{JAM} CODING
BESPOKE CURRICULUM

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Delivering life skills to the next generation of Digital Citizens.

THE JAM CODING BESPOKE CURRICULUM

INTENT, IMPLEMENTATION & IMPACT STATEMENT

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Rationale

Technology is all around us and children are growing up in a world where technology is an integral part of their lives from a very young age.

The UK government highlighted a shortage in Computer Scientists to support the growth of the UK Computing Industry. With this in mind, the Jam Coding mission statement is to 'Teach life skills to the next generation of digital citizens' to effectively prepare them for the rapidly changing digital world.

Curriculum Intent

The intentions of teaching and learning with the Jam Coding Bespoke Curriculum are:

- To teach life skills to the next generation of digital citizens;
- To ensure pupils are aware of the dangers online and how to stay safe;
- To nurture a lifelong enthusiasm and passion for computing and an appreciation for technology in all aspects of pupils' lives;
- To help pupils explore a range of opportunities and possibilities that technology presents for their futures;
- To enable teachers to feel confident in the delivery of computing lessons;
- To deliver computing lessons in line with the KS1 and KS2 national curriculum based upon the pupils prior learning;
- To ensure learning is adapted to the need of each pupil;
- To promote and develop pupils' skills in the four C's: Confidence, Communication, Creativity and Collaboration;
- To promote confident engagement and competence with a wide range of software packages that are used within secondary schools and the world of work;
- To develop the ability to decompose problems with logical thinking skills;
- To develop cross curricular skills with close links to mathematics, literacy, DT and science in particular;
- To develop the ability to recognise and use a wide range of technology.

Curriculum Implementation

Sequencing

The Jam Coding Bespoke Curriculum is implemented with a consideration to pupils' prior learning.

At the beginning of each half term, teachers answer a series of questions about their classes prior learning and the Bespoke Curriculum platform then suggests which topic should be taught next in order to ensure effective sequencing and building of skills and understanding.

Pupils in each class therefore follow the Order of Learning (seen on the following page) in a bespoke Learning Journey based upon what they already know and understand.

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Concepts

The Jam Coding Bespoke Curriculum is broken down into the areas of Computer Science, Information Technology and Digital Literacy.

To ensure depth and breadth of the National Curriculum in Computing these areas are further broken down into 8 areas of pedagogy: Programming, Physical Computing, Networks, Computer Systems, Digital Citizenship, Multimedia Computing and Data, Information and Modelling.

All year groups focus on the same strands within the same half term to enable each class to work from their individual starting points on their learning journey.

Assessment

Pupils choose from 3 different worksheets every lesson depending on how much support, scaffolding or challenge they feel they need following demonstrations and class discussions.

The worksheets firstly, check pupils understanding with theory-based questions on the lesson topic, then checks pupils' skills through a practical activity with varying levels of support and challenge.

Pupils will save their worksheets, and their practical product to monitor progress over time, and we use an assessment spreadsheet to track whether pupils are developing, secured, or have mastered the skills and understanding in each lesson.

Pupils are given an Individual Pupil Progress Report at the end of each half term which states which skills and understanding they have evidenced over the last 6 lessons. This assessment then informs which unit of work the class will do next based on their level of understanding.

Support for SEND pupils

The Bespoke Curriculum uses a range of techniques to support SEND pupils, including:

- Activity symbols throughout lesson presentations to prompt what type of activity it is (hand up, listening, laptop, etc.);
- Lesson checklists to support autistic pupils and those with ADHD, including the symbols for activity types and prompt what activity will be coming next in the lesson;
- Pale blue background and dyslexia friendly font;
- Key words introduced with syllables highlighted different colours to aid dyslexic pupils;

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- Key word flash cards with description and visual prompt from the lesson. These are on hand and on display throughout the unit of work to refer back to;
- Task menus to allow pupils to choose how much support or challenge they would like following a visual demonstration;
- Video demonstrations of skills to enable pupils to watch back if they require, as many times as they wish, to allow for independent work.

Online Safety

The Jam Coding Bespoke Curriculum has the Digital Citizenship strand which is taught to every year group with different, age-appropriate topics and activities:

- Stranger Danger
- Staying Safe online
- Online wellbeing
- Social Media
- Digital Citizenship

They cover this by creating products to be used by other year groups such as; games, podcasts, website, interactive stories, quizzes, etc.

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BESPOKE CURRICULUM
Order of Learning

Make computing the most exciting subject at your school!

Pupils build on prior learning!

EDUTAINMENT Learn whilst having fun!

RECEPTION → YEAR 6

Half Term 1	Coding Cats & Dogs	Game Making	Solving Problems with Algorithms	Physical Systems Coding Recycled Musical Instruments	Arcade Gaming	Robotics
Half Term 2	Creative Computing	Animation	School Radio Show	Multimedia Quiz	Video Editing - Try not to Laugh	Photo Editing - Movie Stars
Half Term 3	Awesome Animations	Online Treasure Hunt	Gathering Data - Online Research	Computer Aided Design - Game Characters	History of Computing	Web Design
Half Term 4	Terrific Technology	Presenting Our Community	Presenting Data - Spreadsheets and Databases	Analysing Data Game Competition	Collecting and Analysing Data - Local Transport	Lemonade Stand Game Hacking with Data Analysis
Half Term 5	Creative Creature Coding	Coding A Story	Game Design Scratch	Coding a Quiz - Visual Programming	Physical Computing Gaming	Arcade Gaming - Advanced Visual Programming
Half Term 6	Online Safety Creations	Online Safety Comic Creator	Digital Citizenship - Podcasters	Digital Citizenship - Game Designers	Digital Citizenship - Influencers	Digital Citizenship - Web Designers

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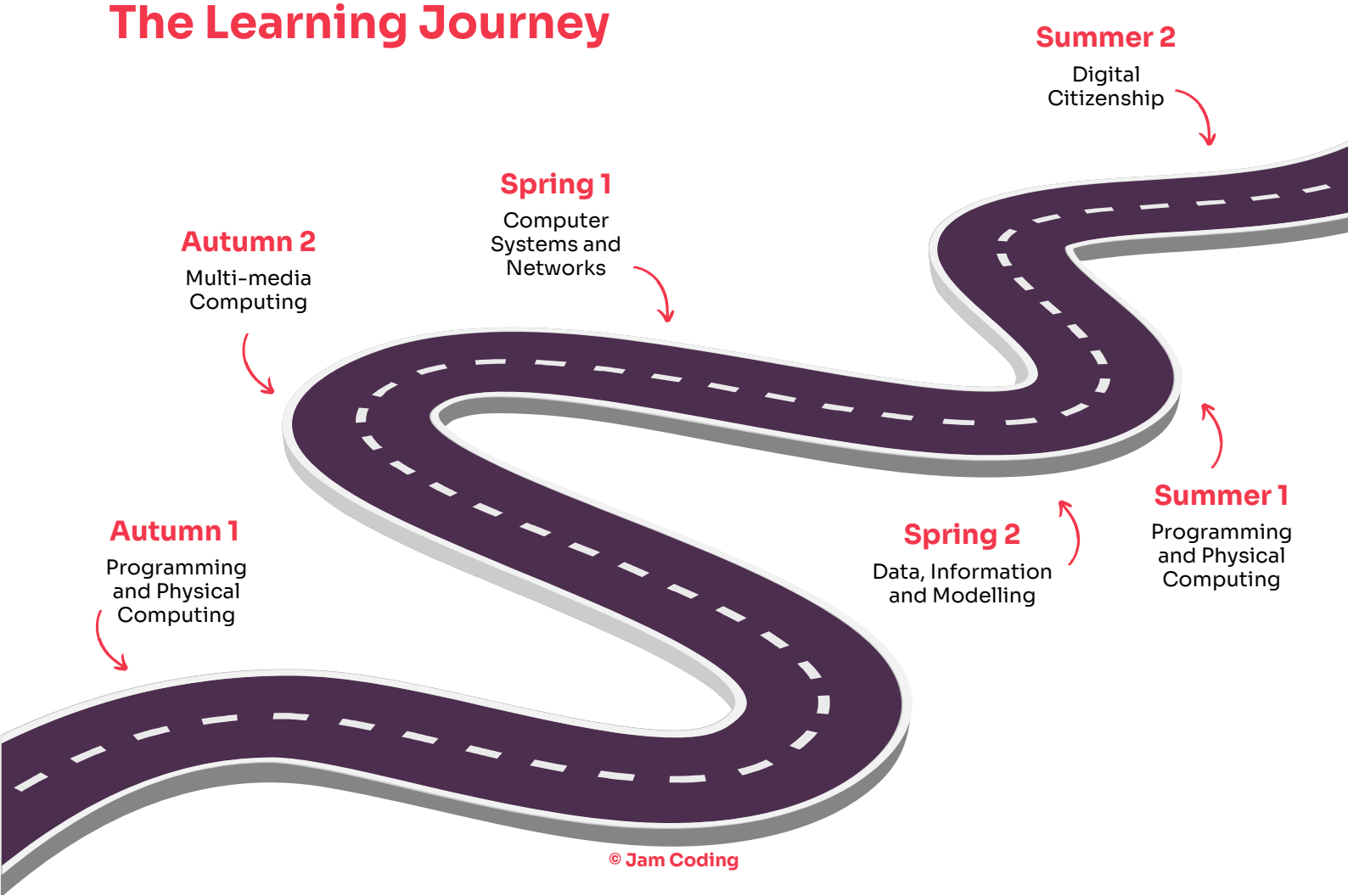
The Learning Journey



