of indexend and how they are commented. Onlidence can result that of which the birts of the second offerent types of indexend and the other parts of commented that which we reduce connections. (birt 4.6 Lesson 2) are second or company of the second of the s
4	49		1 Understanding Music	 To identify and discuss the main elements of music: Pulse, Rhythm, Tempo 	Children can use appropriate music all language to discuss a piece of music. Children can identify scand in a piece of music. Children can explain how a piece of music subsets them feet. Children can explain how a piece of music musics them feet. Children can explain what the propriate children can be considered to the children can explain what tempo is an explain explain. Children can explain what tempo is an explain explain.	hard drive graphics card network card monitor mouse pulse rhydrom tumpo pitch sexture bpm	Busy Beats					п	S		-	Executing Children recognise the components parts of hardware which allow computers to join and form a network (DHR 4EL season 1). They are also adult as septian that the viral referred to the season of the seas
4 4 4	49	Making Music	1 Understanding Music	To skettly and stocks the main elements of music Pulse, Rhythm, Tempol Rob, Tecture To understand and experiment with rhythm and tempo. To understand and experiment with rhythm and tempo.	Children can voix appropriate movical language to discuss a piece of music. Children can indentify assential to agreed infaux. Children can explain was pascer impact. Children can explain was pascer impact. Children can select in the pascer impact in the children can explain what impact is and how changing it can change the mood of a second market.	hand drive graphics card network card memorate me	Busy Beats 2Publish template Busy Beats Busy Beats					С	S		_	Executing Olidam recognise the components parts of hardware which allow computers to join and form a network (Dirk EE Lesson 1). They are also allot the oppian that the var and filteral types of indexend and those they are commented. Children can create their own fault to this when the recognise that the variety of the computer hardware are done companies physical indexend connections with varieties connections. (Dirk EE Lesson 2). Emerging Children are allot to understand the concept of hydren and tempo. They attempt to create a simple anythin wainy within they Beats' and experience with the BPM tool (assess) and 2). Children consent an imple composition that considers pitch, reflyinh and mixture years of the concept of the contractions of the contractio
4	49	Making Music Making Music	Understanding Music Rhythm and Ter	To skertify and stocks the main elements of music Pubsic, Rhythen, Tempol Rob, Testure No. Testure To understand and experiment with rhythm and fumpo.	Children can use appropriate music all language to discuss a piece of music. Children can identify scand in a piece of music. Children can explain how a piece of music subsets them feet. Children can explain how a piece of music musics them feet. Children can explain what the propriate children can be considered to the children can explain what tempo is an explain explain. Children can explain what tempo is an explain explain.	hard drive graphics card network card monitor mouse pulse rhydrom tumpo pitch sexture bpm	Busy Beats 2Publish template Busy Beats					СС	S .		-	Executing Children recognise the components parts of hardware which allow compoters to join and form a network (Dirk Ell Lesson 1). They are also add to spale that the are of different kyous of industrial and have they are connected. Children are required to which the base that the second different kyous of industrial and have they are connected. Children are required to the first that the distribution of the connected to the second different kyous of
4 4 4	49	Making Music Making Music	Understanding Music Rhythm and Ter	*To certify and discuss the main elements of enoise; Public, Rhythm, Tempo PRob, Testure *To understand and experiment with rhythm and tempo. *To understand and experiment with rhythm and tempo. *To create a metodic phresio.	Children can vois appropriate movinal language to discuss a piece of movic. Children can infamily isomothis in palese of movic. Children can end move a pascer of movic. Children can explain two pascer of movic makes them field. Children can infamily and recell a simple before the children of the children can explain what tempors and flews changing it can change the mood of a decident can explain what tempors and flews changing it can change the mood of a children can constant an understanding of models. Children can be an understanding of models, Children can be an understanding of models.	hand drive graphics card network card memorate me	Busy Beats ZPublish template Busy Beats Busy Beats ZSequence Busy Beats					ппппппппппппппппппппппппппппппппппппппп	S .			Executing Olidam recognise the components parts of hardware which allow computers to join and form a network (Dirk EE Lesson 1). They are also allot the oppian that the var and filteral types of indexend and those they are commented. Children can create their own fault to this when the recognise that the variety of the computer hardware are done companies physical indexend connections with varieties connections. (Dirk EE Lesson 2). Emerging Children are allot to understand the concept of hydren and tempo. They attempt to create a simple anythin wainy within they Beats' and experience with the BPM tool (assess) and 2). Children consent an imple composition that considers pitch, reflyinh and mixture years of the concept of the contractions of the contractio
4 4 4 4 4 4	49	Making Music Making Music Making Music	Understanding Music Rhythm and Ter Melody and Pitc Creating Music What is Artificial	To destrict and discuss the main elements of mosic. Pulse, fitythen, Tompe Plob., Texture Plob., Texture To understand and experiment with rhythm and tempe. To understand and experiment with rhythm and tempe. To create a metodic phrase. To create a metodic phrase.	Children can see appropriate mode fungage to discous a piece of music. Children can identify security a piece of music makes than field. Children can explain how a piece of music makes than field. Children can explain how a piece of music makes than field. Children can identify and recall a simple risytim. Children can create a simple mode of a story of transpire to an other piece of music. Children can create a simple mode of pattern using "Sleppere and they field. Children can create a simple mode of pattern using "Sleppere and they field. Children can create a simple mode of pattern using "Sleppere and they field. Children can create a simple mode of pattern using "Sleppere and they fire simple mode of the	hand drive graphics card network card metwork card motives to a consideration of the consider	Busy Beats 2Publish template Busy Beats Busy Beats 2Sequence					ппппппппппппппппппппппппппппппппппппппп	S .		_	Executing Children recognise the components parts of hardware which allow computers to join and form a network (Drift AEL seaso 1). They are also adult as equilar that the var and filterant types of industrial man them they are connected. Children can create that or well suffer the blues that we compare physical related connections with varieties connections. (Drift 4E Leason 2). Emerging Emerging Children are adult to understand the concept of rhythm and tempo. They attempt to create a simple rhythm using whilm thay Beats and experiment with the drift that descent 1 and 3. Children consets a winder composition that consets pinks, which mad neithy using whilm thay Beats and experiment with the drift that descent 1 and 3. Children consets a variety composition that considers pinks, they have and neithy using beat and experiment of the consets a lease of the consets of the con
4 4 4 4	49	Making Music Making Music Making Music Making Music Adding Music Artificial Intelligence	Linderstanding Music Rhydren and Tei Rhydren and Tei Mislody and Pitc Creating Music What is Artificial Intelligence?	*To identify and discuss the main elements of ensice Public, Rhythm, Tempo Plob, Troute *To understand and experiment with rhythm and tempo. *To create a melodic plane. *To create a melodic plane. *To create a	Châlder can see appropriete most de surgage to discus a piece of most. Châlder can desting most to a piece of most can be considered. Châlder can explain how a piece of music makes them feet. Châlder can explain how a piece of music makes them feet. Châlder can explain how a piece of music makes them feet. Châlder can explain what temps is not how changing it can change the mood of a piece of music. Châlder can explain what temps is not how changing it can change the mood of a piece of music. Châlder can repute make changing changing changes and though the control of the contro	hand drive graphics card network card memorate me	Bury Beats 2Publish template Bury Beats Bury Beats 2Sequence Bury Beats 2Sequence Bury Beats 2Quiz					ппппппппппппппппппппппппппппппппппппппп	S .			Executing Children recognise the components parts of hardware which allow compoters to join and form a network (Dirk Ell Lesson 1). They are allowed and the second of th
4 4 4 4	49	Making Music Making Music Making Music Making Music	Understanding Music Rhythm and Ter Melody and Pitc Creating Music What is Artificial	To control and discuss the main elements of enoise. Pulse, Brythen, Tempo PRob, Testure PRob, Testure To understand and experiment with rhythm and tempo. To create a metado phrase. To company a piece of electronic music. To understand the basic concept of artificial intelligence. To identify useful company of a statistical intelligence. To identify useful company of a statistical intelligence. To identify useful control intelligence in a statistical intelligence. To identify useful control intelligence in company of a statistical intelligence. To identify useful control intelligence in a statistical intelligence. To identify useful control intelligence in control intelligence. To receive the intelligence in an and an artistical intelligence. To receive the intelligence in an and an artistical intelligence.	Châder can sea appropriete moid surgage to decide a price of moid. Châder can destiny moid to a price of moid major to decide or can explain how a price of moid makes them feet. Châder can explain how a price of moid makes them feet. Châder can explain how a price of moid makes them feet. Châder can explain what temps is not how changing it can change the mood of a sea of moid. Châder can explain what temps is not how changing it can change the mood of a sea of moid. Châder can explain what temps is not how changing it can change the mood of a sea of moid. Châder can create a simple moided pattern only Stepanes and thury Beats. Châder can create a simple moided pattern only Stepanes and thury Beats. Châder can can explain and understand for the music is created. Châder can explain and understand for the music is created. Châder can explain and full maintain the examples of carticle stellar, once of châder can explain and the pattern of the châder can explain and the pattern of the châder can explain a three examples of carticle stellar, once of châder can explain a three examples of carticle stellar, once. Châder can explain a efficial extendigues.	hand drive graphics card network card metwork card motives to a consideration of the consider	Busy Beats ZPublish template Busy Beats Busy Beats ZSequence Busy Beats					ппппппппппппппппппппппппппппппппппппппп				Executing Children recognise the components parts of hardware which allow computers to join and form a network [Drist All Lesson 1]. They are also adult as explain that the viral referred to present the present of the present that the present of
