																				Assessment Statements
Year L	Jnit	Unit Title	Lesson	Lesson Title	Aims	Success Criteria	Vocabulary	Tools used	National	Curriculum	n Links		T					T	KCSIE 4C's - Content,	Statements are given for the unit as a whole - see Lesson 1 of the unit.
Þ	lumber								1.1	1.2 1.3	1.4	1.5 1.6	2.1 2	.2 2.3	2.4 2.5	2.6 2.7	Strani	Education for a Connected World	Contact, Conduct, Commerce	
1	1.1	Online Safety & Exploring Purple Mash	1	Safe Logins	To log in safety and understand why that is important. To create an avetar and to understand what this is and how it is used.	Children can log in to Purple Mash using their own login.  Children have created their own avatar and understand why they are used.	Login password	Paint Projects									п	Online Reputation Managing online information	Content, Conduct.	Emerging  With support, children demonstrate an awareness of online safety using their own private usernames and passwords for Purple Mash (Unit.
		Purple Masin			To be able to create a picture and add their own name to it.	Children can add their name to a picture they created on the computer.	private											Privacy and security		1.1 Lesson 1). This can be assisted by using printed login cards. Children take ownership of their work and save this in their own private
					To start to understand the idea of 'ownership' of creative work.  To save work to the Mv Work area and understand that this	Children are beginning to develop an understanding of ownership of work online.  Children can save work into the My Work folder in Purple Mash and understand that	home screen work area											Copyright & ownership Self-image and identity		space (Urit 1.1 Lesson 1). Expected
					is private space.	this is a private saving space just for their work.	avatar													Children demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple
							icon typing													Mash (Unit 1.1 Lesson 1).  Most children will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the
1	1.1	Online Safety & Exploring Purole Mash	2	My Work Area	To learn how to find saved work in the Online Work area.	Children can find their saved work in the Online Work area of Purple Mash.		2Connect										Online Reputation	Content, Conduct. Contact.	Nost children will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of 'private information' (Lesson 1) and actively demonstrate this in lessons (Throughout all lessons in Unit 1.1).  Children take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on
		Purple Mash			To learn about what the teacher has access to in Purple Mash.  To learn how to see messages left by the teacher on their work.	Children can find messages that their teacher has left for them on Purple     Mach	notification communication											Managing online information Privacy and security		Purple Mash and understand that this can be retrieved later Unit 1.1 Lesson 1. Most children will be able to add their name to their picture in
					To learn how to search Purple Mash to find resources.	Children can search Purple Mash to find resources.	device											Copyright & ownership Self-image and identity		lesson 1.  In lesson 2, most children will be able to explain that their teacher was able to connect with them online to leave a message in Purple Mash.
							filter													They could contribute to the class discussion relating this to other forms of digital communication.
-		Online Safety & Exploring	-	Purple Mash	To become familiar with the types of resources available in the	Consumer was selected use one consistent types or copic completes in the	shared folders Topic Area	Writing template		_	-						п	Online Reputation	Content Conduct	Most children will be able to give a simple explanation of the way to word comments online when given the example of their teacher  commenting upon their work. Throughout this unit most children will be able to contribute their ideas about communicating appropriately
1	1.1	Purple Mash	1 3	Topics	Topics section.	Topics section confidently.  • Children will be confident with the functionality of the icons in the topic	writing template	(2Publish)										Managing online information	Committee Conduct	commenting upon their work. Throughout this unit most children will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate bhaviour. Most children will be able to o
					To become more familiar with the icons used in the resources in the	templates.	textbox											Privacy and security		Most children will be able to open Purple Mash and use the search bar within Purple Mash to find resources (lesson 2). They can suggest appropriate words to search with to find the results that they are looking for.
					Topics section.  To start to add pictures and text to work.	Children will know how to use the different icons and writing cues to add	menu										-	Copyright & ownership Self-image and identity		Exceeding  Children demonstrate an understanding of the importance of online safety using their own private usernames and passwords for Purple
1	1.1	Online Safety & Exploring	4	Purple Mash	To explore the Tools area of Purple Mash and to learn about the	familiar with some of the key icons: Save, Print, Open and New.	Purple Mash Tools	2Count									T .	Online Reputation	Content, Conduct	Mash. Children understand the importance of keeping information, such as their usernames and passwords private and actively demonstrate
		Purple Mash		Tools	common icons used in Purple Mash for Save, Print, Open, New.  • To explore the Games area on Purple Mash.	Children have explored the Games section and looked at Table Toons (2x)	button	2Explore										Managing online information Privacy and security		this in lessons. Children take ownership of their work and save this in their own private space. Children demonstrating greater depth understand the principle but not the terminology of 'intellectual property' e.g., children might say 'I am saving my work, in my folder because
					To understand the importance of logging out when they have	tables).												Copyright & ownership		I have created it and it belongs to me'.