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Half Term 1

Programming and Physical Computing

Unit	Coding Cats & Dogs	Game Making	Solving Problems with Algorithms	Physical Systems Coding Recycled Musical Instruments	Arcade Gaming	Robotics
Summary	Pupils will learn about structuring basic algorithms and controlling floor robots using commands.	Pupils will learn how to control sprites and make them interact by making games using visual code.	Pupils will learn how to decompose problems and write more complex algorithms using more advanced visual code.	Pupils will apply their understanding of decomposition and algorithms to create a physical system using circuits to create a working musical instrument from recycled materials.	Pupils continue applying their understanding of visual code to create more complex games using a range of syntax. They will apply their understanding to a new coding environment.	Further application and development of coding skills and understanding of physical systems through controlling a robot using a range of programmable sensors and motors.
Key Words	Robot Command Algorithm Debug	Sequence Background Record Interact Trigger	Algorithm Decomposition Iteration Selection	Input Output Circuit Sensor	Pixels Sprites Controller Axis Variable Selection	Motor LED Infrared Sensor Ultrasonic Sensor Radio Signal Function

Half Term 2

Multimedia Computing

Unit	Creative Computing	Animation	School Radio Show	Multimedia Quiz	Video Editing Try not to laugh	Photo Editing Movie Stars
Summary	Pupils will develop skills in typing, mouse control, and file saving through game play.	Pupils will develop their understanding of different types of animation using 3 different animation software to create hand drawn, stop motion and image manipulation.	Pupils will develop understanding of sound editing through writing scripts and recording and editing their own school radio show.	Pupils will build on their understanding of multimedia so far by creating an interactive multi-media quiz with hyperlinks, audio, animation and images.	Consolidates learning so far and develops new skills in video editing through recording their own content and using video editing skills to bring together text, images, video and audio.	Consolidates learning so far and develops new skills in multimedia through editing photos using a range of photo editing techniques to manipulate photos of movie stars and movie posters.
Key Words	Mouse/Trackpad Keyboard Click and Drag Tools Type Text Edit	Animation Frame Onion Skin Stop Frame Animation Motion Graphics	Script Import Pitch Tempo Reverb Export	Media Multimedia Hyperlink Master Slide Audio Transition Accessibility	Purpose Audience Storyboard Cut and Trim Video Title Effects Video Transition	Photo Editing Spot Healing Brush Clone Tool Gradient Tool Lasso Tool Warp Tool

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Half Term 3

Computer Systems and Networks

Unit	Awesome Animations	Online Treasure Hunt	Gathering Data	Creating Game Characters	Computing History	Web Design
Summary	Pupils will build upon their creative computing skills by creating animations with graphics. They will learn how to save from an online source.	Pupils will learn how to search the internet effectively to gather data for a given purpose. They will develop understanding of the reliability of online information.	Pupils will build upon their web searching skills to gather data from primary and secondary sources, including online and through questionnaires. They will present it using their multimedia skills developed in half term 2.	Pupils will build upon their networking and multimedia skills by creating a range of computer game characters. They will gather online data then use it to create 2D and 3D modelling to match a brief.	Consolidates understanding of searching for information online & develops further by beginning to look at bias and inaccuracies online. Pupils will learn about famous figures in Computing and its origins.	Consolidates learning so far by gathering data online and creating their own website using images, animations, audio and video. Pupils will learn about networking and how the internet works.

Half Term 4

Data Information and Modelling

Unit	Terrific Technology	Presenting our School	Presenting Data	Analysing Data Game Completion	Analysing Data Questionnaire Results	Game Hacking Using data modelling to improve the outcome of games
Summary	Pupils will learn about the technology around them, from sensors, to QR codes.	Pupils will gather data from their peers and staff and developing multimedia skills by presenting information about their school for specific audiences.	Pupils will learn how to use presentation and spreadsheet software to present data and basic modelling of outcomes.	Pupils will build upon their presentation of data skills by collecting data, analysing it for patterns and predicting outcomes through collecting game data during gameplay.	Consolidates understanding of data collection, analysis and modelling by analysing questionnaire results to inform decisions using 'what if' scenarios.	Pupils will consolidate their understanding of data, information and modelling by improving gameplay outcomes through the use of spreadsheet skills.

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Half Term 5

Programming and Physical Computing

Unit	Coding Cats and Dogs 2	Coding a Story	Game Design Adventure Game	Quiz Game	Physical Computing Gaming	Retro Arcade Gaming
Summary	Pupils will consolidate their understanding of floor robots through being set a series of challenges to encourage deeper thinking.	Pupils will consolidate their understanding and skills in visual programming through creating an interactive story game using sprites.	Pupils will consolidate their understanding and skills in advanced visual programming by creating an adventure game with different pathways depending on user input. This requires a good understanding of selection and begins to look at nested IFs.	Pupils will consolidate their understanding of programming through creating an interactive quiz game which keeps track of score, bonus points and the winner using a range of variables.	Pupils will consolidate their understanding of physical computing through creating a range of games which can be played on a physical device using a range of inputs, outputs and sensors.	Pupils will consolidate their understanding of advanced visual code through creating a series of 'retro games' which challenge their understanding of coding syntax.

Half Term 6

Digital Citizenship

Unit	Stranger Danger Animation	eSafety Interactive Game	Online Wellbeing Podcast	Social Media Quiz Game	eSafety Game	Creating A Digital Citizenship Website
Summary	During this half term, all pupils will develop understanding of age-appropriate digital citizenship with a focus on online safety. They will evidence their skills and understanding by creating a product which shows the skills they have learnt throughout the year, whether that be through multimedia, or programming.					

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Assessment Statements

Here you can find the assessment statements for skills and understanding within every unit of work of the Jam Coding Bespoke Curriculum.

Coding Cats and Dogs

	Developing	Secured	Mastered
1	I can make a floor robot move with button inputs with assistance	I can make a floor robot move with button inputs with limited assistance.	I can make a floor robot move with button inputs independently.
2	I can state what a command card is. I can predict what a command card algorithm output will be with assistance.	I can state what a command card is and predict a robot's movement based on a command card algorithm with limited assistance.	I can describe what a command card is and predict a robot's movement based on a command card algorithm independently.
3	I can plan an algorithm to make a robot interact with another object with assistance.	I can plan an algorithm to make a robot interact with another object with limited assistance.	I can plan an algorithm to make a robot interact with another object independently.
4	I can plan an accurate algorithm to make my robot move with precision with assistance.	I can plan an accurate algorithm to make my robot move with precision with limited assistance.	I can plan an accurate algorithm to make my robot move with precision independently.
5	I can debug an algorithm and test its output with assistance.	I can spot an error in an algorithm and debug it with limited assistance.	I can find and fix errors in algorithms, debugging them independently and testing the improved output.
6	I can plan an algorithm and make a floor robot move with precision to achieve a goal with assistance.	I can plan an algorithm and make a floor robot move with precision to achieve a goal with limited assistance.	I can plan an algorithm and make a floor robot move with precision to achieve a goal independently.

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Visual Programming – Game Making

	Developing	Secured	Mastered
1	I can make a sprite move with a sequence of visual code with assistance.	I can make a sprite move with a sequence of visual code with limited assistance.	I can make a sprite move with a sequence of visual code independently.
2	I can add a background to a game with assistance. I can use visual code to make 2 sequences run at the same time with assistance.	I can add a background to a game with limited assistance. I can use visual code to make 2 sequences run at the same time with limited assistance.	I can add a background to a game independently. I can use visual code to make 2 or more sequences run at the same time independently.
3	I can use visual code to make a game with voice recordings with assistance.	I can use visual code to make a game with voice recordings with limited assistance.	I can use visual code to make a game with voice recordings independently.
4	I can use the 'on bump' visual code to make characters interact with each other with assistance.	I can use the 'on bump' visual code to make characters interact with each other with limited assistance.	I can use the 'on bump' visual code to make characters interact with each other independently.
5	I can use the 'message' visual code to make characters interact with each other with assistance.	I can use the 'message' visual code to make characters interact with each other with limited assistance.	I can use the 'message' visual code to make characters interact with each other independently.
6	I can use visual code to make a multi-background game with assistance.	I can use visual code to make a multi-background game with limited assistance.	I can use visual code to make a multi-background game independently.

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Solving Problems with Algorithms

	Developing	Secured	Mastered
1	I can state what an algorithm is.	I can describe what an algorithm is. I can create an algorithm with scaffolding.	I can create an algorithm independently. I can suggest improvements to algorithms.
2	I can state what decomposition is. I can decompose a simple problem.	I can describe what an algorithm is. I can decompose a more complex problem.	I can explain what decomposition is. I can decompose a complex problem with a number of steps.
3	I can spot the use of iteration in an algorithm. I can create a program using iteration with assistance.	I can describe what iteration is. I can use iteration in a program with limited assistance.	I can explain what iteration is. I can use iteration in a program independently.
4	I can state the outcomes of selection. I can use selection in a program with assistance.	I can describe what selection is. I can use selection in a program with limited assistance.	I can explain what selection is and use it in pseudocode. I can use selection independently within a program.
5	I can state design choices for a program. I can write an algorithm for a program with assistance.	I can explain design choices for a program with assistance. I can write an algorithm for a given program using iteration.	I can justify design choices for a program. I can independently plan an algorithm for a given program.
6	I can use an algorithm to create a program with assistance using a visual programming language. I can predict the outcome of the algorithm.	I can create a program from an algorithm with limited assistance using a visual programming language. I can follow a plan to create sprites and backgrounds.	I can independently decompose a problem to create a program in a visual programming language.