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4 4 4 4 5 5	49 49 49 410 410 410	Making Mosic Making Mosic Making Mosic Making Mosic Making Mosic Making Mosic Andicial Medigenee Andicial Medigenee Andicial Medigenee	Understanding Music Weight and Tree Reytlem and Tre Most Artificial Music Artificial Musicipance in Artificial	1 to soften and discuss the main elements of movice. Pulse, Rhythen, Tempo PRob., Tenture PRob., Tenture 1 to understand and experiment with rhythm and tempo. 1 to understand and experiment with rhythm and tempo. 1 to create a melodic phrase. 1 to create a melodic phrase. 1 to compete a piece of electronic movic. 1 the melodic phrase is piece of electronic movic. 1 the sometiment and an electronic movic and the sometiment of the	Children can serve proposition from discharge to discous a piece of music. Children can englain howe a piece of music makes than feet. Children can englain howe a piece of music makes than feet. Children can englain howe a piece of music makes than feet. Children can destroy and receils a simple mybelling of the change of the most of a stress of music. Children can children and englain and tempta and howe changing it can the ange the most of a stress of music. Children can create a simple motion posteror company of the change of the piece of the children can create a simple motion posteror company on the children can create a simple motion posteror company on the children can create a simple motion posteror company on the children can create a simple motion posteror company on the children can create can be company on the children can create can can create can be company on the children can create can can can can can can can be company on the children can can can can can can can can can ca	hand do too or generated and generat	Boury Bushis Boury Bushis harriplate Busy Bushis Zingapanca Busy Bushis Zingapanca Zinga					CS C	5 5 5			Executing Obdes in recognose the components parts of hardware which allow compoters to join and form a nathwork (Dirk Ell Execut 1). They are allowed to the property of the p
4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	49 49 49 410 410 410	Making Music Making Music Making Music Making Music Making Music Antificial Intelligence Antificial Intelligence Antificial Intelligence Coding	Todaman delign Moute Reydon and Todaman delign Moute Reydon and Todaman delign deligned d	1 to soften and discuss the main elements of movice. Pulse, Rhythen, Tempo PRob., Tenture PRob., Tenture 1 to understand and experiment with rhythm and tempo. 1 to understand and experiment with rhythm and tempo. 1 to create a melodic phrase. 1 to create a melodic phrase. 1 to compete a piece of electronic movic. 1 the melodic phrase is piece of electronic movic. 1 the sometiment and an electronic movic and the sometiment of the	Children can extra source a passe of music makes them feet. Children can destroy would an apuse of music makes them feet. Children can explain how a piece of music makes them feet. Children can identify and recult a simple risption. Children can on suplain what them is an enthour changing it can though the mode of a Children can one understanding of music makes them feet. Children can one understanding of music makes them graphing it can though the mode of a Children can one understanding of music making. Children can one understanding of music pattern can go Sequence and they fleet. Children can one survival of music appropriate its created. Children can explain and understanding them music is created. Children can destroy and understanding one in the area makes and a passe of a Children can destroy and understand them music in created. Children can destroy and interestant them are makes and a difficult destingers. Children can destroy a discuss the second of a difficult destingers. Children can second the streng and cannot be a feet of the in creative manner. Children can one or children destingers can be a red deliver. Children can one strength of the complete cannot be a created to a created to make a continuous and continuous	hand da two graphics and dispersion of dispe	Boury Bushis Boury Bushis harroplate Boury Bushis Zingapanna Boury Bushis Zingapanna Zin					CS CS	s			Execution Oblides in recognise the components parts of fundame which allow compolars to join and form a unbrowl. (Dirt & Execution 1). They are allowed and the segment of the search of these types of fundamental manufactures and the segment of the search of these types of fundamental manufactures and the segment of the search of the sea

5	5.1	Coding	3 Decomposition and	•To know what decomposition and abstraction are in Computer Science.	•@hildren can make good attempts to break down their task into smaller achievable	decomposition	2Code				cs			Children can include sequence, selection and repetition into code as well as use functions to make their programming more efficient. (Unit
			Abstraction	 To take a real-life situation, decompose it and think about the level of abstraction. 	steps. •@hildren recognise the need to start coding at a basic level of abstraction to remove	abstraction								51 (cooper 4)
				•To use decomposition to make a plan of a real-life situation.	and the second s									Children understand what a physical system is and can consider how they can program objects to behave like the would in 'real life'. Children test and dehum their program as they are and can use lonical methods to identify the approximate cause of any how but minth near
5	5.1	Coding	4 Friction and Functions	■To understand how to use friction in code. ■To begin to understand what a function is and how functions work in code.	supermoon because from owner program water on not commonities to the arm of the task. - Ephildren can create a group arm which represents a physical system. - Ephildren can create and use functions in their code to make their programming more	friction function	2Code				cs			Children test and debug their program as they go and can use logical methods to identify the approximate cause of any bugs but might need support to identify the specific line of code that is causing the problem. Children begin to understand how functions work (Unit 5.1 Lesson
			Functions	•go begin to understand what a function is and now functions work in code.	 greaters can create and use functions in their code to make their programming more efficient. 	predict								4). Children understand that there are different variable types and begin to explore how they can be used (Unit 5.1 Lesson 5). Children can livearf others' code and predict what will harpen in a program which halps them to correct errors. They can also make pond attempts to five
5	5.1	Coding	5 Introducing Strings	• To understand what the different variable types are and how they are used	• Children can create and use strings in programming.	string variables	2Code				cs			their own bugs as their coding becomes more complex (Unit 5.1 Lesson 6). Throughout this unit, children will demonstrate that they are open to feedback from both the teacher and fellow poers on their programs,
				differently. •To understand how to create a string.	Ghildren can set/change variable values appropriately. Ghildren know some ways that text variables can be used in coding.	variables values								Throughout this unit, children will demonstrate that they are open to feedback from both the teacher and fellow peers on their programs, specifically where they are expected to improve or create a game.
						tabs text variable								Exceeding
						text variable collision								Children can create more complex programs and understand that there are ways to simplify code to make their programming more efficient. With ease, they are able to recall and apply previous coding knowledge in their code (Unit 5.1 Lesson 1).
						when key								Children can write algorithms for and program simulations, they easily adapt their code to (Unit 5.1 Lesson 2).
5	5.1	Coding	6 Text Variables and	• To begin to explore text variables when coding. • To understand what concatenation is and how it works.	Children can create a string and use it in their program. Children can use strings to produce a range of outputs in their program.	concatenation print to screen	2Code				cs			Children understand the processes of decomposition and abstraction and naturally apply this knowledge when planning algorithms for programs beyond the point at which it was taught (Unit 5.1 Lesson 3).
			Concassnation	-go andersand what contabilitation is and now it works.	Tyritain can use surings to produce a range of outputs in unit program.	tabs								Children intuitively grasp the concepts of selection, repetition and variables. They like to challenge themselves to combine these with other
				To add the first of the first o	Children and all all and a second points of the	'if' statement	2Code							coding structures to personalise and to improve their programs. They understand how to use functions to improve efficiency (Unit 5.2
5	5.9	Using External Devices	1 Introducing Purple Chip	• To understand what Purple Chip is. • To be able to upload a program to an external device.	Children can upload programs to Purple Chip. Children can adapt code, test it using the emulator and then upload it to an external.	QH code design view	2Code				LS			Emerging With support, children can connect an external device to a 2Code program using the QR code. They can control a simple program using the device though they might not be able to 'read' the origin code to work out the required commands (lesson 1). Children experiment with
				•To adapt a program and operate it using Purple Chip	device.	code view								device though they might not be able to 'read' the origin code to work out the required commands (lesson 1). Children experiment with making programs that interact with the Purple Chip; they are more Skely to do this through experimentation than planning a full algorithm in
						input output								making programs that interact with the Purple Chip; they are more akety to do this through experimentation than planning a full algorithm in advance (all lessons). Children can create program that use the Purple Chip functionality, but these may lack a full appreciation of the
						URL								purpose of an external device used separately from the host (lessons 5 & 6). Children can give some real-world examples of the use of
E	E 0	Using External Desires	2 Constinue	To understand how a device can be programmed to be used as a game.	Children can make a program that responds to an external device being tilted and	external device	2Code				cs			external devices (lesson 4). Expected
_		Oang External Devices	2 Operating a program using	controller.	shaken with visual effects and sounds.	event	2000							Children understand the purpose of some external devices. They can connect the Purple Chip and host device to run programs making use
			device movement			debug								Children understand the purpose of some external devices. They can connect the Purple Chip and host device to run programs making use of the Purple Chip start advice (lesson 1). Children how which code blacks to use or effect thanges on the Purple Chip (all second). Children how which code blacks to use or effect thanges on the Purple Chip (all second). Children can restar programs that make use of the functionality and the children can restar programs that make use of the functionality of the children can restar programs that make use of the functionality of the children can restar programs that make use of the functionality of the children can restar programs that make use of the functionality of the children can restar programs that make use of the functionality of the children can restar programs that the children can restar program that the children can restar program that the children can restar programs that the children can restar programs that the children can restar programs that the children can restar program that the children can restar programs that the children can restar program that the children can restar programs that the children can
5	5.9	Using External Devices	3 Text functions with an external device	To explore the text functions available and appraise their uses. To create a simple quiz program that can be answered using an external.	program and an external device.	print to screen alert	2Code				cs			of the external device. However, sometimes their practical application might not be fully thought through requiring, for example, the user to
				device.	Children can adapt a simple quiz.	function								interact with both the host and the external device for a program to tun, thereby negating the usefulness of the device (lessons 5 & 6). Children can give some real-world examples of the use of external devices (lesson 4).