					finished.	Children can log out of Purple Mash when they have finished using it and											п	Self-image and identity		
1	1.2	Grouping & Sorting	1	Sorting Away from the	To sort items using a range of criteria.	Children can sort various items offline using a variety of criteria.	sort criteria													Emerging  With support, children can physically sort items using a limited number of given criteria (Unit 1.2 Lesson 1). Using Purple Mash, children
				Computer			describe													can sort items into two clearly defined groups using given criteria (Unit 1.2 Lesson 2).
							more than less than													Expected  With support, children can physically sort items using a limited number of given criteria (Unit 1.2 Lesson 1). Using Purple Mash, children
							equal													can sort items into two clearly defined groups using given criteria (Unit 1.2 Lesson 2).  Exceeding
																	cs			Children demonstrate their depth of understanding by creating their own criteria for items against which they can physically sort, collate,
1	1.2	Grouping & Sorting	2	Sorting on the	To sort items on the computer using the 'Grouping' activities in Purple		groups activities	2DIY												edit, present, search through, re-order and re-structure and explain their reasoning (Unit 1.2 Lesson 1). Using Purple Mash, children can also sort items into Venn diagrams using given criteria (Unit 1.2 Lesson 2).
				Computer	Philais.	Children have used Purple Mash activities to sort various items online using a														
						variety of criteria.														
																	cs			
1	1.3	Pictograms	1	Data in Pictures	To understand that data can be represented in picture format.		data pictogram	2Count												Emerging With support, children can organise a limited set of data into a physical pictogram (Unit 1.3 Lesson 1) and a virtual pictogram (Unit 1.3
						Children can discuss and illustrate the transport used to travel to school.	visual													Lesson 2). With support, children use this data to answer given questions. Working as a group, children can create, store, retrieve and share their pictograms (Unit 1.3 Lesson 3).
						Children can contribute to the collection of class data.  Children have used these illustrations to create a simple pictogram.														Expected
						Children have used these illustrations to create a simple pictogram.														Children can collate and organise class data into a physical pictogram (Unit 1.3 Lesson 1) and a virtual pictogram (Unit 1.3 Lesson 2)  Children can then interrogate this data to answer given questions. Children can create, store, retrieve and share their own pictograms (Unit
			<b>!</b>			Children can contribute to a class pictogram.											п			1.3 Lesson 3).
1		Pictograms	2		To contribute to a class pictogram.	Children can discuss what the pictoaram shows.  Children can collect data from rolling a die 20 times and recording the	title	2Count									п			Most children will be able to save their pictograms, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later (Lhit 1.3 Lesson 3.)  Children can represent simple collected data in an appropriate pictogram by using 2Count (Unit 1.3. Lesson 3).
1	1.3	Pictograms	3	Recording Results	To use a pictogram to record the results of an experiment.	Children can collect data from rolling a die 20 times and recording the results.	collect data record results	2Count												Children can represent simple collected data in an appropriate pictogram by using 2Count (Unit 1.3. Lesson 3).
						Children can represent the results as a pictogram.	compare										п			Most children can collate data from rolling a die and record the results within 2Count. They demonstrate that they can use 2Count to group collated data into pictorial representations (Pictograms) Unit 1.3. Lesson 3).
1	1.4	Lego Builders	1	Following	To emphasise the importance of following instructions.	Children know that to achieve the effect they want when building something.	instructions													Emerging  Children understand that to achieve the effect they want when building something, they need to follow instructions.
				Instructions		they need to follow accurate instructions.	<a of="" prepositional<="" td="" variety=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>They can nive another child instruction to build a simple model, but their instructions might not anticipate all noscibilities</td></a>													They can nive another child instruction to build a simple model, but their instructions might not anticipate all noscibilities
							language>													Children know that computers need instructions to operate.  Children can attempt to write instructions for a simple recipe but might not include all required steps.
						correct result.  Children know that an algorithm is a precise, step-by-step set of instructions														Expected
						used to solve a problem or achieve an objective.														Children can assimilate a set of simple Lego model instructions and look at the outcomes produced from these instructions. They can state where an error has occurred on one of the models from the instructions given (Unit 1.4. Lesson 1).
-		Lego Builders	-	Following and	To follow and create simple instructions on the computer.			Paint Projects		_	_		-	_			cs			Children understand the effect that accuracy of the instructions has on the outcome.  Children can give each other precise simple instructions and follow them to create the desired outcomes for their Lego model (Unit 1.4.