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Physical Systems

Recycled Musical Instruments

	Developing	Secured	Mastered
1	I can state what an input and output is, selecting examples from a list. I can use inputs and outputs within visual code to create a jukebox with assistance.	I can describe what inputs and outputs are, giving examples. I can use inputs and outputs within visual code to create a jukebox with limited assistance.	I can explain the difference between inputs and outputs. I can use inputs and outputs in visual code independently to create a jukebox.
2	I can state what a circuit is. I can create a program for a physical system using a circuit with assistance.	I can describe what a circuit is. I can create a program for a physical system using a circuit with limited assistance.	I can explain what a circuit is. I can independently create a program for a physical system using a circuit.
3	I can demonstrate my understanding of circuits to set up a physical system which uses inputs to play music with support.	I can demonstrate my understanding of circuits to set up a physical system with more than one input to play music with support.	I can demonstrate and explain my understanding of circuits by creating a music instrument with a range of inputs independently.
4	I can create and program a physical system using a circuit with one input with assistance.	I can create and program a physical system using a circuit with more than one input with limited assistance.	I can create and program a physical system using a circuit with a range of inputs independently.
5	I can create a physical system using an 'on shake' sensor.	I can create a physical system using a range of sensors with limited assistance	I can independently create a program for a physical system using a range of sensors.
6	I can make evaluative comments on a physical system with assistance.	I can make evaluative comments on a physical system with limited assistance.	I can independently write evaluative comments on a physical system.

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Visual Programming

Arcade Gaming

	Developing	Secured	Mastered
1	I can state what pixels and sprites are. I can create a sprite using pixels with assistance.	I can describe what pixels and sprites are. I can create a range of sprites using pixels with limited assistance.	I can explain what pixels are and consider pixel size. I can create a range of sprites for a given audience using pixels independently.
2	I can state what game controllers are. I can use visual code to create a moving sprite using the x and y axis with assistance.	I can describe what game controllers are. I can use visual code to create moving sprites using the x and y axis with limited assistance.	I can explain what game controllers are. I can use visual code to create a range of moving sprites with consideration to axis, independently.
3	I can state what a variable is. I can use visual code to program a score variable to increase, with assistance.	I can describe what a variable is. I can use visual code to program a score variable to increase, with limited assistance.	I can explain what a variable is and give 2 examples. I can use visual code to program a score variable to increase, independently.
4	I can create a background which includes walls a sprite cannot cross with assistance.	I can create a background which includes walls a sprite cannot cross with limited assistance.	I can create a background which includes walls a sprite cannot cross and other interactive features, independently.
5	I can state what selection is. I can use selection in visual code to add collectables and score to a game with assistance.	I can describe what selection is. I can use selection in visual code to add collectables and score to a game with limited assistance.	I can explain what selection is. I can use selection in visual code to add collectables and score to a game, independently.
6	I can state what coordinates are and how they are used in a game. I can use coordinates to make a computer-controlled sprite, with assistance.	I can describe what coordinates are and how they are used in a game. I can use coordinates to make a computer-controlled sprite, with limited assistance.	I can explain what coordinates are and how they are used in a game. I can use coordinates to make a computer-controlled sprite, independently.

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Physical Systems

Robotics

	Developing	Secured	Mastered
1	I can state what motors and LEDs are. I can make a robot behave like a police car with motors and LEDs with assistance.	I can describe what impacts motors and what LEDs are. I can make a robot behave like a police car using motors and LEDs with limited assistance.	I can explain what impacts motor performance and what LEDs are. I can make a robot behave like a police car independently.
2	I can state what an infrared sensor is for. I can make a robot follow a line using an infrared sensor with assistance.	I can describe what an infrared sensor is. I can make a robot follow a line using an infrared sensor with limited assistance.	I can explain what an infrared sensor is and how it works. I can make a robot follow a line using an infrared sensor independently.
3	I can state what an ultrasonic sensor is used for. I can make a robot respond to an ultrasonic sensor input with assistance.	I can describe what an ultrasonic sensor is. I can make a robot respond to ultrasonic sensor input with limited assistance.	I can explain what an ultrasonic sensor is and how it works. I can make a robot respond to ultrasonic input independently.
4	I can state what a radio signal is. I can make a robot respond to radio signal input with assistance.	I can describe what a radio signal is. I can make a robot respond to radio signal input with limited assistance.	I can explain what a radio signal is. I can make a robot respond to radio signal input independently.
5	I can state what a function is. I can make a robot draw using functions with assistance.	I can describe what a function is. I can make a robot draw using functions with limited assistance.	I can explain what a function is. I can make a robot draw using multiple functions independently.
6	I can make a robot use a range of sensors, inputs, and outputs with assistance.	I can make a robot use a range of sensors, inputs, and outputs with limited assistance.	I can make a robot use a range of sensors, inputs, and outputs independently.

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Creative Computing

	Developing	Secured	Mastered
1	I can state what a trackpad/mouse is.	I can describe how a trackpad/mouse works. I can use a mouse to move the pointer around the computer screen.	I can use a trackpad/mouse to select things on the computer screen. I can use a trackpad/mouse to select things for a purpose on a computer screen.
2	I can use a trackpad/mouse to click and select things on the screen	I can use a trackpad/mouse to click and drag things on my laptop screen.	I can use a trackpad to click and drag things to a specific place on my laptop screen.
3	I can state what the shape tool does. I can click and drag to create shapes using the shape tool.	I can state what the shape tool and fill tool do. I can click and drag shapes and add colour to recreate the work of an artist.	I can describe what the shape and fill tool do. I can click and drag shapes, use the paint tools and colours to recreate the work of an artist.
4	I can state what the words type and text mean.	I can recognise words on a screen as text. I can use a keyboard to type text from the home row of a keyboard.	I can use a keyboard to type text from the home row and top row of a keyboard.
5	I can state what editing text is.	I can explain size, colour, and font.	I can edit size, colour, and font of text I have typed.
6	I can create a poster using paint and text tools with assistance.	I can create a poster using paint and text tools with limited assistance.	I can create a poster using paint and text tools independently.

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Animation

	Developing	Secured	Mastered
1	I can state what an animation is. I can create a 2-frame animation with assistance.	I can describe what an animation is, giving examples. I can create a 2-frame animation with limited assistance.	I can explain what animations are and name 2 different types of animatioN. I can independently create a 2-frame animation.
2	I can state what a frame is. I can create a multi-frame animation of a dancer with assistance.	I can describe what a frame is and how many frames are needed for an animation. I can create a multi-frame animation of a dancer with limited assistance.	I can explain what would happen if I didn't use enough frames in an animation. I can independently create a multi-frame animation.
3	I can state what frame rate and onion skin are. I can create a smooth animation using frame rate and onion skin with assistance.	I can describe what frame rate and onion skin are. I can create a smooth animation using frame rate and onion skin with limited assistance.	I can explain the benefits of being able to use onion skin and change frame rates of an animation. I can independently create a smooth animation using frame rate and onion skin.
4	I can state what stop frame animation is. I can take photos to create the first part of a stop frame animation story with assistance.	I can describe what a stop frame animation is. I can take photos to create the first part of a stop frame animation story with limited assistance.	I can explain what stop frame animation is and give examples. I can independently take photos to create the first part of a stop frame animation story.
5	I can state why I will use frame rate and onion skin in a stop frame animation. I can take photos to create the second part of a stop frame animation story with assistance.	I can describe why I will use frame rate and onion skin in a stop frame animation story. I can take photos to create the second part of a stop frame animation story with limited assistance.	I can explain how I will use frame rate and onion skin in stop frame animation. I can independently take photos to create the second part of a stop frame animation story.
6	I can match key words related to animation to their definitions. I can save an animation and present it whilst talking about its key features with assistance.	I can match key words related to animation to their definitions as well as defining some independently. I can save an animation and talk about its key features with limited assistance.	I can define key words related to animation independently. I can save an animation and talk about its key features independently.

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Multimedia Quiz

	Developing	Secured	Mastered
1	I can state what multimedia is and what hyperlinks are. I can create an interactive quiz question using multimedia in presentation software with assistance.	I can describe what hyperlinks, media and multimedia are. I can create an interactive multimedia quiz question in presentation software with limited assistance.	I can explain what hyperlinks, media and multimedia are and give examples. I can independently create quiz questions and multimedia in presentation software.
2	I can state what a master slide is. I can use a master slide to add a theme to a presentation with assistance.	I can describe what a master slide is. I can use a master slide to add a theme to a presentation with limited assistance.	I can explain the benefit of using a master slide. I can independently use a master slide to add a theme to a presentation.
3	I can state what audio is and why we would add it to a presentation. I can add audio to a presentation with assistance.	I can describe how and why we would add audio to a presentation. I can add a range of audio types to a presentation with limited assistance.	I can explain the benefits of adding audio to a presentation. I can independently add a range of audio types to a presentation.
4	I can state what a slide transition is. I can add slide transitions to a presentation with assistance.	I can describe what a slide transition is and why we might use them. I can add slide transitions to a presentation with limited assistance.	I can explain what slide transitions are and give examples. I can independently add slide transitions to a presentation.
5	I can state what accessibility means. I can use colour, text, and voiceover with assistance to make my presentation accessible.	I can describe what accessibility means. I can use colour, text, and voiceover with limited assistance to make my presentation accessible.	I can explain what accessibility means. I can independently make my presentation accessible using a range of methods.
6	I can test and improve my presentation with assistance.	I can test and improve my presentation with limited assistance.	I can independently test and improve my presentation.