5	5.9	Using External Devices	4 Interacting with the	To create a program in which an external device can be used to monitor	Children can write a program that uses the sounds and motion sensors of an	sensor	2Code				cs			Exceeding
-		Using External Devices	Senal would'	To design a program for the Purple Chip	Children can design a program of their choosing that make use of the Purple Chip		2Code				cs			Children can relate the interaction of the host and Purple Chip to a range of systems that use external devices building upon their own experience with the Purple Chip to envision other uses (all lessons). Children understand the design, code, test, debug process and use this
- 3		Using External Devices		To code, test, debug and share a program for the Purple Chip	Children can design a program or their choosing that make use or the Purpae Chip Children can design, code, test and debug a program of their choosing that make		2Code				~			expansive winn the intriple chip to employed on the control of the
5	59	Using External Devices Online Safety		To code, test, debug and share a program for the Murpte Chip To gain a greater understanding of the impact that sharing digital content	Children can design, code, test and debug a program of their choosing that make Children think critically about the information that they share online, both about		_Loos				LS	Colf in control in the	Conduct. Content. Contact.	accordingty, for example, they determine whether a program's function is enhanced using the chip or whether certain programs lend (or do
5	5.2	Onune safety	Support when	can have.	themselves and others.	SMART rules	insernet Browser				DL	Self-image and identity Online bullying	Conduct, Content, Contact,	Emerging Children demonstrate a developing understanding of their responsibility to others as well as to themselves when communicating and
			Online	•To review sources of support when using technology.	•@hildren know who to tell if they are upset by something that happens online.							Managing information online		sharing content online. They know what to do if they are upset by online content and know that there are rules such as the SMART rules to
5	5.2	Online Safety	2 Protecting Privacy	• To review children' responsibility to one another in their online behaviour. • To know how to maintain secure passwords.	Shildren can use the SMART rules as a source of guidance when online. Shildren think critically about what they share online, even when asked by a usually	encrypt	Internet Browser				DL	Privacy and security Self-image and identity	Conduct, Content, Contact,	protect them (lesson 1). With support throughout, children demonstrate an understanding of what the SMART rules are but may find it difficult to apply all of these
				•To understand the advantages, disadvantages, permissions, and purposes	reliable person to share something.	critical thinking	2Paint a Picture					Online bullying		to using technology safely and respectfully (Unit 5.1 Lesson 1). They can create a simple comic strip to teach other children about online
				of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videor	#Ehildren have clear ideas about good passwords. #Ehildren can see how they can use images and digital technology to create effects.	image manipulation						Managing information online Privacy and security		safety (Unit 5.2 Lesson 2). Expected
				and the impact of sharing these online.	not possible without technology.									Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content
					• Children have experienced how image manipulation could be used to upset them or									online. Children demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safety and
5	5.2	Online Safety	3 Citing Sources	- To learn about how to reference sources in their work. - To search the Internet with a consideration for the reliability of the results.	•Children can cite all sources when researching and explain the importance of this. •Children select keywords and search techniques to find relevant information and	citation validity	Internet Browser				DL.	Self-image and identity Online bullying	Conduct, Content	connectfully (I led E. 1 Lorona 1)
				 To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect 	 Unitdren select keywords and search techniques to find retevant information and increase reliability. 	reliability						Managing information online		telepowary (com. season 2). In lesson 1, children demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported.
				information.		plagiarism bibliography						Privacy and security		They can apply their knowledge in the creation of a comic strip to teach other children about online safety (I Init 5.2 Lesson 7). When do no
						conviols								image editing in lesson 2, they were able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others.
5	5.2	Online Safety	4 Reliability	Brearing reliability through using different methods of communication.	• Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.	communication	Internet Browser				DL	Self-image and identity Online hullving	Conduct	attering images both in terms of impact upon themselves and impact upon others. In lesson 3, children can explain why citations must be considered when using the work of others. They know that there is a convention for
												Online bullying Managing information online		recording citations and can put this into practice in their work.
												Privacy and security		In lesson 3, children's contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of-view.
-	5.3	Spreadsheets	4 6	•To use formulae within a spreadsheet to convert measurements of length	Children can create a formula in a spreadsheet to convert m to cm.	from to	2Calculate				ar.			Most children will be able demonstrate that they understand what is meant by reliable and can haild on their shills to identify reliable
_	33	Jpressureets	1 Conversions of Measurements	and distance.	Children can apply this to creating a spreadsheet that converts miles to km and vice	formula formulae	Z Cattorial							With support throughout, children can create a simple formula with limited success using 2Calculate that converts metres into centimetres
					versa.	conversion								(Lesson 1). Children understand what a variable is and can program a variable that converts weeks into years (Lesson 4). Furthermore, they can represent their data as a simple graph (Lesson 2).
5	5.3	Spreadsheets	2 The Count Tool	• To use the count tool to answer hypotheses about common letters in use.	Children can use a spreadsheet to work out which letters appear most often.	advanced mode	2Calculate				п			Expected
					Children can use the 'how many' tool.	'How many?' tool								Children can create a formula using 2Calculate that converts metres into centimetres (Lesson 1). Children can program different variables to convert data from one format and present it in an alternative way (Lesson 4). Furthermore, they can convert their data into a graphical
						Variable								format (Lesson 2).
	5.3					perimeter	2Calculate							Throughout this unit, children will be tasked with creating spreadsheets which are contextualised and evaluating them. Most children can use suitable layouts and content (and explain this) which achieve a specific goal, such as creating a spreadsheet to work out the area and
5	5.3	Spreadsheets	the Advanced Mode	• To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes.	Children can use a spreadsheet to work out the area and perimeter of rectangles. Children can use these calculations to solve a real-life problem.	penmeter area	2Catcutate				"			use surfable layouts and content (and explain this) which achieve a specific goal, such as creating a spreadsheet to work out the area and perimeter of rectangles (Lesson 3). Their layouts and
						modelling								
														Children will use, manipulate, and create spreadsheets within this unit. Their improving skill of using text variables to perform calculations, advanced mode and count tools will lead to the creation of their own purposeful spreadsheet. Children will invite feedback through sharing
5	5.3	Spreadsheets	4 Using Text Variable	• To create formulae that use text variables.	Children can create simple formulae that use different variables. Children can create a formula that will work out how many days there are in x	text variables cell format	2Calculate				п			their corearcheets, focusing on the functionality, lawout, clear numbers and whether it achieve it
			to Perform Calculati		number of weeks or years.	totalling tool								Most children can use 2Culculate to produce functional spreadsheets with clear purpose and their spreadsheets are set up so that interrogation of data is easily achieved. They demonstrate they can use formulae such as converting between measures and incorporating
5	5.3	Spreadsheets	5 Event Planning with	• To use a spreadsheet to help plan a school cake sale.	Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	budget	2Calculate				п			
			a spreadaneet		solutions that can be practically appoint.	profit								labelling and graph type for data type. Exceeding
5	5.4	Databases	1 Searching a	To learn how to search for information in a database.	Filtildren understand the different ways to search a database.	database	2Investigate				п			Emeraina
			Database		• [[hildren can search a database to answer questions correctly.	search								With support, children can contribute to the design of a collaborative (Unit 5.4 Lesson 2) and individual database, although this may be with
						record field								limited success (Unit 5.4 Lesson 3 and 4). They can design and enter information accurately into their own simple database and create basic questions about their database for their
						sort								classmates to answer. Furthermore, they can use the search functionalities to answer simple questions (Unit 5.4 Lesson 1, Lesson 3 and 4).
						group								Expected Children can contribute to the design of a collaborative (Unit 5.4 Lesson 2) and individual database (Unit 5.4 Lesson 3 and 4).
						statistics								Children can contribute to the design of a collaborative (Unit S.4 Lesson 2) and individual database (Unit S.4 Lesson 3 and 4). They can design and enter inferention accurately into their own database and restate questions about their destabase for their classmates to answer. Furthermore, they can use the search functionalities to answer questions (Unit S.4 Lesson 1 and Lesson 3 and 4).
5	5.4	Databases	2 Creating a Class	• To contribute to a class database.	Phildren can design an avatar for a class database. Phildren can successfully enter information into a class database.	avatar collaborative	2Investigate				IT			answer. Furthermore, they can use the search functionalities to answer questions (Unit 5.4 Lesson 1 and Lesson 3 and 4). Most children will be able to create a database within Zinvestigate which contains contextualised information relating to a topic. They can
			Database		*greatern can associationy error information into a class database.	couaporative								add fields which are appropriate for the topic choice and present data using graphical tools, table views, and search for appropriate content
														to be displayed to answer a question (Unit 5.4. Lessons 3 & 4).
														Throughout this unit, children will be learning how to effectively utilise a database. They will respond to feedback from peers and the class teacher.
5	5.4	Databases	3 Creating a Topic	To create a database around a chosen topic.	• Children can create their own database on a chosen topic.		2Investigate various (choice)				IT			Most children can interrogate a database, including the different ways the data can be sorted and displayed – Table view, Find, Sort, Charts
			Database		Phildren can add records to their database. Phildren know what a database field is and can correctly add field information.		various (choice)							(Unit 5.4 Lesson 1). They can use more advanced features such as the 'statistics tool' to display multiple pieces of statistical information at the same time and produce reports on specific criterion (Unit 5.4 Lesson 1 & 2).
					•@hildren understand how to word questions so that they can be effectively									Exceeding
5	5.4	Databases	4 Creating a Topic	To create a database around a chosen topic.	answered using a search of their database • Children can create their own database on a chosen topic.		2Investigate				п			Children demonstrating greater depth will lead a small group in the design and creation of a collaborative (Unit 5.4 Lesson 2) database. They can create an individual database with a greater number of fields and create complex search questions about their database for their
			Database		Children can add records to their database. Children know what a database field is and can correctly add field information.		various (choice)							They can create an individual database with a greater number of fields and create complex search questions about their classes for their classmates to answer (Questions using and/or statements). Furthermore, they can seamlessly use the search functional/bies to answer
					- Children know what a database field is and can correctly add field information Children understand how to word questions so that they can be effectively									complex questions (Unit 5.4 Lesson 1 and lesson 3 and 4.)
		Game Creator	1 Setting the score	•To Introduce the 2DIY 3D tool.		evaluation	2DIY 3D				iT.			Emerica
3			Jewing on scene.	• To introduce the 2DIY 3D tool. • To begin planning a game.	- Shidere can review a ceaser of their retrievace - Shidere can review and analyse a computer game Shidere can describe some of the elements that make a successful game.	theme	2Publish							When creating their games, children think about the component parts and design these as components in a theme rather than completely
					•Children can begin the process of designing their own game.	scene	template							isolated parts. They increase playability through trial-and-error methods rather than a planned strategy for the design.
						images								With support and in small groups, chaldren can use a given success critical to verbality review and analyse what makes a successful, computer game (Likit 5.5 Lesson 1). When creating their own game, limited consideration is given to the end user, but the game does demonstrate simple functionality (Linit 5.5 Lesson 2/3). Furthermore, children can say what they like and do not like about a game (Linit 5.5 Lesson 2/3).