1	1.4	Lego Builders		Creating Simple	To totlow and create simple instructions on the computer.	Children can follow instructions in a computer program.	program machine	Paint Projects												Lesson1).
				Instructions on the		Children can explain the effect of carrying out a task with no instructions.	computer													They can give another child instruction to build a simple model, anticipating the information that the other child will need to make an accurate replica.
				Computer.		Children know that computers need precise instructions to follow.  Children know that an algorithm written for a computer to follow is called a														Children can compare their digital paintings within 2Paint and show an understanding as to why they are different. They can consider that
						program.														instructions are needed to give the pictures uniformity and as such are able to follow a set of instructions (Algorithm) to achieve this (Unit 1.4. Lesson Z).
																	cs			Children know that an algorithm is a set of instructions used to solve a problem or achieve an objective.  Children know that an algorithm written for a computer to follow is called a program.
1	1.4	Lego Builders	3	To consider how	To consider how the order of instructions affects the result.	Children understand how the order in which the steps of a recipe are	recipe debugging	2Quiz												Children can debug a very simple set of printed instructions for a recipe, the approach they use should entail breaking the instructions into
				the order of instructions		presented affects the outcome.	code													smaller parts to support interpretation.  Most righten can create a set of written instructions for other numbs to follow e.g. the 'corders and robot' name (Linit 1.4. Lesson 2).
				affects the result.		Children can organise instructions for a simple recipe.  Children know that correcting errors in an algorithm or program is called	sequence													Children can confidently debug simple errors in other children's written instructions for recipes (Unit 1.4).
						'debugging'.											l.cs			Children understand that very precise instructions need to be given to a computer for it to accurately carry out intended outcomes. These precise instructions can be broken down into smaller parts. Children can demonstrate this by playing a 'coders and robots' game (Unit 1.4.
1	1.5	Maze Explorers	1	Challenges 1 and	To understand the functionality of the basic direction keys in Challenges 1	Children know how to use the direction keys in 2Go to move forwards,	direction	2Go									Ĭ			Emerging Children can use the buttons to move their character purposefully.
				2	and 2.  To be able to use the direction keys to complete the challenges successfully	backwards, left and right.  Children know how to add a unit of measurement to the direction in 2Go	forwards backwards													They move one step at a time towards the goal rather than anticipating several steps.
						Challenge 2.	left													
						Children know how to undo their last move.	keys													Children can tackle challenges 4-6 with support, though they might not complete all challenges.  They are starting to be able to work out why their program doesn't work as they expect and know that it is due to the instructions which
						Children know how to move their character back to the starting point.	challenge													they are inputting rather than a fault with the computer understanding the instructions.  With support, children can explain the possible ways to make their turtle move. When looking at a program they can 'read' the code one
							rewind										cs			line at a time but might not be able to envision the bigger picture of the overall effect of the program. When presented with an example from
1	1.5	Maze Explorers	2	4 Challenges 3 and	To understand the functionality of the basic direction keys in Challenges 3 and 4.	Coltes are an description to the second section to	debug	2Go												challenges 4-6, they will struggle to work out where the turtle will end up at the end of the program but will know that it will move.  Expected
					To understand how to create and debug a set of instructions (algorithm).	Children can use diagonal direction keys to move the characters in the right direction.														Children can use the buttons to move their character purposefully.
						Children know how to create a simple algorithm.														They can plan their moves several steps at a time towards the goal rather than one step at a time.  In Unit 1.5 Lessons 2.6.3), they were able to complete challenges 4 and 5 which require anticipating several steps.  In Unit 1.5 Lessons 2.6.3), children can complete challenges 4 and 5 which require anticipating several steps to build a program.
						Children know how to debug their algorithm.														In (Unit 1.5 Lessons 2 & 3), children can complete challenges 4 and 5 which require anticipating several steps to build a program.  They know that any unexpected outcome is due to the code that they have created and make logical attempts to try to fix this code rather
,	15	Maze Explorers	3	Challenges 5 and	To use the additional direction keys as part of their algorithm.			2Go									cs			they attributing it to a fault with the computer understanding the instructions.  Children can explain the possible ways to make their furtile move in the different levels of ZGo. When looking at a program they can 'read'
1	- "			6	To understand how to change and extend the algorithm list.															the code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. When presented with
					To create a longer algorithm for an activity.	Children can use the additional direction keys to create a new algorithm.  Children can challenge themselves by using the longer algorithm to complete														an example from challenges 4-6, they can sometimes work out where the turtle will end up at the end of the program and when they are
						Children can challenge themselves by using the longer algorithm to complete challenges.														incorrect, they will make good attempts to work out why.  Most children will be able to save their 2go maze files, using a memorable file name, to their own personal space on Purple Mash and
	1.5	Maze Explorers						2Go		-							cs			Using 250, children can use simple direction keys in conjunction with a number pad (add a unit of measurement) to move an on-screen character to specific locations on a screen. They demonstrate that their sequence of buttons relates to their thinking of how to solve a
1	1.5	. Jan Lapan ers	1					200												problem of getting character from point A to point B (Unit 1.5. Lesson 1). As children move through this unit, they demonstrate an ability to successfully use diagonal direction keys combined with number pad to refine their solution for solving a problem (Unit 1.5. Lessons 2 to 3).
