



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Amberley Computing Progression Outline

At Amberley, we use the National Centre for Computing Excellence (NCCE) teaching resources available through www.teachcomputing.org.

Internet safety is modelled, taught & revisited continuously, as well as in discrete units in both Computing & PSHCE.

For internet safety teaching resources & lesson plans, please visit: <https://projectevolve.co.uk/toolkit/years/>.

The following document outlines the objectives covered throughout the primary age range, and the progression of skills and key concepts.

	End of EYFS	End of KS1	End of Year 4	End of KS2
	<p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> Recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Explain how this could be either in real life or online. <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know. <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> Identify ways that I can put information on the internet. <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> Describe ways that some people can be unkind online. Offer examples of how this can make others feel. <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> Talk about how I can use the internet to find things out. Identify devices I could use to access information on the internet. Give simple examples of how to find information (e.g. search engine, voice activated searching). <p><u>Health, Well-Being and Lifestyle</u></p> <ul style="list-style-type: none"> Identify rules that help keep us safe and healthy in and beyond the home when using technology, and I can give simple examples. <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and can share this with; I can explain why I can trust them. <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> Know that work I create belongs to me. <p>Name my work so that others know it belongs to me.</p>	<p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> Recognise that there may be people online who could make me feel sad, embarrassed or upset. Give examples of when and how to speak to an adult I can trust if something happens that makes me feel sad, worried, uncomfortable or frightened Explain how other people’s identity online can be different to their identity in real life. Describe ways in which people might make themselves look different online. 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. <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> Explain why it is important to be considerate and kind to people online. Use the internet to communicate with people I don’t know well (e.g. email a pen-pal in another school/ country). Give examples of how I might use technology to communicate with others I don’t know well. <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> Describe what information I should not put online without asking a trusted adult first. Recognise and explain how information put online about me can last for a long time and could be copied. Know who to talk to if I think someone has made a mistake about putting something online. <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> Describe how to behave online in ways that do not upset others and can give examples. Give examples of bullying behaviour how it can make someone feel and how it could look online. Talk about how someone can/would get help about being bullied online or offline. <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> Use the internet to find things out. Use keywords in search engines. 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. Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). Explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’. Explain why some information I find online may not be true. <p><u>Health, Well-Being and Lifestyle</u></p> <ul style="list-style-type: none"> Explain simple guidance for using technology in different environments and settings. Say how those rules/guides can help me. 	<p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> Explain what is meant by the term ‘identity’. Explain how I can represent myself in different ways online. Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). Explain how my online identity can be different to the identity I present in ‘real life’ Describe the right decisions about how I interact with others and how others perceive me. <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> Describe ways people who have similar likes and interests can get together online. Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). Explain some risks of communicating online with others I don’t know well. Explain how my and other people’s feelings can be hurt by what is said or written online. 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. Explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life. Explain what is meant by ‘trusting someone online’; explain why this is different from ‘liking someone online’. Describe strategies for safe and fun experiences in a range of online social environments Give examples of how to be respectful to others online <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> Search for information about myself online. Recognise I need to be careful before I share anything about myself or others online. Know who I should ask if I am not sure if I should put something online. Describe how others can find out information about me by looking online. Explain ways that some of the information about me online could have been created, copied or shared by others. <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> Explain what bullying is and can describe how people may bully others. Describe rules about how to behave online and how I follow them. Identify some online technologies where bullying might take place. Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> Use key phrases in search engines. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things Explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. 	<p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context. Describe ways in which media can shape ideas about gender. Identify messages about gender roles and make judgements based on them. Challenge and explain why it is important to reject inappropriate messages about gender online. Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Know and can give examples of how I might get help, both on and offline. Explain why I should keep asking until I get the help I need. <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> Explain that there are some people I communicate with online who may want to do me or my friends harm; Recognise that this is not my/our fault. Make positive contributions and be part of online communities. Describe some of the communities in which I am involved and describe how I collaborate with others positively. Show I understand my responsibilities for the well-being of others in my online social group. Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). Demonstrate how I would support others (including those who are having difficulties) online. Demonstrate ways of reporting problems online for both myself and my friends. <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> Search for information about an individual online and create a summary report of the information I find. Describe ways that information about people online can be used by others to make judgments about an individual. Explain how I am developing an online reputation which will allow other people to form an opinion of me. Describe some simple ways that help build a positive online reputation <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> Recognise when someone is upset, hurt or angry online. Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. Explain how to block abusive users. Explain how I would report online bullying on the apps and platforms that I use. Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Identify a range of ways to report concerns both in school and at home about online bullying. <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> Use different search technologies. Evaluate digital content and can explain how I make choices from search results. Explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. Understand the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by ‘being sceptical’. Give examples of when and why it is important to be ‘sceptical’. I can explain what is meant by a ‘hoax’. Explain why I need to think carefully before I forward anything online.