5	5.5	Game Creator	2 Creating the Game Environment	To design the game environment.	 Children can design the setting for their game so that it fits with the selected theme. Children can upload images or use the drawing tools to create the walls, floor, and 	screenshot	2DIY 3D 2Publish				П			demonstrate simple functionality (Unit 5.5 Lesson 2/3). Furthermore, children can say what they like and do not like about a game (Unit 5.5 Lesson 5).
					roof.		template							Expected
														Most children can plan a computer game (2DIY3D) using a template. They carefully use the Think about feature in the planning templates
														to assess their progress against the tasks and how well they have considered key criteria (Livit 5.5. All lessons). When creating their games, children think about the component part and design these as components in a th
5	5.5	Game Creator	3 The Game Quest	•¶o design the game quest to make it a playable game.	Shildren can design characters for their game. Shildren can decide upon, and change, the animations and sounds that the	quest	2DIY 3D				п			isolated parts. They consider aspects such as the movement of the characters and goal objects to increase playability. When designing the
					 Children can decide upon, and change, the animations and sounds that the characters make. 		2Publish template							game environment, they do this with the end-user experience in mind. Most children can combine text, sound, and graphic components within a 2DIY3D game. Their games demonstrate a well-planned
														approach, with appropriate use of text, sound, and graphic components. They easily mix their approaches for image use such as uploading and using the drawing tools. Successful application of animation features to objects is applied to enhance their games (Unit 5.5. Lessons 2.)
														8.4)
5	5.5	Game Creator	4 Finishing and	•To finish and share the game.	•@hildren can make their game more unique by selecting the appropriate options to	instructions	2DIY 3D				п			Children can use a given success criteria to review and analyse what makes a successful computer game (Unit 5.5 Lesson 1). Children
			Sharing		maximise the playability. • Children can write informative instructions for their game so that other people can		2Publish template							Childre can use a given soccess criteria to review and analyse what makes a successful computer game (List-S5 Lesson 1). Children consider the end use of their game by designing appropriate settings and characters that maintain the user's interest and engagement lavels (Lini S5 Lesson 203). Furthermore, children demonstrate the ability to objectively review and evaluate a range of completel games
					play it									
														Children can evaluate their own and others' games with 2DIY3D for content and design. They use this peer and self-assessment opportunity to make improvements to their own game (Unit 5.5, Lesson 5). Feedback which focuses on the design elements of their game
			_						 			•		make the state of the same sta

5 5.	5 Game Creator 5	Evaluation	• To self- and peer-evaluate.	•Ehildren can evaluate my their own and peers' games to help improve their design	feedback	2DIY 3D				п		against key criteria such as playability, challenge, engagement, use of advanced features and suitability for intended audience.
				for the future.	promotion	2Publish template						Exceeding Children think about the entirety of their game at the design stage and can consider the game environment, objects and characters and the
5 5.	6 3D Modelling 1	Introducing 2Design and Make	• To be introduced to the 2Design and Make tool.	- Bhildren know what the 2Design and Make tool is for. - Bhildren can explore the different viewpoints in 2Design and Make whilst designing.	net template	2Design and Make				п		interactions of these components and their impact on plausibility to design a good and user emerions before proceeding with the Emerging With support, children can use the ready-made templates within using 2Design and Make to design the recognisable form of a building
				a building.	3D view pattern fill.							(Lesson 1). They will evaluate, refine, edit, and adapt models to suit a design brief (Lesson 2, 3 & 4). Expected
5 5.	6 3D Modelling 2	Moving Points	• To explore the effect of moving points when designing.	 Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. 	points	2Design and Make				п		Children will use the ready-made templates within 2Design and Make to design the recognisable form of a building (Lesson 1). They will evaluate, refine, edit, and adapt models to suit a design brief (Lessons 2, 3 and 4). Most children can design a 3D model for fice tratin criteria using a template from 2Publish. They can present their work making use of
	6 3D Modelling 3		•¶o design a 3D model to fit certain criteria.	-Ehildren can explore how to edit the polygon 3D models to design a 3D model for a								Most children can design a 3D model to fit certain criteria using a template from 2Publish. They can present their work making use of screenshots incorporated within their template (lesson 3). Children designs demonstrate that they have considered the brief and can discuss changes they intend to make to their designs to refine
5 5	6 3D Modelling 3	Designing for a Purpose	• go design a SD model to fit certain criteria.	•Unidren can explore how to edit the potygon 3D models to design a 3D model for a purpose.	design brief	2Design and Make				П		them for printing (Lesson 4).
5 5.	6 3D Modelling 4	Printing and Making	•To refine and print a model.	Bhildren can refine one of their designs to prepare it for printing. Bhildren can print their design as a ZD net and then created a 3D model.	3D Printing	2Design and				п		Most children will invite feedback which focuses on how well their designs meet an intended purpose, explicitly, the skill of editing existing polygons. Exceeding
5 5.	7 Concept Maps 1	Introduction to	•¶o understand the need for visual representation when generating and	•Children can make connections between thoughts and ideas.	concept	2Connect				п		Emerging
5 5.	7 Concept Maps 2	Concept Mapping Using 2Connect	discussing complex ideas. • To understand and use the correct vocabulary when creating a concept	- Children can see the importance of recording concept maps visually. - Children understand what is meant by 'concept maps', 'stage', 'nodes' and	node	2Connect				п		With support and in a small group, children can use 2Connect to design and create concept maps that collect and present a range of ideas, although at times these might not be linked (Lessons 1 and 2). With help, children can use the additional features of the software in 2Connect to present their concept maps as a visual whole class
	7 Concept Maps 3	2Connect Story	map. •¶o understand how a concept map can be used to retell stories and	'connections.' Children have used 2Connect Story Mode to create an informative text.	connections story mode	2Connect						With help, children can use the additional features of the software in ZConnect to present their concept maps as a visual whose class presentation (Lesson 4) and as simple written text (Lesson 3). Executed
	7 Concept Maps 4	Mode	information. To create a collaborative concept map and present this to an audience.		heading	20						Expection Children can use ZConnect to design and create concept maps that collect and present a range of linked ideas (Lessons 1 and 2). Children can use the additional features of the software in 2Connect to present their concept maps as a visual whole class presentation (Lesson 4)
		Concept Maps		Sphildren have used 2Connect collaboratively to create a concept map. Sphildren have used Presentation Mode to present their concept maps to an	presentation mode	2 Connect				ı"		and as written text (Lesson 3).
5 5	8 Word Processing with MS 1 Word	Making a Document from a Blank Page	To know what a word processing tool is for	Children know what a word processing tool is for. Children will be able to create a word processing document attering the look of the text and navigating around the document.	Word Processing Tool document front screen	MS Word						Emerging Children know what a word processing tool is for and they can create a word processing document. They can after the look of the text and an account the document florage of the control of the document florage.
				text and navigating around the document.	zoom							navigate around the document (leason 1). They might need support when navigating the various menus and icons. With support and guidance, children can add an image to a word document, they can resize the image but will find it hander to visualise the effect of using the wrap options (sesson 2 & 3). They make good attempts to include other objects such as shapes (sesson 5) and tables
5 5.	8 Word Processing with MS 2	Inserting Images:	To add and edit images to a word document.	Children know how to add images to a word document.	selecting/highlighting foot page orientation	MS Word				п		select or turing the what opports person a 2.5 in they have good attempts to include other opports such as shapes (easion 3) and satures (lesson 7), though they might struggle to achieve the effect that they want. Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and
	Word	Considering Copyright		Children can edit images to reduce their file size. Children know the correct way to search for images that they are permitted to reuse. Children know how to attribute the original artist of an image.	copy and paste copyright							attribute the creator for images used. They will need support to find and include such citations (lesson 2). Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the
	8 Word Processing with MS 3	Editing Images in	To know how to edit images and use word wrap with images and text.	Children know how to attribute the original artist of an image. Children can edit their images within Word.	creative commons attribution image editing	MS Word				п		changes to their file.
,	Word Processing with MS 3	Word	to know now to eat images and use word wrap with images and text.	Children understand wrapping of images and text.	cropping image transparency	MS Word						Children know what a word processing tool is for and they can create a word processing document. They can alter the look of the text and navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know
5 5.	8 Word Processing with MS 4 Word	Adding the Text	To change the look of text within a document.	Children can add appropriate text to their document, formatting in a suitable way. Children can use a style set in Word.	styles bulleted list	MS Word				п		how to find icons for the functionality that they wish to use. Children can use bullet points and numbering (lesson 4). They consider the overall structure of the document using paragraph formatting.
	8 Word Processing with MS 5	Finishing Touches	To add features to a document to enhance its look and usability.	Children can use a style satt in word. Children can use builtet points and numbering. Children can add text boxes and shapes.	numbered list	MS Word		\perp		п		page breaks, headers and footers to increase the usefulness and visual appeal of a document (lesson 5). Children can add images (lesson 2), text boxes and shapes (lesson 5) to a world document, they can resize and reposition objects using
5.	Word Processing with MS 5 Word	hinshing Touches	To add features to a document to enhance its look and usability.	Children can add text boxes and shapes. Children can consider paragraph formatting such as line spacing, drop capitals. Children can add hypertinics to an external website.	drop capital text box	M5 Word						wrapping options (lesson 2 & lesson 3). Children understand that they should not simply copy images from the internet and routinely consider copyright and attributions when they use images created by others (lesson 2).
5 5.	8 Word Processing with MS 6	Presenting	To use tables within MS Word to present information.	Children can add tables to present information. Children can add tables to present information. Children can edit properties of tables including borders, colours, merging cells,	WordArt merge cells	MS Word				п		use magic created by others (tesson 2). Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance. Children know that word processors have template documents that can be used to same time, improve visual aspects and support writing
	word	Tables		Children can eac properties or cases including porcers, colours, merging cells, adding and removing rows and columns. Children can add word art for a heading.	column							(Resons 7 & 8). Exceeding
5 5.	8 Word Processing with MS 7 Word	Writing a Letter	To introduce children to templates.	•	distribution relumns grammar check	MS Word				п		Children demonstrating exceeding expectations explore the full functionality of the word processor realising that there is often a function that will help them to perform the task that the wish to accomplish.
	Word 8 Word Processing with MS 8	Using a Template Presenting	To consider page layout including heading and columns.	Children can format a page using a combination of images, headers and columns.	spell check columns	MS Word				п		Children experiment with different ways to wrap images and text so that they can achieve the effect that they have visualised for their work (lesson 3).
	Word	Information -				M3 Wold				п		When using images or text, children have a well-developed understanding of the correct way to use any material created by another person desson 2).