																				Most children can make a screen character 'sprite' navigate to a specific place using 2Go. Using strategies such as drawing the route with
					To provide an opportunity for the children to set challenges for each															their finger, counting squares with a grid and testing how many squares each command moves the character, the children have broken down a problem to solve a solution (Unit 1.5. Lesson 1). Children can use the 'list' feature in 2Go to generate an algorithm to solve a given
				Setting More	other.	Children can change the background images in their chosen challenge and														problem. They test their instructions until they finally make an algorithm which works (Unit 1.5. Lesson 2). Their skill of breaking down a
				Challenges	To provide an opportunity for the teacher to add these challenges to a display board for the class to try.	save their new challenge. Children have tried each other's challenges.														problem to solve it is evident in their ability to create increasingly longer and more complex algorithms, including number of units moved and diagonal controls (Unit 1.5. Lessons 3 & 4).
					display board for the class to try.	Concentrate and each over a character.														Most children can change an almosthm to create a different outcome when using 25n. Their skill at dehuming an almosthm and then
																				changing it to perform an intended outcome is secure. Children use atternative algorithms to achieve the same outcomes, beginning to understand refinement of instruction (Unit 1.5. Lesson 3).
																				Exceding  Children choose to plan their moves several steps at a time towards the goal even reaching the goal in one 'run' of the program rather than
																	cs			children choose to plan their moves several steps at a time towards the goal even reaching the goal in one run of the program rather than one step at a time.

1														
1 1	1.6	Animated Story Books	1	To understand the differences between traditional books and e- books.	Children know the difference between a traditional book and an e-book.  Children can use the different drawing tools to create a picture on the page.	e-book sound	2Create a Story							Emerging With support, children use the 'My Simple Story' aspect of 2Create a Story to create a simple interactive story (Unit 1.6 Lesson 1).
			Drawing and Creating	To explore the tools of 2Create a Story's My Simple Story level.	Children can add text to a page.	eraser undo								With limited success, children can manipulate the properties of their story by changing the images, adding animations (Unit 1.6 Lesson and sound (Unit 1.6 Lesson 3) as well as typing, copying and pasting pages (Unit 1.6 Lesson 5).
			and Creating	To save the page they have created.		redo								Children are taught the importance of saving their work, overwriting saved files and retrieving their saved work (Unit 1.6 Lesson 1).
	16	Animated Story Books		w	Olton manufacture and and	paint tools	25		 		п			Expected  Children can use the 'My Story' aspect of 2Create a Story to create an interactive story (Unit 1.6 Lesson 1).
1	1.6	Animated Story Books	Animation	To add animation to a picture. To play the pages created so far.	Children can open previously saved work. Children can add an animation to a page.	overwrite animation	2Create a Story							They can manipulate the properties of their story by changing the images, adding animations (Unit 1.6 Lesson 2) and sound (Unit 1.6 L
				To save the additional changes and overwrite the file.	Children can play the pages created.	play mode					I.			as well as typing, copying and pasting pages (Unit 1.6 Lesson 5).     Children are taught the importance of saving their work, overwriting saved fries and retrieving their saved work.
1	1.6	Animated Story Books	3	To add a sound effect to a picture.	Children can add a sound to the page.	sound effect	2Create a Story							Children can include their name and date within the text of their e-books.  Children demonstrate their understanding by discussing e-books and by sharing their own book with others on a class displayboard.
			Sounds and More!	To add a voice recording to the picture. To add created music to the picture.	Children can add voice recording to the page. Children can create music for a page.	voice recording drop-down menu								Children make valid comparisons between paper book and e-books. They can apply their knowledge of paper book when developing to
				TO MAD CHEEKED ITHANK OF ONE PICCORE.	1 1	category					I.			books.  Most children will be able to save their animated story files, using a memorable file name, to their own personal space on Purple Mash
1	1.6	Animated Story Books	4	To add a background to the story.	Children can add a background to the page. Children can use the additional drawing tools on My Story mode.	background	2Create a Story							understand that this can be retrieved later Unit 1.6 Lesson 1.
