

SSCA Knowledge and Skill Mapping for Computing

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;• create and debug simple programs;• use logical reasoning to predict the behaviour of simple programs;• use technology purposefully to create, organise, store, manipulate and retrieve digital content;• recognise common uses of information technology beyond school;• 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.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.

	Internet Safety <i>Jessie and Friends</i> <i>Episode 1</i>	Internet Safety SWGfL <i>Going Places Safely</i>	Internet Safety SWGfL <i>ABC Searching</i>	Internet Safety SWGfL <i>Keep it Private</i>	Internet Safety SWGfL <i>My Creative work</i>	Internet Safety SWGfL <i>Sending Email</i>
YEAR F	By the end of the foundation stage most children will: Show an interest in computing; know how to operate simple equipment (calculator, CD player and tablets); complete a simple program on the computer (J2E jit5) or perform simple functions (beebots, calculators); find out about and identify the use of everyday technology and use information and communication toys to support their learning. Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing -sensible amounts of 'screen time'. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings.					

YEAR 1	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Safety Online	Internet Safety <i>Jessie and Friends Episode 2</i>	Internet Safety SWGfL <i>Going Places Safely</i>	Internet Safety SWGfL <i>ABC Searching</i>	Internet Safety SWGfL <i>Keep it Private</i>	Internet Safety SWGfL <i>My Creative work</i>	Internet Safety SWGfL <i>Sending Email</i>
	Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing & typing J2 Write /Jit Write <i>All about me</i>	Research and Publishing <i>Using search engines to research and then J2Vote to ask a Question and publish.</i>	Data Collecting and Analysis J2 Data <i>Pictograms and Bar Charts</i>	Programmable robots Beebots	Digital Art Animate with Jit5 on J2E <i>Animate</i>	Code Programming and debugging Jit5 on J2E <i>Outer Space and Traditional Tales</i>
NC	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.
Skills	Generate their own work, (with help where appropriate) with multimedia combining text and graphics. Save and retrieve and edit their work.	Research using technology safely and produce their own work, (with help where appropriate) with multimedia. Save and retrieve and edit their work. Show an awareness that what they create on a computer or tablet device can be shared and interacted with by others.	As a class or individually with support, children use a simple pictogram program to develop simple graphical awareness / one to one correspondence.	Control a device, on and off screen, making predictions about the effect their programming will have. Write and use simple algorithms.	Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. Create a simple animation to tell a story.	Create simple algorithms to make a graphic object move. Make a sprite move. Debug an algorithm moving the code around.

Capabilities Curriculum Links	Manage feelings	Communication, relationships and leadership,	confidence	Creativity, planning and problem-solving	Creativity	Resilience and determination, Planning and problem-solving
Cross Curricular Links	PSHE English Writing: Sequence a sentence to form a short narrative. Re-read what they have written to check it makes sense.		Maths: Interpret and construct simple pictograms.		Art	Maths: Geometry, position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Al Khwarizmi the Grandfather of computer Science. Skill Link: Show an awareness of the different devices they encounter each day and how algorithms make computers work.					

Year 2	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Safety Online	Internet Safety CEOP <i>Jessie and Friends Episode 3</i>	Internet Safety SWGfL <i>Staying Safe online</i>	Internet Safety SWGfL <i>Follow the digital trail</i>	Internet Safety SWGfL <i>Screen out the mean</i>	Internet Safety SWGfL <i>Using Keywords</i>	Internet Safety SWGfL <i>Sites I like</i>
	Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing and typing J2 Write /Jit Write <i>All about me</i>	Research and Publishing <i>Using search engines to research and then J2Vote to ask a Question and publish.</i>	Data Collecting and Analysis J2 Data <i>Bar Charts and Branch</i>	Programmable robots Beebots	Digital Art Animate with Jit5 on J2E <i>Animate Titanic</i>	Code Programming and debugging Jit5 and Visual on J2E Build on prior <i>Traditional Tales</i> then <i>Rockets (Starting with Visual)</i>
NC	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.
Skill	Generate their own work, (with help where appropriate) with multimedia combining text and graphics. Save and retrieve and edit their work	Research using technology safely and produce their own work, (with help where appropriate) with multimedia. Save and retrieve and edit their work. Show an awareness that what they create on a computer or tablet device can be shared and interacted with by others.	Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. Enter information into a simple branching database and use it to answer questions. They	Control a device, on and off screen, making predictions about the effect their programming will have. Children will be able to plan ahead.	Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. Create a simple animation to tell a story.	Make a sprite move. Debug an algorithm moving the code around. Understand how block coding works and program a simple algorithm using block coding.

			save, retrieve and edit their work.			
Capabilities Curriculum Links	Manage feelings	Communication, relationships and leadership,	confidence	Creativity, planning and problem-solving	Creativity	Resilience and determination, Planning and problem-solving
Cross Curricular Links	PSHE English Writing: Write narratives about personal experiences. Encapsulating what they want to say, sentence by sentence. Use expanded noun phrases to describe and specify.		Maths: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.		Art	Maths: Geometry, position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Tim Berners Lee creator of the World Wide Web. Skill link: Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs.					

