National Curriculum 2014	Digital Literacy	Programming	Online	Assessment
• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Skills** **eBooks (iBook Creator & Comic Life)** • Create a new eBook with a front cover and add/remove pages/subpages. • Produce a multimedia eBook combining video, pictures, text and audio • Attach author data for publishing and publish book. **Sound Recording (Easispeak pro/Doink)** • Collect audio from a variety of sources including own recordings and internet clips. • Create a multi-track recording using effects. • Edit and refine their work to improve outcomes. • Select, use and combine a variety of software on a range of digital devices to accomplish given goals including collecting, analyzing, evaluating and presenting data or information. **Microsoft Word/Keynote/Pages/Blogging/Pic Collage/Explain Everything/Skitch** • Continue to develop correct use of the keyboard with increasing speed and accuracy. • Develop the use of hyperlinks within a piece of work to be put on a learning page/classworks server. • Develop consistency across a document, using the same styles of font, colour, size for headings, body text, etc. • Format and edit work to improve clarity and purpose using a range of tools, e.g., cut and paste, justify, tabs, insert and replace.	**Skills** **Scratch *Ghostly woods/Cargobot*** • Use external triggers and infinite loops to control sprites. • Create and edit variables. • Use conditional statements. **2Code-Gibbo/Free Code & Minecraft** • Design a 3D world with items to be collected and dangerous items. • Add and program a sprite to navigate the screen to collect items and avoid danger. • Add a scoring system to their world and signal to the player when they win or lose the game. **Logiblocks** • Plan, create, test, modify and refine control sequences which use inputs and outputs, e.g., using if … then … commands to control events taking account of purpose and needs. • Make predictions regarding the consequences of decisions when creating sequences of commands.	**Skills** **Blogging & Internet research** • Use advanced search functions in Google, e.g. quotations. • Understand websites such as Wikipedia are made by users. • Use strategies to check the reliability of information, e.g. cross checking with books. • Use their knowledge of domain names to aid their judgment of the validity of websites. • Use the school website to collaborate and communicate via blogs **Cloud computing (drop box/showbie)** • Understand files may be saved off their device in 'clouds' (servers). • Upload/download a file to the cloud on different devices. • Understand about syncing files using cloud computing folders.	**Digital Literacy** • Are ch able to create an eBook for an infant class or about an enquiry? • Are ch able to create a multitrack recording? • Are ch able to use editing tools within different apps/software packages? **Programming** • Can ch use external triggers and loops within scratch? • Are ch able to navigate a sprite to perform specific actions? • Can ch plan and test out a series of commands within inputs and outputs? **Online** • Can ch independently contribute to a blog? • Are ch able to use learning pages and web links independently to find relevant information? • Can ch save/retrieve work within a cloud computing folder? **E-safety** • Can ch articulate how to behave safely and sensibly online? • Are ch able to reference websites used to help with a project or task? **Data** • Can ch create a simple spreadsheet with a formula in maths or science? • Are ch able to independently create a graph or chart to put within a piece of work?
		Data	**E-safety**	
		Skills • Create data collection forms and enter data from these accurately. • Know how to check for and spot inaccurate data. • Know which formulas to use when I want to change my spreadsheet model. • Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.	**Skills** **Weaved throughout all aspects** • Judge when to answer a question online and when not to. • Be a good online citizen and friend, not a 'digital bystander'. • Articulate what constitutes good behaviour online. • Find and cite the web address for any information or resource found online.	