5 5	8 Word Processing with 1 Google Docs	Making a Document from a Blank Page	To know what a word processing tool is for.	- Ehildren know what a word processing tool is for Ehildren will be able to create a word processing document, altering the look of the text and navigating around the document.	Word Processing Tool document front screen	Google Docs				П		Emerging Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document (lesson 1). They might need support when navigating the various menus and icons.
				sext and havigating around the document.	caps lock							navigail around the document (sesson 1). They might never support when havingsing the various minus and come. With support and guidance, children can add an image to a word document, they can regize the image but will find it harder to visualise the effect of using the wrap options (lesson 2 & 3). They make good attempts to include other objects such as text boxes and shapes (lesson 5)
<u> </u>					selecting/highlighting							and drawings and tables (lesson 7), though they might stuggle to achieve the effect that they want. Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and artificiate the creater for images used. They will need support to find and include such clations (isson 7).
5.	8 Word Processing with 2 Google Docs	Inserting Images: Considering Copyright	To add and edit images to a document.	Shildren know how to add images to a document Shildren know the correct way to search for images that they are permitted to	page orientation copyright	Google Docs				"		Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the
5 5.	8 Word Processing with 3 Google Docs	Editing Images	To know how to use word wrap with images and text.	-Bhildren can edit their images within Docs to best present them alongside textBhildren understand wrapping of images and text.	cropping	Google Docs				п		changes to their file. Expected
5 5.	8 Word Processing with 4	Adding the Text	To change the look of text within a document.	•[[hildren can add appropriate text to their document, formatting in a suitable way.	text styles	Google Docs				п		Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know
	Google Docs			Fhildren can use styles to format a document. Fhildren can use bullet points and numbering.	bulleted lists numbered lists							how to find icons for the functionality that they wish to use. Children can use bullet points and numbering flasson 4). They consider the overall structure of the document using page breaks, headers and foothers to increase the usefulness and visual appeal of a document (lesson 5).
5 5.	8 Word Processing with 5 Google Docs	Finishing Touches	To add features to a document to enhance its look and usability.	"Ehidren can add text boxes and shapes. "Ehidren can use page breaks, headers and footers. "Ehidren can add hyperfinks to places in the document and to an external website.	text boxes captions	Google Docs				п		and sooms so increase the userumess and visual appear or a occurrent (wason 5). Children can add images (lesson 2) and drawings and tables (lesson 7) to a world document, they can resize and reposition objects using wasping options (lesson 2 & lesson 3).
<u> </u>		Sharing Files	To use the sharing capabilities in Google docs	•Ghildren can add an automated contents page.	breaks hyperlinks	Google Docs						Children understand that they should not simply copy images from the internet and routinely consider copyright and attributions when they use images created by others (lesson 2).
	Google Docs	-	•	• Children understand the different permissions when sharing in Google docs.	editor options sharing					"		Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance (lesson 7).
5 5.	8 Word Processing with 7 Google Docs	Presenting Information Using	To use tables within Google Docs to present information.	Ghildren can create a vector drawing in their document Ghildren can add tables to present information.	merge cells column	Google Docs				п		Children know that word processors have template documents that can be used to same time, improve visual aspects and support writing (lesson 8).
5 5.	8 Word Processing with 8 Google Docs	Tables Writing a Letter	To introduce children to templates.	- Flitdren can edit properties of tables including borders, colours, merging cells, - Flitdren can use a template and edit it appropriately Flitdren can use the spelling and grammar tools built into Google docs.	row template spell check	Google Docs				п		Exceeding Children demonstrating exceeding expectations explore the full functionality of the word processor realising that there is often a function
	Google Docs	Using a Template		(Diptional) Children know how to save a document as a pdf and the reasons for	spell check grammar check							that will help them to perform the task that the wish to accomplish. Children experiment with different ways to wrap objects and text so that they can achieve the effect that they have visualised for their work.
	1 Coding 1	Designing and	To design a playable game with a timer and a score.	doing this. "Thetinnal! Children know how to noint their stocuments and can wint rannes of "Ehidren can plan a program which includes a timer and a score.	algorithm	2Code				cs		(lesson 3). When use impres or text children have a well-developed understanding of the cornert way to use any material created by another nerson.
	Loung	Making a more Complex Program	To plan and use selection and variables. To understand how the launch command works.	- Ghildren can follow their plans to create a program Ghildren can debug when things do not run as expected.	action	2000						Emerging Children are beginning to be able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way with support (thirk 6.1 Lessons 1 and 2).
					selection variables							They can then use this design to write a program using 2Code. Children understand sequence, selection and repetition in programs and can use them in their simplest forms. They will require support
					repeat timer							when combing these aspects e.g. using selection within a repeat in a game (Unit 6.1 Lessons 1, 2 and 6). With support, children can plan, design and create a simple program that includes a single variable relating to timing. They can also include
					launch command debug							a button which will launch another program (Unit 6.1 Lessons 1 and 2). They will usually require support to make use of variables and manipulate variables in their code and in understanding the way that
					atert string x and v properties							functions are beneficial (Unit 6.1 Lessons 1-4). As their coding becomes more complexe, they will require support to tackle debugging in a logical rather than a trial-and-error method. Children can make code attements or lorad code and predict what will happen in a program (Unit 6.1 Lessons 4-6). They can usually
5 6	1 Coding 2	Designing and	To design a playable game with a timer and a score.		x and y properties coordinates algorithm	2Code				CS		Children can make good attempts to "read code and preact what wit happen in a program (Unit 6.1 Lessons 4-6). They can usually interpret a program in parts but will need support to put the separate parts of a complex algorithm or program together to explain the program as a whole (Unit 6.1 Lesson 6).
		Making a more Complex Program	To plan and use selection and variables. To understand how the launch command works.	 Children can follow their plans to create a program. 	action							program as a whose (Unit o.1 Leason o). Expected Children are beginning to be able to turn a more complex programming task into an algorithm by identifying the important aspects of the
					output selection variables							task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from
					repeat timer							previous programs. They can then use this design to write a program using 2Code (Unit 6.1 Lessons 1 and 2). Children can trainable algorithms that include sequence, selection and repetition into code and their own designs show that they are
					launch command debug							thinking of how to accomplish the set task in code utilising such structures including nesting structures within each other (Unit 6.1 Lessons 1-6).
					atert string							Children can plan, design and create a program that includes variables relating to timing and scoring along with buttons which launch other programs (Unit 6.1 Lessons 1 and 2). Furthermore, children will consider how to organise their code using multiple tabs (Unit 6.1 Lessons 1,
	1 Coding 3	Using Functions	To use functions and understand why they are useful.	- Phildren can create a program that makes use of functions.	x and y properties coordinates function	2Code				CS		2, 3 and 5). They use functions within their code to eradicate unnecessary code and make their programming more efficient (Unit 6.1 Lesson 3).
	,	-9	To understand how functions are created and called.	-ghildren can create a program that uses multiple functions with the code arranged in tabs.	turtle object text object							Their coding displays an understanding of the function of variables in coding (Unit 6.1 Lessons 1 and 2 and Lessons 6), outputs such as sound and movement (Unit 6.1 Lessons 1 and 2), inputs from the user of the program such as button clicks (Unit 6.1 Lessons 3, 4.8.5) and the value of Functions (Unit 6.1 Lesson 3).
				• Children can explain how their code executes when their program is run.	execute function call							Children can make good attempts to 'read' code and predict what will happen in a program (Unit 6.1 Lessons 4 and 6). They can usually interrest a program in parts and can make lower at attempts to put the separate parts of a complex allower the program threather to explain
6.	1 Coding 4	Flowcharts and Control Simulations	To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled.	Ehildren can follow flowcharts to create and debug code. Ehildren can create flowcharts for procedures. Ehildren can be creative with the way they code to generate novel visual effects.	flowchart simulation	2Code 2Chart				CS		interpret a program in a parts and can make logical attempts to put the separate parts or a compass argonizm or program objective to explain the program as a whole (livit 6.1 Lesson 6). Children text and debug their program as they go and can use logical methods to identify the approximate cause of any bugs but might need
				*grounen can be creative with the way they code to generate novel visual effects.	procedure							support to identify the specific line of code that is causing the problem as the complexity of the programs increases. They try to improve and debug their own programs (Unit 6.1 All Lessons).
												Within their programs, they can use features such as interactivity with the end users with the desired effect of adding greater impact. (Unit 6.1. Lesson 5 and 6).

6 61	Codina	5 User Input	To understand the different options of generating user input in 2Code.	•@hildren can code programs that take text input from the user and use this in the	input	2Code					1 10	cs			Most children demonstrate a secure understanding of the impact of changing the position of instructions within 2Code. With this
			To understand how user input can be used in a program.	program. - Ehildren can attribute variables to user input.	concatenation										knowledge, they can demonstrate use of the tabs feature to carefully section code for the intention of easier debugging and less code errors their coding becomes more complex.
6 6.1	Coding	6 Using Text-based	To understand how 2Code can be used to make a text-based adventure	•Ehildren are aware of the need to code for all possibilities when using user input. •Ehildren can follow through the code of how a text adventure can be programmed	text adventure	2Code						cs			Exceeding Children can turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and
		Adventures	game.	in 2Code. • Children can design their own text-based adventure game based on one they have											then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. They can then use this design to write a program using 2Code (Unit 6.1 Lessons 1 and 2). Children's designs show that they are thinking
6 62	Online Safety	1 Message in a Game	• To identify benefits and risks of mobile devices broadcasting the location of	played. • Children have used the example game and further research to refresh their	secure websites	2DIY 3D						DL Self-im	age and identity	Content, Conduct, Contact,	both of the required task, and of how to accomplish this in code. Children test and debug their program as they go and can use logical.
			the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https.,	memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.	location sharing spoof websites							Online o	reputation relationships	Commerce.	Emerging Children can refer to the SMART rules to guide them online. They can navigate networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Intermet (using as a source for research or leisure time). They use these networks to
			padlock icon. • To identify the benefits and risks of giving personal information and device	•Ehildren have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting	phising password								wellbeing and lifestyle and security		collaborate with support using Purple Mash tools such as 2Write and 2Connect. They can use search tools and have an awareness of the need to select sources carefully.
			access to different software.	their digital footprint, where to go for help, smart rules and security software.	PEGI										They can recognise features online that are risks and those that exist to protect them (lesson 1). Children are aware that their actions online have an impact not only on themselves but on others as well. They know to ask for help if they are worried or distressed by something
														Content, Conduct, Contact,	online.