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Radio Show

	Developing	Secured	Mastered
1	I can state what a script is. I can create a script for a radio show with assistance.	I can describe what a script is and what is included in a script. I can write a script which includes speech and sounds with limited assistance.	I can explain what a script is and when it's beneficial to use one when creating a pre-recorded radio show. I can independently write a script including speech and sounds.
2	I can state what should be avoided for a recording to be good quality recording. I can record a script with a microphone with assistance.	I can describe what makes a good quality recording. I can record a script with a microphone with limited assistance.	I can explain what makes a good quality and a bad quality recording. I can independently record a script using a microphone.
3	I can state what the word import means in relation to Audacity. I can import audio an manipulate it by changing its timing.	I can describe what the word import means in relation to audacity. I can import audio and manipulate it by changing timing and length.	I can explain what the word import means and why it might be needed when making a pre-recorded radio show. I can independently import audio and manipulate it to fit with existing audio.
4	I can state what pitch and tempo are. I can add effects and change the pitch and tempo of a recording with assistance.	I can describe what pitch and tempo are. I can add effects and change pitch and tempo of audio with limited assistance.	I can explain what pitch and tempo are and why they might need altering in a recording. I can independently edit effects, pitch and tempo of a recording.
5	I can state what reverb is. I can use reverb to edit audio with assistance.	I can describe what reverb is and why we might use reverb when editing audio. I can use reverb to edit audio with limited assistance.	I can explain what reverb is, why we use it, and give examples. I can independently use reverb to appropriately edit audio.
6	I can state what the word export means. I can export my completed radio show into an audio file with assistance.	I can describe what the word export means. I can export my completed radio show into an audio file with limited assistance.	I can explain what the word export means and why we need to export an audio recording with sound effects. I can independently export my completed radio show into an audio file.

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Video Editing

Try not to laugh

	Developing	Secured	Mastered
1	I can state what the words purpose and audience mean within a video context. I can give examples of purposes and audiences with assistance.	I can describe what the words purpose and audience mean within a video context. I can give examples of video purposes and audiences with limited assistance.	I can explain what the words purpose and audience mean within a video context. I can independently give examples of video purposes and audiences.
2	I can state what a storyboard is used for and what it includes. I can create a storyboard to plan a video with assistance.	I can describe what a storyboard is used for and what it includes. I can create a storyboard to plan a video with limited assistance.	I can explain what a storyboard is and its benefits. I can independently create a storyboard for a video.
3	I can use a camera to record video. I can state camera angles and background noise considerations.	I can use a camera to record video. I can describe different considerations when recording video such as camera angles and background noise.	I can use a camera to record video. I can explain considerations when recording video such as camera angles, background noise and lighting.
4	I can state what cut and trim mean when editing video. I can edit videos by ordering clips, cutting, and trimming with assistance.	I can describe what cut and trim mean when editing video. I can edit videos by ordering clips, cutting, and trimming with limited assistance.	I can explain what cut and trim mean when video editing and why this is necessary. I can independently order video slips, cut and trim them.
5	I can state what a title in a video is. I can add titles and music to a video with assistance.	I can describe what titles are in videos. I can add titles and music to a video with limited assistance.	I can explain what titles are in videos and their benefits. I can independently add titles, music and sound effects to a video.
6	I can state what a video effect and transition is. I can add effects and transitions to a video with assistance.	I can describe what video effects and transitions are. I can add effects and transitions to a video with limited assistance.	I can explain what video effects and transitions are and give examples. I can independently add effects and transitions to a video.

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Photo Editing

Movie Stars

	Developing	Secured	Mastered
1	I can state what photo editing and a spot healing brush are. I can use the spot healing brush to edit a photo with assistance and I can change my brush settings.	I can state what photo editing and a spot healing brush are and why it's used. I can edit a photo using the spot healing brush with limited assistance.	I can explain what photo editing is and why the spot healing brush might need to be used. I can independently edit a photo using the spot healing brush.
2	I can state what the clone tool is. I can edit a photo using the clone tool with assistance.	I can describe what the clone tool is. I can edit a photo using the clone tool with limited assistance.	I can explain what the clone tool is and give examples of its use. I can independently edit a photo using the clone tool.
3	I can state what the gradient tool is. I can edit a photo using the gradient tool with assistance.	I can describe what the gradient tool is. I can edit a photo using the gradient tool with limited assistance.	I can explain what the gradient tool is and give examples. I can independently edit a photo using the gradient tool.
4	I can state what the lasso and warp tools are. I can edit a photo using the lasso and warp tools with assistance.	I can describe what the lasso and warp tools are. I can edit a photo using the lasso and warp tools with limited assistance.	I can explain what the lasso and warp tools are and give examples. I can independently edit a photo using the lasso and warp tools.
5	I can state what each of the photo editing tools are. I can edit an animated poster by combining with another, using a range of photo editing tools with assistance.	I can describe what each of the photo editing tools are. I can edit an animated poster by combining with another, using a range of photo editing tools with limited assistance.	I can explain the use of each photo editing tool. I can independently combine animated posters using a range of techniques.
6	I can state what each of the photo editing tools are. I can edit a photo by combining with another, using a range of photo editing tools with assistance.	I can describe what each of the photo editing tools are. I can edit a photo by combining with another, using a range of photo editing tools with limited assistance.	I can explain the use of each photo editing tool. I can independently combine photos using a range of techniques.

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Awesome Animations

	Developing	Secured	Mastered
1	I can create my own animation with assistance.	I can create my own digital animation with limited assistance.	I can create a digital animation independently.
2	I can state what an onion skin is and how it is used in animation. I can begin to use an onion skin when creating an animation.	I can create a digital animation using an onion skin with limited assistance and explain what an onion skin is.	I can independently create a digital animation with an onion skin. I can explain what an onion skin is.
3	I can begin to use frames when creating animations.	I can create an animation using frames with limited assistance.	I can create an animation with frames independently.
4	I can explain which keys to use to screen record my work to save and retrieve it with assistance.	I can explain which keys to use to screen record my work to save and retrieve it with limited assistance.	I can explain which keys to use to screen record my work to save and retrieve it independently.
5	I can create an animation using at least 2 sprites with assistance.	I can create an animation using at least 2 sprites with limited assistance.	I can create an animation using at least 2 sprites independently.
6	I can create an animation with assistance and talk about it using key terminology. I can create, record, retrieve and share an animation with assistance.	I can create an animation with assistance and talk about it using key terminology. I can create, record, retrieve and share an animation with limited assistance.	I can create an animation with assistance and talk about it using key terminology. I can create, record, retrieve and share an animation independently.

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Online Treasure Hunt

	Developing	Secured	Mastered
1	I can use a search engine to find images online with assistance.	I can use a search engine to find images online with limited assistance.	I can independently use a search engine to find images online.
2	I can use a search engine to find images online, then copy and paste them to combine with a presentation with assistance.	I can use a search engine to find images, then copy and paste them to combine with a presentation with limited assistance.	I can independently use a search engine to find images online then copy and paste them to combine with a presentation.
3	I can use a search engine to find information with assistance.	I can use a search engine to find information with limited assistance.	I can independently use a search engine to find information online.
4	I can use a search engine to find information online then present it in a character profile with assistance.	I can use a search engine to find information online then present it in a character profile with limited assistance.	I can independently use a search engine to find information online then present it in a character profile.
5	I can navigate to specific websites and webpages to find information then present it with assistance.	I can navigate to specific websites and webpages to find information online then present it with limited assistance.	I can independently navigate to websites and webpages to find information online then present it.
6	I can navigate to specific websites and webpages to find information then present it with assistance.	I can navigate to specific websites and webpages to find information online then present it with limited assistance.	I can create my own website treasure hunt by navigating to websites, webpages and presenting information.

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Gathering Data

Online Research

	Developing	Secured	Mastered
1	I can state what a search engine and Boolean operator are. I can search online using Boolean operators with assistance.	I can describe what a search engine is and how it works. I can use Boolean operators in online searches with limited assistance.	I can explain what a search engine is and how they use Boolean operators. I can independently use Boolean operators to find precise information when searching online.
2	I can state what fake news is. I can use reasoning to decide if information found online can be trusted with assistance.	I can describe what fake news is and its impact on people who believe it. I can use reasoning to decide if information found online can be trusted with limited assistance.	I can explain what fake news is, how it's spread and its impact. I can independently use reasoning to decide if information found online can be trusted or not.
3	I can state what primary and secondary research are. I can use word processing software to create a questionnaire to gather data with assistance.	I can describe what primary and secondary research are. I can use word processing software to create a questionnaire to gather data with limited assistance.	I can explain the difference between primary and secondary data and give examples. I can independently use word processing software to create a questionnaire to gather data.
4	I can use spreadsheet software to create an organised collection of data gathered online with assistance.	I can use spreadsheet software to create an organised collection of data gathered online with limited assistance.	I can independently use spreadsheet software to create an organised collected of data gathered online.
5	I can state what a graph is. I can log secondary data in a spreadsheet and create graphs to present analysis with assistance.	I can describe what a graph is and why there are different types of graphs. I can log primary and secondary data in a spreadsheet and present it using graphs with limited assistance.	I can explain what a graph is, why they're used and the different types of graphs. I can independently log primary and secondary data in a spreadsheet using graphs.
6	I can create a presentation to present research findings visually and in text format with assistance.	I can create a presentation to present research findings visually and in text format with limited assistance.	I can independently create a presentation to present research findings in different formats.