YEAR 3	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Online Safety	Internet Safety Band Runner	Internet Safety SWGfL <i>Powerful Passwords</i>	Internet Safety SWGfL <i>My Online Community</i>	Internet Safety SWGfL <i>Things for Sale</i>	Internet Safety SWGfL <i>Show Respect Online</i>	Internet Safety SWGfL <i>Writing Good Emails</i>
	Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing and typing J2 Write /Jit Write All about me	Publishing and Blogging Linked to their coding. Publish coding projects, comment and J2Vote.	Data Collecting and Analysis J2 Data Branching Database	Programmable robots Beebots Advanced	Digital Art Logo on J2E Logo – Getting started	Code Programming and debugging Visual on J2E Pacman and Catch a Spider
NC	Children 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.	Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.	Children design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. Write a simple program that achieves a specific goal.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Skills	Record and present information integrating a range of appropriate media combining text and graphics in printable form. Begin to show an awareness of the intended	Generate their own work using new applications. Share and seek feedback from peers on learning and provide feedback for others in an online community space.	Children use a simple database (the structure of which has been set up for them) to enter and save information on a given	Control a device, on and off screen, making predictions about the effect their programming will have. Children are able to type a short sequence of instructions	Children engage in Logo based problem-solving activities that require children to write procedures etc. and to predict, test and modify.	Expand the understanding of block coding, create a simple animation and know how to add a condition to a program.

	audience and seek feedback.		subject. They follow straight forward lines of enquiry to search their data for their own purposes.	and to plan ahead when programming devices on and off screen.		
Capabilities Curriculum Links	Manage feelings	Communication, relationships and leadership,	confidence	Creativity, planning and problem-solving	Creativity	Resilience and determination, Planning and problem-solving
Cross Curricular Links	PSHE English Writing: Write narratives about personal experiences. Encapsulating what they want to say, sentence by sentence. Use expanded noun phrases to describe and specify.		Science: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		Maths: Geometry, properties of shapes.	Maths: Geometry, position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Charles Babbage the maker of the first computer. Skill Link: What a computer is and how they have changed over time.					

YEAR 4	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Online Safety	Internet Safety Band runner	Internet Safety SWGfL <i>Rings of Responsibility</i>	Internet Safety SWGfL <i>Private and Personal Information</i>	Internet Safety SWGfL <i>The Power of Words</i>	Internet Safety SWGfL <i>The Key to Keywords</i>	Internet Safety SWGfL <i>Whose is it, Anyway?</i>
	Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing and typing (also Publish) J2e5 Information Text	Publishing and Blogging J2 Office Writer Using search engines to research then write and publish.	Data Collecting and Analysis J2 Data Database 1	Programmable robots Micro:bit and Visual Micro:bit on J2E	Digital Art iPad Stop animation and sound linked to theme.	Code Programming and debugging Visual on J2E Build on prior Catch a Spider then Outer Space Coordinates.
NC	Children 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. They 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.	Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.	Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Children 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.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Skills	Record and present information integrating a range of appropriate media combining text and graphics in printable form. Use tools in word	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search	Children use a simple database (the structure of which has been set up for them) to enter and save information on a given	Children are able to type a short sequence of instructions and to plan ahead when programming devices on	Use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses; use software to	Know how to add a condition to a program, use coordinates including negative numbers to place a sprite and test

	processing / DTP software appropriately to create quality presentations appropriate for a known audience.	engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found to generate their own work using word processing DTP packages. Share and seek feedback from peers on learning and provide feedback for others in an online community space.	subject. They follow straight forward lines of enquiry to search their data for their own purposes.	and off screen. Engage in based problem solving activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.	capture video for a purpose; crop and arrange clips to create a short film; plan an animation and move items within each animation for playback.	coordinates using “if do else”.
Capabilities Curriculum Links		Communication	confidence	Creativity, planning and problem-solving	Creativity, relationships and leadership,	Resilience and determination, Planning and problem-solving
Cross Curricular Links	Geography English Writing: Assessing the effectiveness of their own and others’ writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.	Any other curriculum area.	Maths: Solve one-step and two-step questions, using information presented in scaled bar charts and pictograms and tables. Interpret and present data using bar charts, pictograms and tables.			Maths: number and place value negative numbers; geometry position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Steve Jobs pioneer of the personal computer. Skill Link: Show an awareness of how many devices are in our daily lives which contain computers and how this has changed over time.					