6 6.2	Online Safety	2 Unane Behaviour	people use their information and online presence to create a virtual image of	- Ehildren understand how what they share impacts upon themselves and upon others in the long-term. - Ehildren know about the consequences of promoting inappropriate content online.	digital footprint inappropriate	template					ľ	Online	age and identity reputation	Content, Conduct, Contact, Commerce.	Children have a good knowledge of the benefits and risks to working collaboratively. They have no trouble navigating networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research o
			• To have a clear idea of appropriate online behaviour and how this can	and how to put a stop to such behaviour when they experience it or witness it as a		Zinvestigate						Health,	relationships wellbeing and lifestyle		leisure time). They use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog and can use a variety networked devices such as webcams, online tools, printers, and tablets in a connected way for their educational benefit.
			inappropriate behaviour.	bystander. •Bxtensior: Children' actions demonstrate that they also feel a responsibility to								Privacy	and security		Children can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborating sources fo information and enter keywords that help them to choose the best results.
			• To begin to understand how information online can persist and give away details of those who share or modify it.	others when communicating and sharing content online.											Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing conte ordine. They can identify a variety of risks and benefits of technology (lessons 1 and 3). They feel confident in having strategies to help th
															promote a positive online image of themselves in their digital footprint. Children can identify location sharing as a risk to online safety in lesson 1 and could relate this to work done on protecting their identifyin
6 6.2	Online Safety	3 Screen Time	• To understand the importance of balancing game and screen time with	•Ghildren can take more informed ownership of the way that they choose to use their	print screen screen time	2Publish						DL Self-im	age and identity	Content, Conduct, Contact,	private information.
			to spend more time playing games or find it difficult to stop playing and the	free time. They recognise a need to find a balance between being active and digital activities.	screen time data analysis	template 2Investigate						Online :	reputation relationships	Commerce.	Children were able to identify the paditock and https:as aids to the online safety in lesson 1 and could explain what these means referring the work that they did not his in previous years' online safety units. Children' work in lesson 1, indicates that they have a dear understanding of terms such as Computer virus, Location sharing, phishing
				Fhildren can give reasons for limiting screen time. Fhildren can talk about the positives and negative aspects of technology and									wellbeing and lifestyle and security		scams, spam email, Malware and Identity theft. In lesson 2, they make sensible contributions to the question of what risks there are when installing an App and the possible risks hidden in the small print.
				balance these opposing views. •Bxtension: Children have an internalised in-depth understanding of the risks and											Children's work as digital footprint detectives in lesson 2 demonstrates that they understand the impact of a positive and negative digital.
6 6.3	Spreadsheets	1 Exploring Probability	many dice.	 Thildren can create a spreadsheet to answer a mathematical question relating to probability. 	count tool dice tool	2Calculate						П			Emerging With support throughout, children can create a simple spreadsheet and collect a limited set of data using 2Calculate that answers a
6 6.3	Spreadsheets	2 Creating a	• To use a spreadsheet to calculate the discount and final prices in a sale.	 Thildren can take copy and paste shortcuts. Thildren can create a machine to help work out the price of different items in a sale. 	chart computational model	2Calculate		++	+		ı	п			mathematical problem relating to probability (Unit 6.3 Lesson 1). Children can use a spreadsheet to model a real-life situation (Unit 6.3 Lesson 3).
		Computational Model		- Children can use the formula wizard to create formulae Children can use a spreadsheet to solve a problem.	percentage format										Children can represent data in a given format (Unit 6.3 Lesson 1) and turn this data into a graph (Unit 6.3 Lesson 1). Expected
6 6.3	Spreadsheets	3 Use a Spreadsheet to Plan Pocket	•To use a spreadsheet to plan how to spend pocket money and the effect of saving money.	• Children can use a spreadsheet to model a real-life situation and come up with solutions.	budget Advanced mode	2Calculate					ľ	п			Children can create a spreadsheet and collect data using 2Calculate that answers a mathematical problem relating to probability (Unit 6: Lesson 1).
6 6.3	Spreadsheets	4 Planning a School	• To use a spreadsheet to plan a school charity day to maximise the money	• Children can use a spreadsheet to model a real-life situation and come up with	profit	2Calculate						п			Children can use a spreadsheet to model a real-life situation (Unit 6.3 Lesson 3). Most children will be able to create spreadsheets which contain visual elements such as suitable graphs which represent their data (Unit
		Event	donated to charity.	solutions that can be applied to real life.	expenses										6.3. Lesson 1). They will select an appropriate graphical representation of their data from the available choice. They can create a computational model which successfully solves a given problem (Unit 6.3. Lesson 2). Their use of tools and features to maximize proadeheal content is exerce used as: 1 Your mary, Yunction, "Yunction and and "image boothea" (Unit 6.3).
6 6.3	Spreadsheets	5 Planning a School Event	•To use a spreadsheet to plan a school charity day to maximise the money	• Ehildren can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.	profit	2Calculate					ľ	п			They interrogate and refine data with increasing efficiency. For example, children create a spreadsheet to answer a mathematical question
															creating a computational model or to support with planning a school event. They utilise advanced features such as the "formula wizard" for efficiency and know the best layouts to use to support easier interrogations of data (Unit 6.3).
6 6.4	Blogging	1 What is a Blog?	■To identify the purpose of writing a blog. ■To identify the features of successful blog writing.	Ghildren understand how a blog can be used as an informative text. Ghildren understand the key features of a blog.	blog	2Blog					ľ	T Online	relationships	Content, Conduct, Contact	Emerging Children can identify some of the key features of a blog and share these using 2Write (Unit 6-4 Lesson 1).
			,	, , , , , , , , , , , , , , , , , , , ,	archive blog post										With limited support, they can create a suitable blog for a purpose and can post comments on an existing class blog (Unit 6.4 Lessons 3 &
6 6.4	Blogging	2 Planning a Blog	To plan the theme and content for a blog.	Children can work collaboratively to plan a blog.	collaborate nodes	2Blog 2Connect					ı	T Online	relationships	Content, Conduct, Contact	Children are aware there is an approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying (Unit 6.4 Lessons 3 & 4). Children understand the importance of being respectful on the internet.
					connections										Children understand the basic features of a blog and some of the differences between a blog page and a blog post (Unit 6.4 Lesson 1). Children work collaboratively (Unit 6.4 Lesson 2) and individually (Unit 6.4 Lesson 3) to plan, design and create a simple blog. Children
6 64	Blogging	3 Writing a Blog	• To understand how to write a blog and a blog post.	Ghildren can create a blog or blog post with a specific purpose.		2Blog			-	_		T Online	relationships	Content Conduct Contact	herome contributors to a blon, their responses to blon nosts may be basic (I loit 6.4.) esson 4)
			•To consider the effect upon the audience of changing the visual properties of the blog.	•Ghildren understand that the way in which information is presented has an impact upon the audience.											Most children will be able to create a blog with multimedia content and format it appropriately using 2Blog (Unit 6.4. Lessons 2.8.3). The can post comments and blog posts to existing blogs with a complete awareness of how information is presented has an impact on the auxiliary of IBI in 6.4.3.
			• To understand how to contribute to an existing blog.												Expected Children can identify the law features of a blog and share those using TAKito 6 left C 41 second 11. They can counts a blog for a specific
6 6.4	Blogging	4 Sharing Posts and	■To understand the importance of commenting on blogs. ■To peer-assess blogs against the agreed success criteria.	- Children can post comments and blog posts to an existing class blog Children understand the approval process that their posts go through and	commenting	2Blog					ı	T Online	relationships	Content, Conduct, Contact	purpose and can post comments on an existing class blog (Unit 6.4 Lesson 2.8.3). Children recognise the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropri
		Commenting	• To understand how and why blog posts and comments are approved by the	demonstrate an awareness of the issues surrounding inappropriate posts and	approvat										Limiters recognise on approval process that more possing our frought and demonstrate an awareness of the issues surrounding mappropris posts and cyberbullying (Unit 6.4 Lesson 4). Children understand the features of a blog and the differences between a blog page and a blog post (Unit 6.4 Lesson 1). Children work
			beacher.	cyberbullying. - [Dhildren can assess the effectiveness and impact of a blog.											collaboratively (Unit 6.4 Lesson 2) and individually (Unit 6.4 Lesson 3) to plan, design and a plog post (Unit 6.4 Lesson 2) and individually (Unit 6.4 Lesson 3) to plan, design and create a blog. Children become active
6 6.5	Text Adventures	1 What is a Text Adventure?	marle in 2Create a Story	Ghildren can describe what a text adventure is. Ghildren can map out a story-based text adventure.	text adventure	2Connect 2Create a Story					ſ	IT\CS Self-im	age and identity	Conduct	Emerging Children can turn a simple story with at least one decision into a logical design using 2Connect (Unit 6.5 Lesson 1). They might need supp
		Planning a Story Adventure	• To use 2 Connect to plan a 'Choose your own Adventure' type story.	- Children can use 2 Connect to record their ideas Extension: Children can turn a simple story with 2 or 3 levels of decision making		,									when completing the decision tree. Children can create individual pages in 2Create a Story (Unit 6.5 Lesson 2) but will need support to link these parts in a logical way.
				into a logical design											In (Unit 6.5 Lesson 3), they can design a simple map with a sequence of rooms and one item to collect. In (Unit 6.5 Lesson 4), they will need support to turn their designs into code but can succeed in representing the player navigating to
6 65	Text Adventures	2 Making a Story-	•To use 2Connect plans for a story adventure to make the adventure using	Ghildren can use the full functionality of 2Create a Story Adventure mode to create,	ovite	2Create a Story						TVCS Self-im	age and identity	Conduct	different rooms. They can debug a simple program with support. In (Unit 6.5 Lesson 4), they will need support to relate the examples to their own design, especially when using variables, but will be able.
		based Adventure	2Create a Story.	- Shidren can split their adventure-game design into appropriate sections to facilitate	link	2Connect Displayboards							-,,		code some of the elements of their own design independently and can write code that take input from the user. Children can relate the example design to the example program and can predict what will happen in the program using the design
		Carre		creating it.		Displayson us									document. In (Unit 6.5 Lesson 4), they can use their design to test whether their program has bugs but will need support to identify where these bugs.
															are in their code and to fix them.