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Computer Aided Design

Game Characters

	Developing	Secured	Mastered
1	I can state common features in computer character design with assistance. I can use the internet to research information and show my findings with assistance.	I can describe common features in computer game character design with limited assistance. I can use the internet to research and show my findings with limited assistance.	I can explain common features in computer game design independently. I can independently use the internet to research information and show my findings.
2	I can state what Computer Aided Design software is. I can use CAD software to create 3D shapes and manipulate their height and width with assistance.	I can describe what Computer Aided Design software is and how it's used. I can use CAD software to create a range of 3D shapes and manipulate their height, width and positioning with limited assistance.	I can explain what Computer Aided Design software is and a range of its uses. I can independently use CAD to create and manipulate 3D shapes using a range of methods.
3	I can state what the key words 3D printer, solid and hole are in relation to computer aided design. I can use CAD software to create 3D solid and hollow shapes and manipulate them with assistance.	I can describe what a 3D printer is and how it uses solid and holes in computer aided design software. I can use CAD software to create a range of 3D solid and hollow shapes and manipulate them with limited assistance.	I can explain what 3D printing is and how it is used in industry. I can explain how computer aided design software uses solids and holes. I can independently use CAD software to create and manipulate 3D shapes that are both solid and hollow.
4	I can state what the orthographic view is. I can use CAD software to design a computer game world with assistance.	I can describe what the orthographic view is. I can use CAD software to create a 3D computer game world using the orthographic view with limited assistance.	I can explain what the orthographic view is and its benefits. I can independently use CAD to create a 3D computer game world using the orthographic view to ensure an accurate design.
5	I can state design choices for my 3D model. I can use computer aided design software to design a 3D model of a character with very limited assistance.	I can describe the design choices for my 3D model. I can use computer aided design software to create a 3D model of a character independently using a range of skills.	I can explain design choices for my 3D model. I can independently use computer aided design software to create a 3D model of a computer game character with accessories using a wide range of CAD skills.
6	I can state design choices for my 3D model. I can use computer aided design software to design a 3D model of a character with very limited assistance.	I can describe the design choices for my 3D model. I can use computer aided design software to create a 3D model of a character independently using a range of skills.	I can explain design choices for my 3D model. I can independently use computer aided design software to create a 3D model of a computer game character with accessories using a wide range of CAD skills.

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Computer Aided Design

Game Characters

	Developing	Secured	Mastered
1	I can state common features in computer character design with assistance. I can use the internet to research information and show my findings with assistance.	I can describe common features in computer game character design with limited assistance. I can use the internet to research and show my findings with limited assistance.	I can explain common features in computer game design independently. I can independently use the internet to research information and show my findings.
2	I can state what Computer Aided Design software is. I can use CAD software to create 3D shapes and manipulate their height and width with assistance.	I can describe what Computer Aided Design software is and how it's used. I can use CAD software to create a range of 3D shapes and manipulate their height, width and positioning with limited assistance.	I can explain what Computer Aided Design software is and a range of its uses. I can independently use CAD to create and manipulate 3D shapes using a range of methods.
3	I can state what the key words 3D printer, solid and hole are in relation to computer aided design. I can use CAD software to create 3D solid and hollow shapes and manipulate them with assistance.	I can describe what a 3D printer is and how it uses solid and holes in computer aided design software. I can use CAD software to create a range of 3D solid and hollow shapes and manipulate them with limited assistance.	I can explain what 3D printing is and how it is used in industry. I can explain how computer aided design software uses solids and holes. I can independently use CAD software to create and manipulate 3D shapes that are both solid and hollow.
4	I can state what the orthographic view is. I can use CAD software to design a computer game world with assistance.	I can describe what the orthographic view is. I can use CAD software to create a 3D computer game world using the orthographic view with limited assistance.	I can explain what the orthographic view is and its benefits. I can independently use CAD to create a 3D computer game world using the orthographic view to ensure an accurate design.
5	I can state design choices for my 3D model. I can use computer aided design software to design a 3D model of a character with very limited assistance.	I can describe the design choices for my 3D model. I can use computer aided design software to create a 3D model of a character independently using a range of skills.	I can explain design choices for my 3D model. I can independently use computer aided design software to create a 3D model of a computer game character with accessories using a wide range of CAD skills.
6	I can state design choices for my 3D model. I can use computer aided design software to design a 3D model of a character with very limited assistance.	I can describe the design choices for my 3D model. I can use computer aided design software to create a 3D model of a character independently using a range of skills.	I can explain design choices for my 3D model. I can independently use computer aided design software to create a 3D model of a computer game character with accessories using a wide range of CAD skills.

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History of Computing

	Developing	Secured	Mastered
1	I can use the internet to research facts relating to computing events and summarise them with assistance.	I can research computing events online and describe more than one fact relating to each event in my own words with limited assistance.	I can independently research computing events online and explain multiple facts I find independently.
2	I can state what an abacus and punch card are. I can use an abacus and punch card.	I can describe what an abacus and punch card are. I can use an abacus and punch card.	I can explain what an abacus and punch card are as well as their limitations. I can use an abacus and punch card.
3	I can state what the enigma machine and cipher are, along with what Alan Turing achieved in relation to these. I can use a cipher to encode and decode messages with assistance.	I can describe the role of the enigma machine, cipher, and Alan Turing in WWII. I can use a cipher to encode and decode messages with limited assistance.	I can explain the role Alan Turing played in WWII and what the enigma machine was used for. I can independently use a cipher to encode and decode messages.
4	I can state how technology has changed over time. I can create a technology timeline using desktop publishing software with assistance.	I can describe how technology has changed over time. I can create a technology timeline using desktop publishing software with limited assistance.	I can explain how technology has changed over time and why. I can independently use desktop publishing software to create a technology timeline.
5	I can compare graphics, sound, controllers, and entertainment level of retro computer games to modern day games.	I can compare graphics, sound, controllers, storyline, and entertainment level of retro computer games to modern day games.	I can compare graphics, sound, controllers, storyline, gameplay length, and entertainment level of retro computer games to modern day games.
6	I can state what virtual reality and artificial intelligence are. I can create an advert for future technology, choosing my own software to do so from a menu of options.	I can describe what virtual reality and artificial intelligence are and how they're used. I can create an advert for future technology, choosing my own software.	I can explain what virtual reality and artificial intelligence are and how they're used. I can independently choose a type of advert and create it to advertise future technology.

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Web Design

	Developing	Secured	Mastered
1	I can state what a local area network and wide area network are. I can select advantages and disadvantages of having a device connected to a network.	I can describe what a local area network and wide area network are. I can state advantages and disadvantages of having a device connected to a network.	I can explain what a local area network and wide area network are and explain how they work. I can describe advantages and disadvantages of having a device connected to a network.
2	I can state what the Copyright Act is. I can gather digital media with consideration to copyright laws with assistance.	I can describe what the Copyright Act is. I can gather digital media with consideration to copyright laws with limited assistance.	I can explain what the Copyright Act is and why it is important to consider in web design. I can gather and create digital media with consideration for the Copyright Act.
3	I can state what an image carousel and rollover button are. I can create a website with more than one page and interactive features with assistance.	I can describe what an image carousel and rollover buttons are. I can create a website with multiple pages and interactive features with limited assistance.	I can explain what interactive features are in web design. I can independently create a multi-page website with interactive features.
4	I can state what an external website link is. I can create a website with more than one page an external links with assistance.	I can describe what an external website link is and why we might use one. I can create a website with multiple pages and external links with limited assistance.	I can explain why external website links might be used on a website. I can independently create a multi-page website with external links.
5	I can state what audience feedback is. I can improve my website based on audience feedback with assistance.	I can describe what audience feedback is and gather it. I can improve my website based on audience feedback with limited assistance.	I can use audience feedback to evaluate what I should improve about my website. I can independently improve my website based on audience feedback.
6	I can state what a website evaluation is. I can make evaluative comments on all areas of my website with assistance.	I can describe what a website evaluation is. I can make evaluative comments on all areas of my website with limited assistance.	I can explain what a website evaluation is and why it's important to do. I can independently make evaluative comments on all areas of my website.

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Terrific Technology

	Developing	Secured	Mastered
1	I can state some computer parts and talk about what they do.	I can recognise and explain parts of a computer with limited assistance.	I can independently recognise and explain parts of a computer.
2	I can state some digital devices. I can explain what a digital device is with assistance.	I can explain what a digital device and its purpose are with limited assistance.	I can explain what a digital device and its purpose are. I can independently recognise a range of digital devices and explain their purposes.
3	I can state what the internet is. I can access the internet with assistance.	I can explain what the internet is and access it with limited assistance for a specific purpose.	I can independently explain what the internet is and access it for a specific purpose.
4	I can state what a QR code is and scan QR codes to find information with assistance.	I can explain what a QR code is and scan them to find information with limited assistance.	I can explain what a QR code is and scan them to find information independently.
5	I can state what Bluetooth is and recognise devices that pair.	I can explain how Bluetooth devices connect with limited assistance.	I can independently explain what Bluetooth is and how devices connect.
6	I can recognise apps and state their purpose with assistance.	I can explain what apps are and recognise a range of different apps with limited assistance.	I can explain what apps are and recognise a range of different apps independently.

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Presenting your Community

	Developing	Secured	Mastered
1	I can state what a presentation is. I can create a plan for my presentation with assistance.	I can describe what a presentation is. I can create a plan for my presentation with limited assistance.	I can explain what a presentation is. I can create a plan for my presentation with limited assistance.
2	I can state how images are used in presentations. I can find suitable images and insert them into a presentation with assistance.	I can describe how images are used in presentations. I can find suitable images and insert them into a presentation with limited assistance.	I can explain how images are used in presentations. I can find suitable images and insert them into a presentation independently.
3	I can state how sound and animation are used in a presentation. I can create a presentation which uses sound and animation with assistance.	I can describe how sound and animation are used in a presentation. I can create a presentation which uses sound and animation with limited assistance.	I can explain how sound and animation are used in a presentation. I can create a presentation which uses sound and animation independently.
4	I can create a presentation which uses transitions with assistance.	I can create a presentation which uses transitions with limited assistance.	I can create a presentation which uses transitions independently.
5	I can state what the term automatic means in relation to a presentation. I can create a presentation that runs automatically with assistance.	I can describe what the term automatic means in relation to a presentation. I can create a presentation that runs automatically with limited assistance.	I can explain what the term automatic means in relation to a presentation. I can independently create a presentation that runs automatically.
6	I can state what the word evaluation means. I can present my presentation to others and give feedback as others present theirs.	I can describe what the word evaluation means. I can present my presentation to others and give feedback as others present theirs.	I can explain what the word evaluation means. I can present my presentation to others and give feedback as others present theirs.

