

National Curriculum 2014	Digital Literacy	Programming	Online	Assessment
<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p><b>Skills</b></p> <p><b>Sound recording (Garage Band/Photostory/EasiSpeaks/PicCollage)</b></p> <ul style="list-style-type: none"> <li>Use sound recorders, at and away from, a computer to capture and playback sound.</li> <li>Use software to record music and sounds.</li> <li>Change sounds they have recorded.</li> <li>Save, retrieve and edit sounds.</li> </ul> <p><b>Video (iMovie app/doink)</b></p> <ul style="list-style-type: none"> <li>Capture video.</li> <li>Discuss which videos to keep and why.</li> <li>Arrange clips to make a short film that conveys meaning.</li> <li>Add simple titles and credits.</li> <li>Select text and make simple changes including bold, italic and underlined.</li> <li>Use save, retrieve, amend and print digital content.</li> </ul> <p><b>Microsoft Word/Keynote/Pages/Blogging</b></p> <ul style="list-style-type: none"> <li>Continue to develop correct use of the keyboard</li> <li>Begin to use both hands for typing.</li> <li>Select appropriate images to add to work.</li> <li>Word process short texts, working directly at the computer rather than 'copying up' written work.</li> <li>Make simple changes to selected text, e.g., colour, style and size.</li> <li>Create simple presentations for different purposes using templates for support.</li> <li>Save, print, retrieve and amend</li> </ul>	<p><b>Skills</b></p> <p><b>Daisy Dino app/beebot/2go</b></p> <ul style="list-style-type: none"> <li>Understand the term algorithm.</li> <li>Use the 'repeat' command within a series of instructions.</li> <li>Plan a short 'story' for a sprite and write the commands for this.</li> <li>Edit/refine a sequence of commands.</li> </ul> <p><b>Move the turtle app/probot/2go</b></p> <ul style="list-style-type: none"> <li>Generate a sequence of instructions including 'right angle' turns.</li> <li>Create a sequence of instructions to generate simple geometric shapes (oblong /square).</li> <li>Discuss how to improve/change their sequence of commands.</li> <li>Create and debug simple systems.</li> </ul>	<p><b>Skills</b></p> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>Recognise an email address.</li> <li>Find the @ key on a keyboard.</li> <li>Contribute to a class email.</li> <li>Open and select to reply to an email as a class.</li> </ul> <p><b>Internet Research</b></p> <ul style="list-style-type: none"> <li>Independently access the school website via the menu tab on windows.</li> <li>Understand how to use the back button and close button on a website.</li> <li>Navigate learning pages by clicking on pictures and links.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Are ch able to use imovie to create their own video and save?</li> <li>Can ch use word/writing Apps to create different text types?</li> <li>Can ch record sounds and use for a purpose?</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Can ch follow a sequence of commands to complete a task or problem on screen and recognise this as an algorithm?</li> <li>Can ch make predictions when controlling devices and describe the effects?</li> <li>Are ch able to make changes to improve the effectiveness of commands?</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>Can ch say what an email is and how they have used it?</li> <li>Are ch able to use the school website to independently access learning pages?</li> </ul>
		<b>Data</b>	<b>E-safety</b>	
		<p><b>Skills</b></p> <p><b>2graph &amp; 2count</b></p> <ul style="list-style-type: none"> <li>Place objects and pictures in a list or a simple table and generate a bar chart or pictogram.</li> <li>Make a simple Y/N tree diagram to sort information.</li> <li>Create and search a branching database.</li> </ul>	<p><b>Skills</b></p> <p><b>Weaved throughout all aspects</b></p> <ul style="list-style-type: none"> <li>Identify obviously false information in a variety of contexts.</li> <li>Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people.</li> <li>Identify personal information that should be kept private.</li> <li>Consider other people's feelings on the internet.</li> <li>Remember and use <i>Sid's Top Tips</i>.</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>Can ch say and use SID's Top Tips?</li> <li>Are ch able to talk about who they would tell if they did not feel safe?</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Can ch draw conclusions from graphs, discuss information contained and answer simple questions?</li> <li>Can ch use a branching database program, where appropriate, to sort and identify items with simple yes or no questions?</li> </ul>

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