			Making a Story	To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.	Children can use the additional drawing tools on My Story mode.  Children can change the font style and size.	clip-art gallery font								Exceeding  Children can use the 'My Story' aspect of 2Create a Story to create a detailed interactive story (Unit 1.6 Lesson 1).
1	1.6	Animated Story Books	5	To use the copy and paste feature to create additional pages.	Children can use the copy and paste function to add more pages to their animated e-	copy	2Create a Story				П			This demonstrates their ability to combine all the aspects available within the software e.g. recording their own sounds and importing
			Copy and Paste	To continue and complete an animated story.	book. Children can share their e-books on a class story book display board.	paste features	Display Boards							backgrounds, to enhance their narrative.  Children are taught the importance of saving their work, overwriting saved files and retrieving their saved work (Unit 1.6 Lesson 1).
				To create a class display board of the story books created by the		features erit					п			Furthermore, they can publish this to a class display board (Unit 1.6 Lesson 5).
1	1.7	Coding	1	To understand what instructions are. To predict what will happen when instructions are followed.	Children can give and follow instructions. Children can draw symbols to represent instructions.	instructions algorithm	2Code							Emerging Children have a basic understanding that coding involves writing instructions that a computer can follow. They are developing their understanding that these instructions must be precise and carefully structured through their work making sit
i				To understand that computer programs work by following instructions called code	Children can arrange code blocks to create a cet of instructions	code								They are developing their understanding that these instructions must be precise and carefully structured through their work making size
			Instructions	called code.	1	programmer coding software								one and two Stage programs (for example in programs where they make an object move when clicked on).  With support, children can create a simple one Stage program that achieves a specific purpose. (In Unit 1.7 Lesson 2, they can make a f
					1	software code blocks								object move).  With support, they can create a scene (Unit 1.7 Lesson 5) and plan to make objects move (Unit 1.7 Lesson 6).
						object					l cs			Children are beginning to understand that they can correct unexpected outcomes by changing the code and they make attempts to iden
1	1.7	Coding	2	To use code to make a computer program.	Children can create a program using code blocks. Children can use object and action code blocks.	2Do	2Code				- 15			the source of bugs.  With support, children can explain the possible actions of objects including movement and sound. When looking at a simple program to
1			Objects and	To understand what objects and actions are.	Children can use object and action code blocks.	command Design View								can 'read' the code one line at a time and predict what will happen but might not be able to envision the bigger picture of the overall eff
			Actions		1	Code view								the program.  With support, children can manipulate how their program looks using the ZCode design mode, by adding and changing objects (Unit 1
1	1.7	Coding	3	To understand what an event is.	Children can create a simple program using code blocks. Children can use event, object and action code blocks.	richuri dehunninn event	2Code				- 10			Lesson 5). They can create a program that controls an object.
			Events	To use an event to control an object.	Children can use event, object and action code blocks.	click								Expected  Children can both give and receive verbal instruction to achieve a simple outcome such as getting from one point of the classroom to the
						when clicked					cs			Children can both give and receive verbal instruction to achieve a simple outcome such as getting from one point of the classroom to the other whilst avoiding obstacles. Furthermore, they can use printed block-based code to also articulate a simple set of instructions (Unit Jacob 1).
1	1.7	Coding	When Code	To understand what an event is. To begin to understand how code executes when a program is run.	Children can create a simple program using code blocks.  Children can use event, object and action code blocks.	execute	2Code							Lesson 1).  Children can apply off-screen block code to on-screen block code within 2Code (Unit 1.7 Lessons 2, 3).
			Executes		Children can use event, object and action code blocks.  Children can edit a scene by adding, deleting and moving objects.	packgroung					cs			Children can consider a variety of factors when coding, including the way that the program is designed (Unit 1.7 Lesson 5). They can tidesign programs that control the look and the actions of objects.
1	1.7	Coding	5	To understand what backgrounds and objects are. To understand how to use the scale property.	Children can edit a scene by adding, deleting and moving objects.  Children can change the size of objects using the properties table.	scale	2Code							Their designs show that they have thought about the need for precise, purposeful, ordered instructions. For example, (Unit 1.7 Lesson
			Setting the Scene	To struct scand now to use the scale property.	Trainings one size or supera using one properties word.	scene properties								they consider the kinds of actions they know to be possible when designing their program.  Children think about the program they are making with reference to the objects, the actions and the output e.g. they know that an object
						properties					cs			and dishard on and then an abject will do competition in response (I laid 1 7 I accord 5). They can then construct their code purposefully to
1	1.7	Coding	6 Using a Plan	To plan a computer program. To make a computer program.	Children can create a design plan for their Free Code Scene program.  Children can use code to make the program they have designed work.	plan	2Code							make objects interact. Using the 2Code design mode, children can manipulate how their program looks by adding and changing object.  They can break a problem down into small chunks and then combine it to see an outcome e.g. combine two parts of code "When we cl
	_										cs			the red bubble, red bubble hides."