6 6.5	Text Adventures	3 Introducing Map- Based Text	•To introduce an alternative model for a text adventure which has a less sequential narrative.	Shildren can map out an existing text adventure. Dhildren can contrast a map-based game with a sequential story-based game.	functions selection	2Publish template					1	IT\CS Self-im	age and identity	Conduct	Children can turn a simple story with 2 or 3 levels of decision making into a logical design using 2Connect (Unit 6.5 Lesson 1). Having se an example, they can use this to make the story their own.
		Adventures		Batension: Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items.	variables repeat	2Code 2Chart									consider the result of the result of the results of
				in a certain order to complete the game.		(extension)									these parts in a logical way. They might need support when debugging the linked pages if things do not proceed as expected. In [Unit 55 Lesson 3], they can make a design map with a sequence of rooms including rooms in which the player needs to make a choice complete the game and collect sharp.
															In (Unit 6.5 Lesson 4), they can use the example code to turn their own designs into code. Children will debug as they code and might necessary some support in identifying the cause of some bugs.
6 6.5	Text Adventures	4 Coding a Map- Based Text	■To use written plans to code a map-based adventure in 2Code.	• Children can create their own text-based adventure based upon a map. • Children can use coding concepts of functions, two-way selection (fifelse	functions selection	2Publish template						IT\CS Self-im	age and identity	Conduct	Children can relate the example design to the example program and can predict what will happen in the program using the design document. In their own program, they can use their design algorithm to debug their adventure story.
		Adventure		statements) and repetition in conjunction with one another to code their game. • Ghildren make logical attempts to debug their code when it does not work correctly.	variables repeat	2Code 2Chart									Most children apply their knowledge of coding and the fundamental order of instructions through creating their own story-based adventor.
6 6.6	Networks	1 The World Wide Web and the	• To discover what the children know about the Internet.	- Ehildren know the difference between the World Wide Web and the internet Extension: Children can provide examples of the difference between the World	Internet World Wide Web	2Connect 2Write					ſ	п			Emerging Children are aware there is a difference between the Internet and the World Wilde Web and can show all the things they use the internet
		Internet		 Extension: Children can provide examples of the difference between the World Wide Web and the Internet. 	website	2Quiz									Children are aware there is a difference between the Internet and the World Wide Web and can show all the things they use the internet using 2Connect (Lihit 6.6 Lesson 1). Children know there are different network types such as WAN and LAN and can provide some insight into how they access the internet.
					web server										school (Unit 6.6 Lesson 2).
6 66	Networks	2 Our School	•To find out what a LAN and WAN are.	• Children know about their school network.	web page LAN	2Connect						п			Expected Children can explain the difference between the Internet and the World Wide Web and can show all the things they use the internet for
		Network and Accessing the	• To find out how we access the internet in school.	 Extension: Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN. 	WAN WLAN	2Connect 2Chart									using 2Connect (Unit 6.6 Lesson 1). Children know what a WAN and LAN are and can describe how they access the internet in school (Unit 6.6 Lesson 2).
		Internet			router switch										Exceeding Children know difference between the Internet and the World Wide Web and can provide examples.
		2 Boomb	To recover and find and should the one of the interest	-Thildren have recovered and found out shout Tim Remove in	hub	25									They can show the main uses for the internet using 2Connect (Uhit 6.6 Lesson 1). Children can explain the differences between more than two network types such as: LAN, WAN, WLAN and SAN. In greater detail, child
6.6	Networks	3 Research	■To research and find out about the age of the internet. ■To think about what the future might hold.	#@hildren have researched and found out about Tim Berners-Lee. #@hildren have considered some of the major changes in technology which have	search engine ip address	2Connect 2Publish						"			can describe how they access the internet at school and the hypothetical connections their computing device makes (Unit 6.6 Lesson 2).
6 6.7	Quizzing	1 Introducing 2DIY	•¶o create a picture-based quiz for young children.	taken place during their lifetime and the lifetime of their teacher/another adult. • Ghildren have used the 2DIY activities to create a picture-based quiz.	dnis	2DIY					1	п			Emerging
				 Children have considered the audience's ability level and interests when setting the quiz. 	audience copy/paste	Displayboard									With support throughout, children can plan, design and create simple quizzes using given software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children begin to consider their audience, their ability and interests and make decisions based upon this. Children
				• Ehildren have shared their quiz and responded to feedback.	selfie undolredo										sometimes choose appropriate software for the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback, although this may be at a basic level, and they can make simple edits to their quizzes (Unit 6.7 Lesson 1).
					audio clipart										Expected Children can plan, design and create various equizzes using a variety of software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this. Children choose appropriate software for

6 6:	7 Quiza	zing	2 Using 2Quiz	•To learn how to use the question types within 2Quiz.	• Brildren understand the different question types within 2Quiz. • Brildren have ideas about what sort of questions are best suited to the different	preview case-sensitive	2Quiz 2Blon						п	the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback; they edit and redesi accordingly (Unit 6.7 Lesson 1).
					question types. •Ehildren have used 20uiz to make and share a science quiz for another subject).	clone	Luioy							Most children can create purposeful online quizzes for an intended audience using the 2DIY suite of applications. With ea
					 ghildren have used ZQuiz to make and share a science quiz (or another subject). Ghildren have considered the audience's ability level and interests when setting the 									text with images and audio to enhance their quizzes. The question types used are fit for audience and serve to add addition for the intended user. Extra features such as using the instruction window and time limit are applied aptly (Unit 6.7. Lesson
					quiz. •@hildren have shared their quiz with peers.									Exceeding Children demonstration recotor denth see the links between the variety of software. ZDIY 20 siz and 2 Investigate They
	Quiza	zing	3 Using 2Quiz	•To learn how to use the question types within 2Quiz.	•Ehildren understand the different question types within 20uiz.	preview	2Quiz		++	++			п	based on whether it is appropriate for the task and can give reasons to justify their choice (Unit 6.7 Lesson 2 and 3). Child
	1	*			 Thildren have ideas about what sort of questions are best suited to the different question types. 	preview case-sensitive	2Blog							respond to feedback; they edit and redesign their quizzes accordingly (Unit 6.7 Lesson 1).
					 Ehildren have used 2Quiz to make and share a science guiz for another subject). 									
					•@hildren have considered the audience's ability level and interests when setting the									
					• Children have shared their quiz with peers.									
6 6.	Quiz:	zing	4 Exploring Grammar	• To explore the grammar quizzes.	Ghildren have tried out the different types of grammar games. Ghildren have chosen an appropriate grammar tool to make their own grammar.	cloze	Word Spot						п	
			Quares		game(s).		(Optional:							
							Sentence Pairs, Word Combos							
6 63	7 Quiza	zing	5 A Database Quiz	• To make a quiz that requires the player to search a database.	- Children have used a 2Investigate quiz to answer quiz questions. - Children have designed their own quiz based on one of the 2Investigate example.	database record	2Investigate Displayboard						п	
					databases.	field	Displayboard							
	7 Quiza	rian I	6 Are you Smarter	•¶o make a quiz to test your teachers or parents.	•[[hildren have used their knowledge of quiz types to create a quiz show quiz based	statistics	20-in						п	
	Quu		than a 10- (or 11-)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	on a curriculum area.		a coma						l "	
6 61	3 Unde	rstanding Binary	1 What is Binary?	Overarching Aim Framine how whole numbers are used as the basis for representing all type	Overacrching Criteria Children understand hinary as a number system and its number and application in	input derimal	2Connect						cs	Emerging With support throughout, children will begin to understand how within digital systems, whole numbers are used as the b
				of data in digital systems through:	 Children understand briary as a number system and its purpose and application in computing. Thildren can explain how all data in a computer is saved in the computer memory in 	binary	2Write 2Quiz							representing all types of data and that this is known as a binary format. Children will begin to know that binary codes cor
				 To examine how whole numbers are used as the basis for representing all types of data in digital systems. 	 Children can explain how all data in a computer is saved in the computer memory in a binary format. 	integer	2Question							0 and 1. When looking at binary, children will begin to be able to relate 0 to an 'off' switch and 1 to an 'on' switch (Lesson 1).
				•To recognise that digital systems represent all types of data using number	• Children can explain that binary uses only the integers 0 and 1.	base 10								Some children will show an understanding of the system in order to be able to count up from 0 in binary, as well as conve
				codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).	•@hildren can relate 0 to an 'off' switch and 1 to and 'on' switch.	base 2 transistor								decimal numbers into binary, using visual aids and support (Lesson 2 &3). Expected
				why they are called digital systems). •Jo understand that binary represents numbers using 1s and 0s and these		microprocessor								Throughout the unit, children will examine and understand how within digital systems, whole numbers are used as the bi
				represent the on and off electrical states respectively in hardware and robotics.		nanotechnology								all types of data and that this is known as a binary format. Children will know that binary codes contain only the digits 0 in When looking at binary, children will be able to relate 0 to an 'off' switch and 1 to an 'on' switch and know that these repr
						bit								off electrical states respectively in hardware and robotics (Lesson 1). Most children will show an understanding of the system in order to be able to count up from 0 in binary, as well as conve
						byte								numbers into binary, using visual aids if necessary (Lessons 2&3). Children will understand the 'division by two' method
6 61	3 Unde	rstanding Binary	2 Counting in Binary	Overarching Aim	Overacrching Criteria	sequence	2Code						cs	converting numbers from decimal to binary (Lesson 3). Children will be able to use their knowledge of binary and of code to make their own program which represents the state
				Examine how whole numbers are used as the basis for representing all type of data in digital systems through:	s Children understand binary as a number system and its purpose and application in computing.	switch	2Publish template							active or inactive, using the respective binary values or 1 or 0 (Lesson 4).
					• Children can count up from 0 in binary using visual aids if needed.									Exceeding Children demonstrating greater depth will understand and confidently explain how the binary system works within a wid
6 61	Unde	rstanding Binary	3 Converting from Decimal to Binary	Overarching Aim Examine how whole numbers are used as the basis for representing all type	Overacrching Criteria Children understand binary as a number system and its purpose and application in	remainder	2Quiz 2Code						cs	ductions
				of data in digital systems through: -To examine how whole numbers are used as the basis for representing all	computing. •@hildren can convert numbers to binary using the division by two method.									Children will show a deep understanding of the system in order to be able to count up from 0 in binary, as well as convert numbers into binary using the 'division by two' method. (Lesson 3).