YEAR 5	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Online Safety	Internet Safety Band runner	Internet Safety SWGfL <i>Strong Passwords</i>	Internet Safety SWGfL <i>Digital Citizen Pledge</i>	Internet Safety SWGfL <i>You've Won a Prize</i>	Internet Safety SWGfL <i>How to Cite a Site</i>	Internet Safety SWGfL <i>Picture Perfect</i>
	Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing and typing J2 Write Information Leaflet	Publishing and Blogging J2 Office Writer	Data Collecting and Analysis J2 Data Database 2	Programmable robots Micro:bit and Visual Micro:bit on J2E	Digital Art Logo on J2E Logo – Advanced	Code Programming and debugging Visual on J2E Perfect Parking and Create a Story.
NC	Children 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.	Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.	Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Write and use simple procedures.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Skills	Record and present information integrating a range of appropriate media combining text and graphics in printable form. Use advanced tools in word processing / DTP software such as tabs,	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers. They make use of copy and paste, are beginning to	Children work as a class to create an enquiry then individually research safely using the internet to set up a straight forward database to answer questions. Enter	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen. Engage in based problem solving	Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify. Expand their knowledge of Logo programming by	Use "if do else" to create a simple game, detect and correct errors within a program; to write a program that tells a simple story, analyse and explain how an existing program works, use input

	appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.	understand the purpose of copyright regulations and the need to repurpose information for a particular audience. They show an understanding that not all information on the internet is accurate. Children use the information or resources they have found to generate their own work using word processing DTP packages.	information and interrogate it (by searching, sorting, graphing etc). Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.	activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands). Predict, test and refine their programming.	experimenting with code writing to create complex shapes and patterns.	from keyboard or mouse to control part of a program.
Capabilities Curriculum Links		Communication, relationships and leadership,	confidence	Creativity, planning and problem-solving	Creativity	Resilience and determination, Planning and problem-solving
Cross Curricular Links	Science: Space English Writing: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Using further organisational and presentational devices to structure text and to guide the reader. Noting and developing initial ideas, drawing on reading and research where necessary.		Science: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.		Maths: Geometry, properties of shapes.	Maths: number and place value negative numbers; geometry position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Douglas Engelbart the man responsible for inventing the mouse. Skill Link: Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc). Show an understanding of the school network and how it links computers to resources in school and beyond.					

Year 6	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Online Safety	Internet Safety Band runner	Internet Safety SWGfL <i>Talking Safely Online</i>	Internet Safety SWGfL <i>Super Digital Citizen</i>	Internet Safety SWGfL <i>Privacy Rules</i>	Internet Safety SWGfL <i>What's Cyberbullying?</i>	Internet Safety SWGfL <i>Selling Stereotypes</i>
	Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. The online safety lessons are taught half termly throughout the year in this order.					
Strand and Learning Sequence	Word Processing and typing J2 Write Advert for product	Publishing and Blogging J2 Office Writer	Data Collecting and Analysis J2 Data Multi User Database	Programmable robots Micro:bit and Visual Micro:bit on J2E	Digital Art iPad Stop animation and sound linked to theme.	Code Programming and debugging Visual on J2E Build on prior Create a Story then Planet Game.
NC	Children 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.	Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.	Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Children 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.	Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Skills	Produce multimedia work which shows restrained use of effects that help to convey meaning rather than impress. Demonstrate fluency in using tools and	Using another curriculum area as a starting point, independently and with due regard for safety, search the internet using a variety of techniques to	Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a	Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify	Collect audio from a variety of resources including own recordings and internet clips; use a digital device to record sounds and present audio;	Write a program that tells a simple story, analyse and explain how an existing program works, use input from keyboard or mouse to control part of a program

	manipulation of text and format in word processing and DTP applications.	find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audiences.	database, and by drawing conclusions and presenting findings. The need for accuracy is demonstrated and strategies for spotting implausible data are evident. Children should be able to talk about issues relating to data protection and the need for data security in the world at large (e.g. health, police databases).	the system; ensuring that it is fit for purpose.	trim, arrange and edit audio levels to improve quality; publish their animation and use a movie editing package to edit/refine and add titles.	and use variables in the context of a game.
Capabilities Curriculum Links		Communication	confidence	Creativity, planning and problem-solving	Creativity, relationships and leadership,	Resilience and determination, Planning and problem-solving
Cross Curricular Links	Art, DT English Writing: To identify the audience for and purpose of the writing. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Any other curriculum area.	Maths Interpret and present data using bar charts, pictograms and tables.			Maths: number and place value negative numbers; geometry position and direction.
Wider World of Computing	Learn about key pioneers in the field of computing and their contributions to how the digital world works and how they have used IT to make life better. Alan Turing the father of the modern computer. Skill Link: Understand how code is language to instruct computers and compare computing power of Turing's computer and modern computers.					