1	1.8	Spreadsheets	1	To understand what a spreadsheet looks like. To be able to navigate around a spread sheet and enter data.	Children can navigate around a spreadsheet. Children can enter data into cells.	spreadsheet data	2 Calculate							Emerging With support, children can save and open sheets (Unit 1.8 Lesson 1), enter a limited quantity of data into cells (Unit 1.8 Lesson 1), manipulate data using the "move cell" tool (Unit 1.8 Lesson 2) and use the image toolbox to add clipart (Unit 1.8 Lesson 2).
			Introduction to Spreadsheets	To learn new vocabulary related to spreadsheets.	Children can explain what rows and columns are.	row								manipulate data using the 'move cell' tool (Unit 1.8 Lesson 2) and use the image toolbox to add clipart (Unit 1.8 Lesson 2).  Expected
			Spreadsneets		Children can save and open sheets.	cell								Using the 2Calculate spreadsheet, children can save and open sheets (Unit 1.8 Lesson 1). Most Children will be able to save their 2Calculate spreadsheet.
1	1.8 9	Spreadsheets	2 Adding Images to	To add clipart images to a spreadsheet.	Children can open the Image toolbox and find and add clipart.	button	2Calculate							files, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later.  They can enter data into cells (Unit 1.8 Lesson 1), manipulate data using the 'move cell' tool (Unit 1.8 Lesson 2) and use the image tool
			a Spreadsheet and	To use the 'move cell' and 'lock' tools.	Children can use the 'lock' tool to prevent changes to cells.  Children can use the 'move cell' tool so that images can be dragged around the	clip-art								to add clipart (Unit 1.8 Lesson 2).
			Using the Image		spreadsheet.	mage move cell								Exceeding  Using the 2Calculate accordishment children con cours and once shouts Illaid 1.9 Lacron 1) onter data into calls Illaid 1.9 Lacron 1)
-	100	Spreadsheets	Toolbox 3 Using the Speak	To use the 'speak' and 'count' tools in 2Calculate to count items.	Children can give images a value that the spreadsheet can use to count them.	lock cell count tool	2Calculate				п			Using the ZCalculate spreadsheet, children can save and open sheets [Unit 1.8 Lesson 1], enter data into cells [Unit 1.8 Lesson 1], manipulate data using the 'move cell' tool [Unit 1.8 Lesson 2] and use the image toolbox to add clipart [Unit 1.8 Lesson 2]. Children with
1	12		and 'Count' Tools	To use the apear, and count toolant academic to count name.	Children can add the speak tool so that the items are counted out loud.  Children can add the count tool to count items.	speak tool	Zencoun							demonstrate greater depth by explaining the data and sorting it (suggested extension).
			in 2Calculate to Count Items		Children can add the count tool to count items.  Children can use a spreadsheet to help work out a fair way to	value					I.			
1	1.9 7	Technology outside school	1 What is	To find and understand examples of where technology is used in the	Children understand what is meant by 'technology'.	technology	Writing template					Health, wellbeing and lifestyle		Emerging  With support, children understand what is meant by technology and can identify a limited number of examples both in and out of school
i			Technology?	local community	Children have considered types of technology used in school and out of school	computer	(ZPublish)							Children record this using (Unit 1.9 Lesson 1. Worksheet 1) & (Unit 1.9 Lesson 2. Worksheet 1).
i					1									Expected  Children understand what is meant by technology and can identify a variety of examples both in and out of school. Children record this
i					1									union (I bit 1.9 Louron 1. Workshoot 1). 6 (I bit 1.9 Louron 2. Workshoot 1)
	-				4						DL			Children' discussion shows that they have a good understanding about the technological devices in use in their daily lives and how son these facilitate communication of a variety of formats.