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Presenting Data

Spreadsheets and Databases

	Developing	Secured	Mastered
1	I can state what data and a spreadsheet are. I can create a spreadsheet to log data with assistance.	I can describe what data and a spreadsheet are. I can create a spreadsheet to log data with limited assistance.	I can explain what data and a spreadsheet are. I can independently create a spreadsheet to log data.
2	I can state what a cell and cell reference are. I can use cell references accurately to play spreadsheet battleships with assistance.	I can describe what a cell and cell reference are. I can use cell references accurately to play spreadsheet battleships with assistance.	I can explain what a cell and cell reference are. I can use cell reference accurately to play spreadsheet battleships independently.
3	I can state what a row, column and graph are. I can create a spreadsheet with a graph with assistance.	I can describe what a row, column and graph are. I can create a spreadsheet with a graph with limited assistance.	I can explain what a row, column and graph are. I can create a spreadsheet with a graph independently.
4	I can state what a formula is and what symbols are used for different calculations in formulas. I can use a range of formulas in a spreadsheet with assistance.	I can describe what a formula is and what symbols are used for different calculations in formulas. I can use a range of formulas in a spreadsheet with limited assistance.	I can explain what a formula is and what symbols are used for different calculations in formulas. I can use a range of formulas in a spreadsheet independently.
5	I can state what a branching database is. I can create a branching database with assistance.	I can describe what a branching database is. I can create a branching database with limited assistance.	I can explain what a branching database is. I can create a branching database independently.
6	I can state what each of the key words in the presenting data unit of work mean. I can create a shopping spreadsheet with assistance.	I can describe what each of the key words in the presenting data unit of work mean. I can create a shopping spreadsheet with limited assistance.	I can explain what each of the key words in the presenting data unit of work mean. I can create a shopping spreadsheet independently.

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Analysing Data

Game Competition

	Developing	Secured	Mastered
1	I can state what spreadsheet formatting is. I can create a spreadsheet and format it with assistance.	I can describe what spreadsheet formatting is. I can create a spreadsheet and format it with limited assistance.	I can explain what spreadsheet formatting is. I can independently create a spreadsheet and format it.
2	I can state what a spreadsheet function is. I can input data into a spreadsheet from an external source with assistance.	I can describe what a spreadsheet function is. I can input data into a spreadsheet from an external source with limited assistance.	I can explain what a spreadsheet function is. I can independently input data into a spreadsheet from an external source.
3	I can state what a range of spreadsheet functions do. I can use a range of spreadsheet functions with assistance.	I can describe what a range of spreadsheet functions do. I can use a range of spreadsheet functions with limited assistance.	I can explain what a range of spreadsheet functions do. I can independently use a range of spreadsheet functions.
4	I can create a more complex spreadsheet and use creative formatting techniques with assistance.	I can create a more complex spreadsheet and use creative formatting techniques with limited assistance.	I can independently create a more complex spreadsheet and use creative formatting techniques.
5	I can input more complex data from an external source with assistance.	I can input more complex data from an external source with limited assistance.	I can independently input more complex data from an external source.
6	I can be creative in my use of spreadsheet functions to analyse data with assistance.	I can be creative in my use of spreadsheet functions to analyse data with limited assistance.	I can independently be creative in my use of spreadsheet functions to analyse data.

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Collecting and Analysing Data

Game Competition

	Developing	Secured	Mastered
1	I can state methods for analysing local transport data in a spreadsheet. I can create a spreadsheet to analyse local transport with assistance.	I can describe methods for analysing local transport data in a spreadsheet. I can create a spreadsheet to analyse local transport with limited assistance.	I can explain methods for analysing local transport data in a spreadsheet. I can independently create a spreadsheet to analyse local transport.
2	I can state what a spreadsheet sort is. I can input data to a spreadsheet and apply various sorts with assistance.	I describe what a spreadsheet sort is. I can input data to a spreadsheet and apply various sorts with limited assistance.	I explain what a spreadsheet sort is. I can independently input data to a spreadsheet and apply various sorts.
3	I can state what a spreadsheet filter is. I can input data to a spreadsheet and apply various filters with assistance.	I describe what a spreadsheet filter is. I can input data to a spreadsheet and apply various filters with limited assistance.	I explain what a spreadsheet filter is. I can independently input data to a spreadsheet and apply various filters.
4	I can state what data validation is. I can use data validation to apply rules to spreadsheets with assistance.	I can describe what data validation is. I can use data validation to apply rules to spreadsheets with limited assistance.	I can explain what data validation is. I can independently use data validation to apply rules to spreadsheets.
5	I can state what the IF and CountIF functions are. I can use the IF and CountIF functions in a spreadsheet with assistance.	I can describe what the IF and CountIF functions are. I can use the IF and CountIF functions in a spreadsheet with limited assistance.	I can explain what the IF and CountIF functions are. I can independently use the IF and CountIF functions in a spreadsheet.
6	I can state what each of the key words from this unit of work are. I can use a wide range of data analysis techniques with assistance.	I can describe what each of the key words from this unit of work are. I can use a wide range of data analysis techniques with limited assistance.	I can explain what each of the key words from this unit of work are. I can independently use a wide range of data analysis techniques.

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Lemonade Stand

Game Hacking and Data Analysis

	Developing	Secured	Mastered
1	I can state what a macro is. I can create a business spreadsheet which uses macros with assistance.	I can describe what a macro is. I can create a business spreadsheet which uses macros with limited assistance.	I can explain what a macro is and their benefits. I can independently create a business spreadsheet which uses macros.
2	I can state what conditional formatting is. I can analyse data in a spreadsheet using conditional formatting with assistance.	I can describe what conditional formatting is. I can analyse data in a spreadsheet using conditional formatting with limited assistance.	I can explain what conditional formatting is and its benefits. I can independently analyse data in a spreadsheet using conditional formatting.
3	I can state what a VLOOKUP is. I can analyse data in a spreadsheet using VLOOKUP with assistance.	I can describe what a VLOOKUP is. I can analyse data in a spreadsheet using VLOOKUP with limited assistance.	I can explain what a VLOOKUP is and its benefits. I can independently analyse data in a spreadsheet using VLOOKUP.
4	I can state what a Nested IF is. I can analyse data in a spreadsheet using a Nested IF with assistance.	I can describe what a Nested IF is. I can analyse data in a spreadsheet using a Nested IF with limited assistance.	I can explain what a Nested IF is and its benefits. I can independently analyse data in a spreadsheet using a Nested IF.
5	I can state what goal seek is. I can analyse data in a spreadsheet using a range of methods.	I can describe what goal seek is. I can analyse data in a spreadsheet using a wide range of methods.	I can explain what goal seek is. I can independently analyse data in a spreadsheet using a wide range of methods appropriately.
6	I can state how data can be analysed within a spreadsheet. I can analyse data in a spreadsheet using a range of methods.	I can describe how data can be analysed within a spreadsheet. I can analyse data in a spreadsheet using a wide range of methods.	I can explain how data can be analysed within a spreadsheet. I can independently analyse data in a spreadsheet using a wide range of methods appropriately.

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Creative Creature Coding

	Developing	Secured	Mastered
1	I can remember what a robot is. I can remember what command cards are. I can program my robot to follow an algorithm using command cards with assistance.	I can remember what a robot is. I can remember what command cards are. I can program my robot to follow an algorithm using command cards with limited assistance.	I can remember what a robot is. I can remember what command cards are. I can program my robot to follow an algorithm using command cards independently.
2	I can remember what an algorithm is. I can read an algorithm from a story. I can program my robot to follow an algorithm from a story using command cards with assistance.	I can remember what an algorithm is. I can read an algorithm from a story. I can program my robot to follow an algorithm from a story using command cards with limited assistance.	I can remember what an algorithm is. I can read an algorithm from a story. I can program my robot to follow an algorithm from a story using command cards independently.
3	I can use command cards to build an algorithm with directions with assistance.	I can use command cards to build an algorithm with directions with limited assistance.	I can use command cards to build an algorithm with directions independently.
4	I can read command cards and algorithms and I can create my own algorithms for a specific purpose with assistance.	I can read command cards and algorithms and I can create my own algorithms for a specific purpose with limited assistance.	I can read command cards and algorithms and I can create my own algorithms for a specific purpose independently.
5	I can program a computer character to reach its destination using algorithms with assistance.	I can program a computer character to reach its destination using algorithms with limited assistance.	I can program a computer character to reach its destination using algorithms independently.ing a wide range of methods appropriately.
6	I can use loops within my algorithms to achieve a specific purpose with assistance.	I can use loops within my algorithms to achieve a specific purpose with limited assistance.	I can use loops within my algorithms to achieve a specific purpose independently.

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Coding a Story

	Developing	Secured	Mastered
1	I can add a sprite in scratch and plan a story-based game with assistance.	I can add a sprite in scratch and plan a story-based game with limited assistance.	I can add a sprite in scratch and plan a story-based game independently.
2	I can use visual code and events to change backdrops in a story game with assistance.	I can use visual code and events to change backdrops in a story game with limited assistance.	I can use visual code and events to change backdrops in a story game independently.
3	I can use visual code to change sprite costumes using a loop with assistance.	I can use visual code to change sprite costumes using a loop with limited assistance.	I can use visual code to change sprite costumes using a loop independently.
4	I can use sensing in visual code to allow the user to input choices within a story game with assistance.	I can use sensing in visual code to allow the user to input choices within a story game with limited assistance.	I can use sensing in visual code to allow the user to input choices within a story game independently.
5	I can use the wait code to allow sprites to interact in conversation with assistance.	I can use the wait code to allow sprites to interact in conversation with limited assistance.	I can use the wait code to allow sprites to interact in conversation windependently.
6	I can use a microphone to add sound to my game with assistance.	I can use a microphone to add sound to my game with limited assistance.	I can use a microphone to add sound to my game independently.