<p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> • 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). • Explain why I should always ask a trusted adult before I share any information about myself online. • Explain how passwords can be used to protect information and devices. <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> • Explain why work I create using technology belongs to me. • Save my work so that others know it belongs to me (e.g. filename, name on content). • Recognise that content on the internet may belong to other people. 	<ul style="list-style-type: none"> • Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • Explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. • Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true <p><u>Health, Well-Being and Lifestyle</u></p> <ul style="list-style-type: none"> • 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). • Explain how using technology can distract me from other things I might do or should be doing. • Identify times or situations when I might need to limit the amount of time I use technology. • Suggest strategies to help me limit this time <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> • 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. • Understand and can give reasons why passwords are important. • Describe simple strategies for creating and keeping passwords private. • Describe how connected devices can collect and share my information with others. • Explain what a strong password is. • Describe strategies for keeping my personal information private, depending on context. • Explain that others online can pretend to be me or other people, including my friends; suggest reasons why they might do this. • Explain how internet use can be monitored. <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> • Explain why copying someone else's work from the internet without permission can cause problems. • Give examples of what those problems might be. • Explain why I need to consider who owns content on the internet and whether I have the right to reuse it; give some simple examples. 	<ul style="list-style-type: none"> • Explain why some information I find online may not be honest, accurate or legal. • Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose) • Use search technologies effectively. • Explain how search engines work and how results are selected and ranked. • Demonstrate the strategies I would apply to be discerning in evaluating digital content. • Describe how some online information can be opinion and can offer examples. • Explain how and why some people may present 'opinions' as 'facts'. • Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • Identify, flag and report inappropriate content. <p><u>Health, Well-Being and Lifestyle</u></p> <ul style="list-style-type: none"> • Describe ways technology can affect healthy sleep and can describe some of the issues. • Describe some strategies, tips or advice to promote healthy sleep with regards to technology • Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • Assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). • Explain the importance of self-regulating my use of technology: demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents) <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> • Create and use strong and secure passwords. • Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. Use different passwords for a range of online services. • Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • Know what to do if my password is lost or stolen. • Explain what app permissions are and can give some examples from the technology or services I use. • Describe simple ways to increase privacy on apps and services that provide privacy settings. • Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing) <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> • Assess and justify when it is acceptable to use the work of others. • Give examples of content that is permitted to be reused. • Demonstrate the use of search tools to find and access online content which can be reused by others. • Demonstrate how to make references to and acknowledge sources I have used from the internet
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Computer Science	End of EYFS	End of KS1	End of Year 4	End of KS2
	<p><u>Generic Computing Skills</u></p> <ul style="list-style-type: none"> • Use a mouse, touchscreen or appropriate access device to target and select options on screen • Add text to a document using the keyboard (where appropriate) <p><u>Computer Systems and Networks</u></p> <ul style="list-style-type: none"> • Recognise a range of digital devices • Use different digital devices • Understand that you can access content on a digital device • Understand that you can access the same content on different devices • Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet • Recognise the basic parts of a computer, e.g. mouse, screen, keyboard • Recognise key parts of a keyboard, e.g. spacebar, numbers and letters <p><u>Programming</u></p> <ul style="list-style-type: none"> • Explore technology • Repeat an action with technology to trigger a specific outcome • Recognise the success or failure of an action • Follow simple instructions to control a digital device • Try alternative approaches to achieve a goal • Understand that we control computers • Can order the steps of a known task • Input a short sequence of instructions to control a device • Recognise patterns in groups of objects 	<p><u>Generic Computing