				• go examine how whole numbers are used as the basis for representing all types of data in digital systems. • go recognise that the numbers 0, 1, 2 and 3 could be represented by the	Unitdren can convert numbers to binary using the division by two method. Unitdren can check their own answers using the converter tool.									Children will be able to use their knowledge of binary and of code to design, make and evaluate their own programs which state of an object as active or inactive, using the respective binary values or 1 or 0 (Lesson 4).
				•To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11										state or an object as active or mactive, using the respective onlary values or a or 0 (Lesson 4).
6 6.1	3 Unde	rstanding Binary	4 Game States	Overarching Aim	Overacrching Criteria	game states	2Code			_	_	_	cs	
				Evamine how whole numbers are used as the basis for representing all type	s Children understand binary as a number system and its purpose and application in	variable	2Quiz							
				of data in digital systems through: «To examine how whole numbers are used as the basis for representing all.	computing. • Children can make use of a variable set to 0 or 1 to control game states.									
				types of data in digital systems. To common the state of an object in a common selection or insertion union the										
6 6.5	Spre	adsheets with MS Excel	1 What is a Spreadsheet?	To concern the state of an abject in a name as action or inaction using the To know what a spreadsheet looks like. To navigate and enter data into cells.	Ghildren know some uses of a spreadsheet tool. Ghildren can navigate around a spreadsheet using cell references.	spreadsheet	MS Excel							Emerging With support, children can save and open workbooks and navigate to different sheets within a workbook (Lesson 1). Chil
			Spreadsheet?	• To havigate and enter data into cests.	• Children can enter data into cells.	cett cett reference								With support, children can save and open workbooks and navigate to different sheets within a workbook (Lassien 1). Life data into cells (second 1) and fine specific cell location within a spreadsheet (Beson 1). Children understand some of the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, work
					 Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. 	data								
					Constitution, arrests, were about.	row								With specific guidance, children can use a spreadsheet to carry out basic calculations including some of the operators (ad multiplication and division) using formulae (losson 2). They might need support when deciding where to use them and wi
		arisheets with MS Evrel	2 Rasic Calculations	•¶o introduce some basic data formulae in Excel.	•@hildren can use a spreadsheet to carry out basic calculations including addition,	workbook formula	MS Evrel						п	multiplication and division) using formulae (lesson 2). They might need support when deciding where to use them and what shows.
6 6.	Sprei	adsheets with MS Excel	2 Basic Calculations	• To demonstrate how the use of Excel can save time and effort when	subtraction, multiplication and division formulae.	formulae	M3 EXCEL							With step-by-step assistance, children can create a spreadsheet to model a specific situation and calculate the answer to
				performing calculations.	• Children can use the series fill function.	calculation formula has							-	problem (lesson 3 & lesson 7). Children have explored features such as flash fill, convert text to tables and splitting cells and have an understanding that
6 6.5	Spre	adsheets with MS Excel	3 Modelling	• To use a spreadsheet to model a situation.	Children recognise how using formulae allows the data to change and the Children can use a spreadsheet to model a situation. Children can use a spreadsheet to solve a problem.	computational model.	MS Excel							data clearer. They need support to use these functions and interpret the data flesson 41.
					Ghildren can use a spreadsheet to solve a problem. Ghildren can use the SUM function.	template budget								Children know that a spreadsheet can create graphs from data. With specific instructions, children can make a graph from answer a simple question (lesson 6).
						expense								NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and calbasis for assessment.
6 6.	9 Sprei	adsheets with MS Excel	4 Organising Data	• To demonstrate how Excel can make complex data clear by manipulating	•Ghildren can use a variety of methods including flash fill, convert text to tables and	formatting delimiter	MS Excel						T T	Expected
				the way it is presented.	splitting cells for organising and presenting their data in a spreadsheet. •@hildren know what is meant by a delimiter.	sorting flash fill								Children have a good understanding of a variety of purposes for using spreadsheets. Children appreciate the advantage of spreadsheet for certain tasks over a paper, based matthod.
6 6.5	Spre	adsheets with MS Excel	5 Advanced Formula and Big Data	• To use formulae for percentages, averages, max and min in spreadsheets.	• Children know how to incorporate formulae for percentages, averages, max and	filter	MS Excel						П	spreadshets for certain tasks over a paper-based method. Children understand and use the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, work
			and Big Data		min into their spreadsheets. • Children gain familiarity with range notation in Excel.	average minimum								locate frequently used functions and tools and know how to find the functions that they need. Children can use a spreadsheet to carry out basic calculations including all the operators (addition, subtraction, multiplica
					-Children inner come charteuts that hole to make data managed of	maximum								using formulae (lesson 2).
6 65	9 Sprei	adsheets with MS Excel	6 Charts and Graphic	•¶o create a variety of graphs in Excel.	- Children been to develop a critical one when it comes to the conclusions that can be - Children know that there are ways to represent their data graphically and that Excel	graph	MS Excel			+			П	Children know that tools such as series fill exist and can make use of the assistance they provide. Children understand the idea of using a spreadsheet to model a situation. Given a precise situation and guidance on Layou
					can make these calculations for them. • Children gain an understanding of how a graphical representation can make data	chart horizontal axis								Children understand the idea of using a spreadsheet to model a situation. Given a precise situation and guidance on layou useful model. They can use it to answer questions (lesson 3 & lesson 7). With direction, children can use faulth all, convert set or balles, splitting cells and sorting for organising and presenting the
					easier to interpret.	horizontal axis vertical axis								spreadsheet (lesson 4).
6	See	adsheets with MS Excel	7 Using a	•¶o use a spreadsheet to model a real-life situation.	Disidren make a chart using Excel recommendations. Disidren can understand how a spreadsheet can be used to plan an event. Disidren understand the advantages of using formulae when data is subject to	conditional formatting budget	MS Excel	+	+	+	++		п	Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets (lesson 5). To develop a critical eye when it comes to the conclusions that can be made from data (lesson 5, step 21).
6.5	prei	EXCEL	Spreadsheet to Plan	and the state of t	•Children understand the advantages of using formulae when data is subject to	profit	. T.J LALM							to devolop a critical eye when it comes to the conclusions that can be made from data (gas on 5, step 21). Children can use or paphic functionality within a spreadsheet program to make their data cleaver and use this to answer que NB Lasson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and ca
6 6	Cor	adsheets with MS Excel	a Cake Sale	• To apply spreadsheet skills to solving problems.	change • To apply all new spreadsheet skills to solving problems and presenting data.		MS Excel	+	+		+		п	NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and call basis for assessment.
	1	MARKET WITH MS EXCEL	8 Using a Spreadsheet to		• To explore printing Excel sheets.		IN S EXCEL						п	Exceeding
6 6.5	Sprei	adsheets with Google	1 What is a	•To know what a spreadsheet looks like.	•@hildren know some uses of a spreadsheet tool.	spreadsheet	Google Sheets						п	Emerging
	Shee	ts	Spreadsheet?	•(jo navigate and enter data into cells.	Ghildren can navigate around a spreadsheet using cell references. Ghildren can enter data into cells.	cell cell reference								With support, children can save and open workbooks and navigate to different sheets within a workbook (Lesson 1). Child data into cells (Lesson 1) and find specific cell locations within a spreadsheet (lesson 1).
					 Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. 	data								data into cells (accord) and find optic reductions within a president featon 1). Children understand some of the new vocabulary relating to spreadtheets cells, columns, rows, cell names, sheets, working the data of the new vocabulary relating to spreadtheets cells, columns, rows, cell names, sheets, working the other properties of the new vocabulary relating to spreadtheets cells, columns, rows, cell names, sheets, working the other columns, rows, cell names, sheets, working the other columns of the new vocabulary relating to spreadtheets cells, columns, rows, cell names, sheets, working the other cells of the new vocabulary relating to spreadtheets cells, columns, rows, cell names, sheets, working the columns of the new vocabulary relating to spread the new vocabulary relating to the new vocabulary relating to spread the new vocabulary relating to spread the new vocabulary relating to spread the new vocabulary relating to the new vocabula
			1		Casa manua, antenta, workpook.	row								might need support navigating the different menus and icons within the software. With specific guidance, children can use a spreadshet to carry out basic calculations including some of the operators (ad multiplication and divinion) using formulae (lesson 2). They might need support when deciding where to use them and wi
						formula	Google Sheets						п	multiplication and division) using formulae (lesson 2). They might need support when deciding where to use them and wi
6 6.5	9 Sprei	adsheets with Google	2 Basic Calculations	• To introduce some basic data formulae in Sheets.	• Children can use a spreadsheet to carry out basic calculations including addition,									shows. With step-by-step assistance, children can create a spreadsheet to model a specific situation and calculate the answer to
6 65	Sprea	adsheets with Google	2 Basic Calculations	• To demonstrate how the use of Sheets can save time and effort when	subtraction, multiplication and division formulae.	formulae calculation								
	Shee	ts		•To demonstrate how the use of Sheets can save time and effort when performing calculations.	subtraction, multiplication and division formulae. - Ghildren can use the series fill function. - Children recognise how using formulae allows the data to change and the	calculation formula bar								problem (lesson 3 & lesson 7). Children have explored features such as flash fill, convert text to tables and soliting cells and have an understanding that
	Shee	adsheets with Google :s	2 Basic Calculations 3 Modelling	• To demonstrate how the use of Sheets can save time and effort when	subtraction, multiplication and division formulae. [Brildern can use the series fill function. [Brildern racognise how using formulae allows the data to change and the [Brildern can use a spreadsheet to model a situation. [Brildern can use a canachise to solve a morbium	formulae calculation formula bar computational model. template	Google Sheets						п	Children have explored features such as flash fill, convert text to tables and solitting cells and have an understanding that
	Shee	ts		•To demonstrate how the use of Sheets can save time and effort when performing calculations.	subtraction, multiplication and division formulae. Bhildren can use the series fill function. Bhildren recognise how using formulae allows the data to change and the Bhildren can use a spreadsheet to model a situation.	calculation formula bar	Google Sheets						п	Children have explored features such as flash filt, convert text to tables and splitting colls and have an understanding that data clearer. They need support to use these functions and interpret the data [eason 4]. Children income that a opreadshive clear create graphs from data. With specific instructions, children can make a graph from
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