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Game Design in Scratch

	Developing	Secured	Mastered
1	I can create a maze background for a game with assistance. I can state what needs to be considered when designing a maze background.	I can create a maze background for a game with limited assistance. I can describe what needs to be considered when designing a maze background.	I can create a maze background for a game independently. I can explain what needs to be considered when designing a maze background.
2	I can make my chatacter point and move with controls with assistance. I can state what the word control means.	I can make my chatacter point and move with controls with limited assistance. I can describe what the word control means.	I can make my chatacter point and move with controls independently. I can explain what the word control means.
3	I can make an enemy sprite move using a count-controlled loop with assistance. I can state what the word count-contolled loop means.	I can make an enemy sprite move using a count-controlled loop with limited assistance. I can describe what the word count-contolled loop means.	I can make an enemy sprite move using a count-controlled loop independently. I can explain what the word count-contolled loop means.
4	I can add a game over screen to my game which uses broadcasts with assistance. I can state what the word broadcast means.	I can add a game over screen to my game which uses broadcasts with limited assistance. I can describe what the word broadcast means.	I can add a game over screen to my game which uses broadcasts independently. I can explain what the word broadcast means.
5	I can use selection and iteration to create an entertaining game with assistance.	I can use selection and iteration to create an entertaining game with limited assistance.	I can use selection and iteration to create an entertaining game independently.in conversation windependently.
6	I can use broadcasting, selection and iteration to add a second level to a game with assistance.	I can use broadcasting, selection and iteration to add a second level to a game with limited assistance.	I can use broadcasting, selection and iteration to add a second level to a game independently.

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Coding a Quiz

Visual Programming

	Developing	Secured	Mastered
1	I can state what selection is. I can use selection to code a quiz game with assistance.	I can describe what selection is. I can use selection to code a quiz game with limited assistance.	I can explain what selection is. I can use selection to code a quiz game independently.
2	I can state what a variable is. I can use variables to code a quiz game with assistance.	I can describe what a variable is. I can use variables to code a quiz game with limited assistance.	I can explain what a variable is. I can use variables to code a quiz game independently.
3	I can state what iteration is. I can use iteration to code a quiz game with assistance.	I can describe what iteration is. I can use iteration to code a quiz game with limited assistance.	I can explain what iteration is. I can use iteration to code a quiz game independently.
4	I can state what a clone is. I can use clones to code a quiz game with assistance.	I can describe what a clone is. I can use clones to code a quiz game with limited assistance.	I can explain what a clone is. I can use clones to code a quiz game independently.
5	I can state what a high score feature is. I can code a high score feature using variables with assistance.	I can state what a high score feature is. I can code a high score feature using variables with limited assistance.	I can state what a high score feature is. I can code a high score feature using variables independently.
6	I can match key words to their definitions. I can add sound to a quiz game with assistance.	I can describe and match key words and definitions. I can add sound to my game with limited assistance.	I can describe the key words from this unit of work and add sound to my game independently.

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Physical Computing

Gaming

	Developing	Secured	Mastered
1	I can state what an accelerometer is. I can create a physical rock, paper, scissors game on the Micro:Bit with assistance.	I can describe what an accelerometer is. I can create a physical rock, paper, scissors game on the Micro:Bit with limited assistance.	I can explain what an accelerometer is. I can create a physical rock, paper, scissors game on the Micro:Bit independently.
2	I can state what a radio signal is. I can create a physical hide and seek game on the Micro:Bit with assistance.	I can describe what a radio signal is. I can create a physical hide and seek game on the Micro:Bit with limited assistance.	I can explain what a radio signal is. I can create a physical hide and seek game on the Micro:Bit independently.
3	I can state how a game can be controlled with an accelerometer. I can create a game which uses an accelerometer as an input with assistance.	I can describe how a game can be controlled with an accelerometer. I can create a game which uses an accelerometer as an input with limited assistance.	I can explain how a game can be controlled with an accelerometer. I can create a game which uses an accelerometer as an input independently.
4	I can state what LED plotting is and give examlpe coordinates. I can create a game which uses plotting with assistance.	I can describe what LED plotting is and give examlpe coordinates. I can create a game which uses plotting with limited assistance.	I can explain what LED plotting is and give examlpe coordinates. I can create a game which uses plotting independently.
5	I can state what a circuit is. I can create a game which uses circuits with assistance.	I can describe what a circuit is. I can create a game which uses circuits with limited assistance.	I can explain what a circuit is. I can create a game which uses circuits independently.
6	I can state how a game can use a microphone. I can create a game which uses a microphone with assistance.	I can describe how a game can use a microphone. I can create a game which uses a microphone with limited assistance.	I can explain how a game can use a microphone. I can create a game which uses a microphone independently.

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Arcade Gaming

Advanced Visual Programming

	Developing	Secured	Mastered
1	I can state what a tile map is. I can use a tile map to code a scrolling game with assistance.	I can describe what a tile map is. I can use a tile map to code a scrolling game with limited assistance.	I can explain what a tile map is. I can use a tile map to code a scrolling game independently.
2	I can code a multi-player game with assistance. I can state what needs to be considered when coding a multi-player game.	I can code a multi-player game with limited assistance. I can describe what needs to be considered when coding a multi-player game.	I can code a multi-player game independently. I can explain what needs to be considered when coding a multi-player game.
3	I can code a game with a countdown with assistance. I can state what needs to be considered when coding a countdown game.	I can code a game with a countdown with limited assistance. I can describe what needs to be considered when coding a countdown game.	I can code a game with a countdown independently. I can explain what needs to be considered when coding a countdown game.
4	I can code a game with a function with assistance. I can state what a function is and its benefits.	I can code a game with a function with limited assistance. I can describe what a function is and its benefits.	I can code a game with a function independently. I can stexplainate what a function is and its benefits.
5	I can code a game with an array with assistance. I can state what an array is and its benefits.	I can code a game with an array with limited assistance. I can describe what an array is and its benefits.	I can code a game with an array independently. I can explain what an array is and its benefits.
6	I can code a game using a range of programming syntax with assistance. I can match key words from this unit of work to their definitions.	I can code a game with limited assistance. I can match key words from this unit of work to their definitions, describing some independently.	I can code a game of my own design independently. I can describe the key words from this unit of work.

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Online Safety Creations

	Developing	Secured	Mastered
1	I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can create an animation showing TAG with assistance.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can create an animation showing TAG with limited assistance.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can create an animation showing TAG independently.
2	I can explain why it is important to be considerate and kind to people online. I can describe how to behave online in ways that do not upset others and can give examples. I can type and edit kind and considerate words about someone online with assistance.	I can explain why it is important to be considerate and kind to people online. I can describe how to behave online in ways that do not upset others and can give examples. I can type and edit kind and considerate words about someone online with limited assistance.	I can explain why it is important to be considerate and kind to people online. I can describe how to behave online in ways that do not upset others and can give examples. I can type and edit kind and considerate words about someone online independently.
3	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can describe what information I should not put online without asking a trusted adult first. I can create an online safety poster with assistance.	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can describe what information I should not put online without asking a trusted adult first. I can create an online safety poster with limited assistance. I can create an online safety poster with limited assistance.	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can describe what information I should not put online without asking a trusted adult first. I can create an online safety poster with limited assistance. I can create an online safety poster independently.
4	I can explain how passwords can be used to protect information and devices. I can create a strong password with assistance.	I can explain how passwords can be used to protect information and devices. I can create a strong password with limited assistance.	I can explain how passwords can be used to protect information and devices. I can create a strong password independently.
5	I can use the internet with adult support to communicate with people I know. I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules. I can recognise that information can stay online and could be copied. I can type and edit rules for using technology with assistance.	I can use the internet with adult support to communicate with people I know. I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules. I can recognise that information can stay online and could be copied. I can type and edit rules for using technology with limited assistance.	I can use the internet with adult support to communicate with people I know. I can explain rules to keep us safe when we are using technology both in and beyond the home, and I can give examples of some of these rules. I can recognise that information can stay online and could be copied. I can type and edit rules for using technology independently.
6	I can explain why the work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). I can create work and save it with assistance.	I can explain why the work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). I can create work and save it with limited assistance.	I can explain why the work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). I can create work and save it independently.

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Online Safety Comic Creator

	Developing	Secured	Mastered
1	I can give examples of how I might use technology to communicate. I can use the internet to communicate with people. I can give examples of how I might use technology to communicate with others I don't know well. I can give examples of issues online that might make me feel sad, worried, uncomfortable, or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. I can create a comic book layout for an online safety comic with assistance.	I can give examples of how I might use technology to communicate. I can use the internet to communicate with people. I can give examples of how I might use technology to communicate with others I don't know well. I can give examples of issues online that might make me feel sad, worried, uncomfortable, or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. I can create a comic book layout for an online safety comic with limited assistance.	I can give examples of how I might use technology to communicate. I can use the internet to communicate with people. I can give examples of how I might use technology to communicate with others I don't know well. I can give examples of issues online that might make me feel sad, worried, uncomfortable, or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. I can independently create a comic book layout for an online safety comic.
2	I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can add images and text to an online safety comic with assistance.	I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can add images and text to an online safety comic with limited assistance.	I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. I can independently add images and text to an online safety comic.
3	I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can advise which images should and shouldn't be shared online with assistance.	I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can advise which images should and shouldn't be shared online with limited assistance.	I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can independently advise which images should and shouldn't be shared online.
4	I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can say how those rules/guides can help me. I can explain simple guidance for using technology in different environments and settings. I can advise which messages received online could be dangerous with assistance.	I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can say how those rules/guides can help me. I can explain simple guidance for using technology in different environments and settings. I can advise which messages received online could be dangerous with limited assistance.	I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can say how those rules/guides can help me. I can explain simple guidance for using technology in different environments and settings. I can independently advise which messages received online could be dangerous.
5	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. I can advise which chat messages received online could be dangerous with assistance.	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. I can advise which chat messages received online could be dangerous with limited assistance.	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. I can independently advise which chat messages received online could be dangerous.
6	I can create an online safety comic book to help other children stay safe online with assistance.	I can create an online safety comic book to help other children stay safe online with limited assistance.	I can independently create an online safety comic book to help other children stay safe online.