Skills</u></p> <ul style="list-style-type: none"> • Use a simple password when logging on, where relevant • Know where to save and open work <p><u>Computer Systems and Networks</u></p> <ul style="list-style-type: none"> • Recognise the uses and features of information technology at home and beyond school e.g. washing machine, car, laptop • Explain how information technology benefits us • Identify a computer and its main parts, recognising and using a range of input devices, e.g. mouse, keyboard, microphone, touchscreen and output devices, e.g. printer, speakers, monitor/screen • Understand that you can find information from a website • Understand that you can share digital content • Understand that you can use a search engine to find information using keyword searches • Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks • Understand how to use information technology responsibly and safely • Recognise that choices are made when using information technology <p><u>Programming</u></p> <ul style="list-style-type: none"> • Identify and list the steps of a known task in order • Understand that we control computers by giving them instructions • Understand that computers have no intelligence and we have to program them to do things • Explain what a given command will do • Follow and give commands • Combine forwards and backwards commands to make a sequence • Combine four direction commands to make sequences • Plan a simple program • Find more than one solution to a problem • Explain that a series of commands can be joined together to form a sequence (known as an algorithm). • Understand that instructions in an algorithm need to be clear and unambiguous • Explain that a sequence of commands has a start and an outcome. • Use the language if... then to describe the relationship between two actions • Use an algorithm to create a program. • Choose a command for a given purpose. • Explain what happens when we change the order of instructions. • Identify the effect of changing a value. • Use logical reasoning to predict the outcome of a program (series of commands). • Explain that programming projects can have code and artwork. • Design and evaluate an algorithm or program • Create and debug a simple algorithm or program. 	<p><u>Generic Computing Skills</u></p> <ul style="list-style-type: none"> • Open and save a file, with a suitable file name, to a suitable folder • Use a search engine to find specific information using keyword searches • Type using all fingers • Understand you can organise files using folders • Delete, move and copy files • Use right-click, left-click and double-click appropriately on a mouse • Know how to copy text and images into an another document • Remember an individual password <p><u>Computer Systems and Networks</u></p> <ul style="list-style-type: none"> • Explain how digital devices function • Identify input and output devices • Recognise how digital devices can change the way we work • Explain how a computer network can be used to share information • Recognise the physical components of a network • Explore and describe how networks physically connect to other networks • Recognise how networked devices make up the internet • Understand how content can be added and accessed on the world wide web • Recognise that www content is created by people and evaluate the consequences of unreliable content <p><u>Programming (General)</u></p> <ul style="list-style-type: none"> • Understand that we can decompose a problem into smaller steps to make it simpler • Predict the outcome of a program • Use diagrams to represent an algorithm, e.g. a flowchart • Identify that accuracy in programming is important. <p><u>Programming (Text based)</u></p> <ul style="list-style-type: none"> • Create a program in a text-based language. • Understand what is meant by repeat commands. • Modify a count-controlled loop to produce a given outcome. • Decompose a problem and create a solution (sub-routine) for each step • Modify and then create a program that uses count-controlled loops to produce a given outcome. • Modify an infinite loop in a given program. • Design and create a project that includes repetition. <p><u>Programming (Block)</u></p> <ul style="list-style-type: none"> • Recognise that commands in Scratch are represented as blocks and are used to control sprites. • Recognise that a sequence of commands can have an order. • Explain that a program has a start and outcome. • Create a program to move a sprite. • Change the appearance of a project, adapting a program to a new context. • Identify and fix bugs in a program. • Develop the use of count-controlled loops in a different programming environment. • Understand infinite loops and count controlled loops. • Develop a design which includes two or more loops which run at the same time. • Design and create a maze based challenge. 	