1	19	Technology outside school	2 Technology outside school.	To record examples of technology outside school.	Children have recorded 4 examples of where technology is used away from school.							Health, wellbeing and lifestyle		Children can explain at a basic level that we should treat others politely regardless of the means of communication. Children can comp
					1									the speed and ease of technology to non-technological actions e.g., e-mail, buying an app or painting on screen.  Exceding
														Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can explain wi
	_										DL			certain technology has been chosen as a solution to a specific problem. Children record this using (Unit 1.9 Lesson 1. Worksheet 1) & (
2	2.1													
		Coding	1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	Children can explain that an algorithm is a set of instructions.  Children can describe the algorithms they created.	instruction algorithm	2Code				cs			Children know that an algorithm is related to giving instructions. They can relate a simple one-step algorithm to the outcome of code in
		Coding	1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	Children can describe the algorithms they created.  Children can explain that for the computer to make something happen, it needs to	instruction algorithm event	2Code				cs			Children is now that an algorithm is related to giving instructions. They can relate a simple one-step algorithm to the outcome of code in code Chimp. For example, in Lesson 1 they have been able to make a program that follows the algorithm e.g. when the helicopter is cl
		Coding	1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	Children can describe the algorithms they created.	algorithm event object action	2Code				CS			Emerging  Uniform from the star algorithm is related to giving instructions. They can relate a simple one-step algorithm to the outcome of code code Chimp. For example, in Lesson 1 they have been able to make a program that follows the algorithm is g. when the halicopter is clitates off.  It takes off.  With support children can create a simple one step program that achieves a specific purpose. With support children can create a simple one step program that achieves a specific purpose. With support children can create a simple one step program that achieves a specific purpose. With support children can create a simple one step program that achieves a specific purpose. With support children can identify and
		Coding	1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	Children can describe the algorithms they created.  Children can explain that for the computer to make something happen, it needs to	algorithm event object action command	2Code				CS			With support, children can create a simple one step program that achieves a specific purpose. With support, children can identify and correct errors (Unit 2.1 Lesson 6).
		Coding	1 Algorithms	To understand what an algorithm is. To ureate a computer program using an algorithm.	Children can describe the algorithms they created.  Children can explain that for the computer to make something happen, it needs to	algorithm event object action command scene background	2Code				ß			With support, children can create a simple one step program that achieves a sporific purpose. With support, children can identify and correct terrors (LINF 2.1 Lesson 6.) With support, children can identify the parts of an algorithm that control and initiate specific actions. Based on this, with support, children can identify the parts of an algorithm that control and initiate specific actions. Based on this, with support, children can predict what with lappor in a program (LINF 2.1 Lesson 4.)
		Coding	1 Algorithms	To understand what an algorithm is. To create a computer program using an algorithm.	Children can describe the algorithms they created.  Children can explain that for the computer to make something happen, it needs to	algorithm event object action command	2Code				CS			With support, children can create a simple one step program that achieves a specific purpose. With support, children can identify and correct errors (URL 21 Lesson 6).  With support, children can identify the parts of an algorithm that centrol and initiate specific actions. Based on this, with support, children can identify the parts of an algorithm that centrol and initiate specific actions. Based on this, with support, children can entirely that will happen in a program (Inite 2.1 Lesson 4).  Expectan
2	2.1	Coding		To create a computer program using an algorithm.	Orbitions on shorted the algorithms by created.  Obtained one signal for the the computer to make something happen, it needs to follow clear instructions.  Obtained one signal may be a signal or the signal of the	algorithm event object action command scene background properties scale	2Code				S			With support, children can create a simple one step program that achieves a specific purpose. With support, children can identify and correct errors (URL 21 Lesson 6).  With support, children can identify the parts of an algorithm that centrol and initiate specific actions. Based on this, with support, children can identify the parts of an algorithm that centrol and initiate specific actions. Based on this, with support, children can entirely that will happen in a program (Inite 2.1 Lesson 4).  Expectan
2	2.1			To understand shall an algorithm is.  To create a computer program using an algorithm.  To create a computer program using an algorithm.  To create a program using a given design.  To create a program using a given design.	Orbitem can describe the algorithms they created.  Orbitem can explain the for the computer to make something happen, it needs to follow clear instructions.  Orbitem can palse an algorithm that includes collision detection.  Orbitem can palse an algorithm that includes collision detection.	algorithm event object action command scene background properties scala interaction collision detection event	2Code				S			With support children can create a simple new step program that achieves a specific purpose. With support children can identify sed correct remnit (NeX 21 classes 8). With support children can identify the gramma of the simple control of the initiate specific actions. Blassed on this, with support children can protect what will despine a program this NeX 21 classes 4).  Expected  Expected  Control of the initiate of the initiate specific action is sed of initiate specific actions. Blassed on this, with support children control of the initiate specific actions. Blassed on this, with support children control of the initiate specific actions. Blassed on this, with support children control of the initiate specific actions. Blassed on this control of the initiate specific actions the initiate specific actions that initiate specific actions that initiate specific actions the initiate specific actions are specific actions and initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on this initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions. Blassed on the initiate specific actions are specific actions are specific actions.