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Digital Citizenship - Podcasters

	Developing	Secured	Mastered
1	I can explain what is meant by the term identity. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g gaming or social media). I can record and edit sound to create a podcast with assistance.	I can explain what is meant by the term identity. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g gaming or social media). I can record and edit sound to create a podcast with limited assistance.	I can explain what is meant by the term identity. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g gaming or social media). I can independently record and edit sound to create a podcast.
2	I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to 'know someone' or 'trust someone' online and why this might be different from knowing someone in real life. I can edit sound and make digital music to create a podcast with assistance.	I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to 'know someone' or 'trust someone' online and why this might be different from knowing someone in real life. I can edit sound and make digital music to create a podcast with limited assistance.	I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to 'know someone' or 'trust someone' online and why this might be different from knowing someone in real life. I can independently edit sound and make digital music to create a podcast.
3	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can edit sound and make digital music to create a podcast with assistance.	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can edit sound and make digital music to create a podcast with limited assistance.	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can independently edit sound and make digital music to create a podcast.
4	I know how to search for information about myself online. I can recognise that I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. I can describe rules about how to behave online and how I follow them. I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I can describe simple strategies for creating and keeping passwords private. I can give digital citizenship advice to others with assistance.	I know how to search for information about myself online. I can recognise that I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. I can describe rules about how to behave online and how I follow them. I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I can describe simple strategies for creating and keeping passwords private. I can give digital citizenship advice to others with limited assistance.	I know how to search for information about myself online. I can recognise that I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. I can describe rules about how to behave online and how I follow them. I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I can describe simple strategies for creating and keeping passwords private. I can independently give digital citizenship advice to others.

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Digital Citizenship – Podcasters...cont

	Developing	Secured	Mastered
5	I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can give digital citizenship advice to others with assistance.	I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can give digital citizenship advice to others with limited assistance.	I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can independently give digital citizenship advice to others.
6	I can give digital citizenship advice to others with assistance.	I can give digital citizenship advice to others with limited assistance.	I can independently give digital citizenship advice to others.

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Digital Citizenship – Game Designers

	Developing	Secured	Mastered
1	I can explain how my online identity can be different to the identity I present in 'real life'. I can describe the right decisions about how I interact with others and how others perceive me. I can give examples of how to be respectful to others online. I can describe strategies for safe and fun experiences in a range of online social environments. I can create sprites and backgrounds for a digital citizenship computer game independently.	I can explain how my online identity can be different to the identity I present in 'real life'. I can describe the right decisions about how I interact with others and how others perceive me. I can give examples of how to be respectful to others online. I can describe strategies for safe and fun experiences in a range of online social environments. I can create sprites and backgrounds for a digital citizenship computer game with limited assistance.	I can explain how my online identity can be different to the identity I present in 'real life'. I can describe the right decisions about how I interact with others and how others perceive me. I can give examples of how to be respectful to others online. I can describe strategies for safe and fun experiences in a range of online social environments. I can create sprites and backgrounds for a digital citizenship computer game independently.
2	I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can code a digital citizenship computer game to ask questions about sharing information online with assistance.	I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can code a digital citizenship computer game to ask questions about sharing information online with limited assistance.	I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. I can code a digital citizenship computer game to ask questions about sharing information online independently.
3	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can code a digital citizenship computer game to ask questions about facts, opinions and beliefs online with assistance.	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can code a digital citizenship computer game to ask questions about facts, opinions and beliefs online with limited assistance.	I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can code a digital citizenship computer game to ask questions about facts, opinions and beliefs online independently.
4	I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media. I can explain why I need to think carefully about how content I post might affect others, their feelings and their reputation. I can code a digital citizenship computer game to ask questions about cyberbullying with assistance.	I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media. I can explain why I need to think carefully about how content I post might affect others, their feelings and their reputation. I can code a digital citizenship computer game to ask questions about cyberbullying with limited assistance.	I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media. I can explain why I need to think carefully about how content I post might affect others, their feelings and their reputation. I can code a digital citizenship computer game to ask questions about cyberbullying independently.

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Digital Citizenship – Game Designers...cont

	Developing	Secured	Mastered
5	I can describe some of the methods used to encourage people to buy things online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can code a digital citizenship computer game to ask questions about online tricks with assistance.	I can describe some of the methods used to encourage people to buy things online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can code a digital citizenship computer game to ask questions about online tricks with limited assistance.	I can describe some of the methods used to encourage people to buy things online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can code a digital citizenship computer game to ask questions about online tricks independently.
6	I can explain what a strong password is and describe ways to keep it private. I can explain that privacy settings can be used to keep information private online. I can code a digital citizenship computer game to ask questions about online privacy with assistance.	I can explain what a strong password is and describe ways to keep it private. I can explain that privacy settings can be used to keep information private online. I can code a digital citizenship computer game to ask questions about online privacy with limited assistance.	I can explain what a strong password is and describe ways to keep it private. I can explain that privacy settings can be used to keep information private online. I can independently code a digital citizenship computer game to ask questions about online privacy.

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Digital Citizenship - Influencers

	Developing	Secured	Mastered
1	I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can create an influencer video including actions to take when faced with danger online with assistance.	I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can create an influencer video including actions to take when faced with danger online with limited assistance.	I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can independently create an influencer video including actions to take when faced with danger online.
2	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can create an influencer video including information about online communities with assistance.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can create an influencer video including information about online communities with limited assistance.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe the helpline services who can support me and what I would say and do if I needed their help. I can independently create an influencer video including information about online communities.
3	I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can create an influencer video including information about digital footprints with assistance.	I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can create an influencer video including information about digital footprints with limited assistance.	I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can independently create an influencer video including information about digital footprints.
4	I understand the difference between online mis-information and dis-information. I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can create an influencer video including information about fake news with assistance.	I understand the difference between online mis-information and dis-information. I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can create an influencer video including information about fake news with limited assistance.	I understand the difference between online mis-information and dis-information. I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can independently create an influencer video including information about fake news.

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Digital Citizenship – Influencers...cont

	Developing	Secured	Mastered
5	I can explain how many free apps or services may read and share my private information with others. I can explain how and why some apps may request or take payment for additional content and explain why I should seek permission from a trusted adult before purchasing. I can create an influencer video including information about sharing data with assistance.	I can explain how many free apps or services may read and share my private information with others. I can explain how and why some apps may request or take payment for additional content and explain why I should seek permission from a trusted adult before purchasing. I can create an influencer video including information about sharing data with limited assistance.	I can explain how many free apps or services may read and share my private information with others. I can explain how and why some apps may request or take payment for additional content and explain why I should seek permission from a trusted adult before purchasing. I can independently create an influencer video including information about sharing data.
6	I can create an influencer video including information about digital citizenship with assistance.	I can create an influencer video including information about digital citizenship with limited assistance.	I can create an influencer video including information about digital citizenship independently.

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Digital Citizenship - Web Designers

	Developing	Secured	Mastered
1	I have shown understanding to meet the self-image and identity assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about self-image and identity with assistance.	I have shown understanding to meet the self-image and identity assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about self-image and identity with limited assistance.	I have shown understanding to meet the self-image and identity assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about self-image and identity independently
2	I have shown understanding to meet the online relationships assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online relationships with assistance.	I have shown understanding to meet the online relationships assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online relationships with limited assistance.	I have shown understanding to meet the online relationships assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online relationships independently.
3	I have shown understanding to meet the online reputation and online bullying assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online reputation and cyberbullying with assistance.	I have shown understanding to meet the online reputation and online bullying assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online reputation and cyberbullying with limited assistance.	I have shown understanding to meet the online reputation and online bullying assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about online reputation and cyberbullying independently.
4	I have shown understanding to meet the privacy & security and managing online information assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about privacy & security and managing online with assistance.	I have shown understanding to meet the privacy & security and managing online information assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about privacy & security and managing online with limited assistance.	I have shown understanding to meet the privacy & security and managing online information assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about privacy & security and managing online independently.

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Digital Citizenship - Web Designers...cont

	Developing	Secured	Mastered
5	I have shown understanding to meet the health, wellbeing & lifestyle and copyright & ownership assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about health, wellbeing & lifestyle and copyright & ownership with assistance.	I have shown understanding to meet the health, wellbeing & lifestyle and copyright & ownership assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about health, wellbeing & lifestyle and copyright & ownership with limited assistance.	I have shown understanding to meet the health, wellbeing & lifestyle and copyright & ownership assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about health, wellbeing & lifestyle and copyright & ownership independently.
6	I have shown understanding to meet the assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about digital citizenship with assistance.	I have shown understanding to meet the assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about digital citizenship with limited assistance.	I have shown understanding to meet the assessment statements of the "Education for a Connected World" framework here: https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf . I can create a website including images and information about digital citizenship independently.

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Curriculum Impact

We measure the impact of our Computing understanding by ensuring that all of our pupils understand how to use a range of platforms effectively, the huge value, potential disadvantages, and consequences of using the internet, and how to keep themselves safe online.

Pupils will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

They will also become proficient users of technology who are able to work both independently and collaboratively. In this way, we prepare them fully for transition to secondary school.

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