<p><u>Generic Computing Skills</u></p> <ul style="list-style-type: none"> • Use the keyboard confidently to type at a suitable pace • Use common keyboard shortcuts • Create and use a strong password where appropriate • Organise files effectively using folders • Use more advanced searching techniques when using a search engine • Recognise common file types and extensions • Understand that different devices can have different operating systems, and can give examples, e.g. Windows, iOS, Android 0.6 • Understand the main functions of an operating system <p><u>Computer Systems and Networks</u></p> <ul style="list-style-type: none"> • Explain that computers can be connected together to form systems and recognise their roles in our lives • Recognise how information is transferred over the internet and how we communicate using technology • Explain how sharing information online lets people in different places work together • Contribute to a shared project online • Evaluate different ways of working together online and different methods of online communication • Describe how search engines select results • Explain how search results are ranked • Recognise why the order of results is important, and to whom <p><u>Programming</u></p> <ul style="list-style-type: none"> • Define a 'variable' as something that is changeable. • Explain why a variable is used in a program. • Choose how to improve a game by using variables. • Design, create and evaluate a project using variables. • Recognise that different solutions exist for the same problem • Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) • Create a program to run on a controllable device. • Explain that selection can control the flow of a program. • Update a variable with a user input. • Use a conditional statement to compare a variable to a value. • Understand the difference between and use if... then... and if... then... else... statements • Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done" • Use two-way selection, i.e. if... then... else... • Design and develop a project that uses inputs and outputs on a controllable device. • Control a simple circuit connected to a computer. • Create a program that includes count-controlled and repeat loops. • Explain that a loop can stop when a condition is met and conclude that a loop can be used to repeatedly check whether a condition has been met. • Create a controllable system which includes selection. • Explain how selection is used in computer programs. • Relate that a conditional statement connects a condition to an outcome. • Explain how selection directs the flow of a program. • Design, create and evaluate a program which uses selection.

	End of EYFS	End of KS1	End of Year 4	End of KS2
Information Technology	<p><u>Generic text, image and multimedia communication skills</u></p> <ul style="list-style-type: none"> Use technology to explore and access digital content Operate a digital device with support to fulfil a task Create simple digital content, e.g. digital art Choose media to convey information, e.g. image for a poster Choose a digital device from a selection to complete a specific task <p><u>Data and Information</u> Access content in a range of formats, e.g. image, video, audio</p> <ul style="list-style-type: none"> Sort familiar objects into 1 or more categories Answer basic questions about information displayed in images, e.g. more or less Can distinguish between text, image, video and audio content Collect simple data (e.g. likes/dislikes) on a topic Can present simple data using images, e.g. number of animals 	<p><u>Generic text, image and multimedia communication skills</u></p> <ul style="list-style-type: none"> Select media (e.g. images, video, sound) to present information on a topic Understand that you can edit and change digital content Select basic options to change the appearance of digital content Combine media with support to present information, e.g. text and images Apply edits to digital content to achieve a particular effect Plan out digital content Present ideas and information by combining media independently Talk about what makes digital content good or bad Edit digital content to improve it <p><u>Word processing</u></p> <ul style="list-style-type: none"> Use a computer to write Add and remove text on a computer Identify that the look of text can be changed on a computer Make careful choices when changing text Explain why I used the tools that I chose Compare writing on a computer with writing on paper <p><u>Digital art</u></p> <ul style="list-style-type: none"> Describe what different freehand tools do Use the shape tool and the line tools Make careful choices when painting a digital picture Explain why particular tools have been chosen Use a computer to paint a picture independently Compare painting a picture on a computer and on paper <p><u>Digital music</u></p> <ul style="list-style-type: none"> Say how music can make us feel Identify that there are patterns in music Describe how music can be used in different ways Show how music is made from a series of notes Create music for a purpose Review and refine our computer work <p><u>Digital photography</u></p> <ul style="list-style-type: none"> Know what devices can be used to take photographs Use a digital device to take a photograph Describe what makes a good photograph Decide how photographs can be improved Use tools to change an image Recognise that images can be changed <p><u>Data and Information</u></p> <ul style="list-style-type: none"> Recognise that we can count, compare and label objects. Select objects by attribute and make comparisons according to their descriptions and properties. Explain that we can present information using pictures or a computer. Understand that the questions you ask are important, when collecting data. Answer questions about groups of objects. 	<p><u>Generic text, image and multimedia communication skills</u></p> <ul style="list-style-type: none"> Edit existing media to make new content with an awareness of copyright Evaluate existing and their own digital content Edit digital content to improve it according to feedback Design and create digital content for a specific purpose Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 Collect, organise and present information effectively using a range of media Use a range of tools to edit and enhance media for a particular effect <p><u>Desktop publishing</u></p> <ul style="list-style-type: none"> Recognise how text and images convey information Recognise that text and layout can be edited Choose appropriate page settings Add content to a desktop publishing publication Consider how different layouts can suit different purposes Consider the benefits of desktop publishing <p><u>Animation</u></p> <ul style="list-style-type: none"> Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need to work consistently and carefully Review and improve an animation Evaluate the impact of adding other media to an animation <p><u>Audio Editing</u></p> <ul style="list-style-type: none"> Identify that sound can be digitally recorded Use a digital device to record sound Explain that a digital recording is stored as a file Explain that audio can be changed through editing Show that different types of audio can be combined and played together Evaluate editing choices made <p><u>Digital photography</u></p> <ul style="list-style-type: none"> Explain that digital images can be changed Change the composition of an image Describe how images can be changed for different uses Make good choices when selecting different tools Recognise that not all images are real Evaluate how changes can improve an image <p><u>Data and Information</u></p> <ul style="list-style-type: none"> Know that there is a difference between data and information Appreciate that different programs work with different types of data, e.g. text, number Explain that data gathered over time can be used to answer questions. Use a digital device to collect data automatically. Explain that a data logger collects 'data points' from sensors over time. Use data collected over a long duration to find information. Identify, use and collect the data needed to answer questions. Use branching database to identify objects. Create a branching database having identify object attributes needed to collect relevant data. Explain why it is helpful for a database to be well structured. Make comparisons between information in pictograms and branching databases. Understand the benefits of using a computer to create charts and databases Understand that information can be stored and shared on the Internet, and that we use a web browser to access it Understand that search engines store information in databases 	<p><u>Generic text, image and multimedia communication skills</u></p> <ul style="list-style-type: none"> Identify and use appropriate hardware and software to fulfil a specific task Remix and edit a range of existing and their own media to create content Recognise the audience when designing and creating digital content Understand the benefits of using technology to collaborate with others Be aware of a range of Internet services, e.g. email, VOIP (Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do Select, combine and use Internet services to fulfil a purpose Identify success criteria for creating digital content for a given purpose and audience Evaluate their own content against success criteria and make improvements accordingly <p><u>Webpage creation</u></p> <ul style="list-style-type: none"> Review an existing website and consider its structure Plan the features of a web page Consider the ownership and use of images (copyright) Recognise the need to preview pages Outline the need for a navigation path Recognise the implications of linking to content owned by other people <p><u>3D Modelling</u></p> <ul style="list-style-type: none"> Use a computer to create and manipulate three-dimensional (3D) digital objects Compare working digitally with 2D and 3D graphics Construct a digital 3D model of a physical object Identify that physical objects can be broken down into a collection of 3D shapes Design a digital model by combining 3D objects Develop and improve a digital 3D model <p><u>Vector Drawing</u></p> <ul style="list-style-type: none"> Identify that drawing tools can be used to produce different outcomes Create a vector drawing by combining shapes Use tools to achieve a desired effect Recognise that vector drawings consist of layers Group objects to make them easier to work with Evaluate my vector drawing <p><u>Video Editing</u></p> <ul style="list-style-type: none"> Recognise video as moving pictures, which can include audio Identify digital devices that can record video Capture video using a digital device Recognise the features of an effective video Identify that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video <p><u>Data and Information</u></p> <ul style="list-style-type: none"> Appreciate that different programs work with different types of data, e.g. text, number Know that there is a difference between data and information Understand that search engines store information in databases Draw conclusions from information stored in a database, table or chart Compare paper and computer-based databases Explain that tools can be used to select data to answer questions Use filters in a database to find out specific information Apply knowledge of a database to ask and answer real-world questions, identifying questions which can be answered using data. Explain that objects can be described using data. Explain that formula can be used to produce calculated data. Apply formulas to data, including duplicating. Create a spreadsheet to plan an event. Understand the benefits of using a computer to create charts and databases and choose suitable ways to present data