2	2.1			To create a computer program using an algorithm.	Orbitions on shorted the algorithms by created.  Orbitions can applied for the tecompater to make something happen, it needs to follow care upplied that for several control orbitions claur instructions.  Orbitions can place an algorithm that includes collisions detection.  Orbitions can create a program using collisions detection.	algorithm event object action command scene background properties scale	2Code				8			With support, children can create a simple new step program that achieves a specific purpose. With support, children can identify and convent extraction (but in the case of page and the case of page
		Coding		To create a computer program using an algorithm.  To create a program using a given design.  To understand the officient detection event.	Oldern can describe the algorithms by created.  Oldern can expert after the the computer to make something happen, it needs to follow clear instructions.  Oldern can expert and algorithm that includes collision detection.  Oldern can or sales a program using collision detection.  Oldern can or sales a program using collision detection.  Oldern can or sales a program using collision detection.	algorithm wwent object action command scene background properties scala interaction collision detection event collision detection action image	2Code 2Code				8			With support children can create a simple new step program that achieves a specific purpose. With support, children can identify set cerement process of the contract children can identify the part of an algorithm that cered and include specific actions. Based on this, with support, children can identify the part of an algorithm can be contracted and include specific actions. Based on this, with support, children can require that an algorithm is a set of minutations to complete a task. They have burned algorithms of more than one step in the amount activation of the contractions of the complete a task. They have burned algorithms of more than one step in the amount activation of the contractions of the complete a task. They have burned algorithms of these burners for eventual the transit appropriate that the foreign the following feet according feet oncording feet of the contractions of the con
		Coding	2 Collision Detection	To create a computer program using an algorithm.  To create a program using a given design.  To create a program using a given design.  To understand the collision detection event.	Orbitions on shorted the algorithms by created.  Orbitions can applied for the tecompater to make something happen, it needs to follow care upplied that for several control orbitions claur instructions.  Orbitions can place an algorithm that includes collisions detection.  Orbitions can create a program using collisions detection.	algorithm event object action command scene background properties scala interaction collision detection event	2Code 2Code				8			With support, children can crusta a simple new step proport in that actives a specific purpose. With support, children can identify and convenient mpt bid 2.1 less seen [4] part of the proport of the convenient mpt bid 2.1 less seen [4].  Less proport with all shappoin is a proport (bid 2.1 less see [4].  Children can replain that an algorithm as set of crimotorises to complete a task. They have burned algorithm of more than one step in containing the convenient mental seed of crimotorises to complete a task. They have burned algorithms of more than one step in containing the confirmation of the convenient mental seed of crimotorises the convenient mental see and the proportion of the singletimes of more than one step in containing the confirmation of the convenient mental seed of the singletimes of more than one step in containing the containing th
2	2.1	Coding	2 Collision Detection	To create a computer program using an algorithm.  To create a program using a given design. To create the collision of destriction exect.  To understand that algorithms follow a sequence. To understand that algorithms follow a sequence. To shop an algorithm that follows a feeder separate.	Orbitions can identifie the adjustment beyon created.  Orbitions can explain that for the computer to make something happen, if needs to follow clear instructions.  Orbitions can explain that the computer to make something happen, if needs to follow clear instructions.  Orbitions can be an adjustment that in-cludes california discretion.  Orbitions can create a region with orbition discretion.  Orbitions can create a region with orbition discretion.  Orbitions can create a program that in-cludes california discretion.  Orbitions can create a program that in-cludes a timer and the command.  Orbitions can explain what it is timer, which command does in this program.  Orbition can explain what it is timer, which command does in this program.	algorithm worst object action command soon background properties action collaine detection event collaine detection action makes interval.	2Code 2Code 2Code				G G			With support children can crust a simple new step program that achieves a specific purpose. With support, children can dendify and convent extension [16,12] issues dispersion of the convention
2	2.1	Coding	Collision Detection     Using a Timer	To create a computer program using an algorithm.  To create a program using a given design.  To understand the collision detection overt.  To understand that algorithms follows a sequence.  To design an algorithm that follows a firmed sequence.	Orbitions can describe the adjustments byte created.  Orbitions can explain that for the computer to make something happen, it needs to follow clear instructions.  Orbitions can explain an adjustment that includes collision detection.  Orbitions can palse an adjustment that includes collision detection.  Orbitions can create a program using collision detection.  Orbitions can be called the collision detection.  Orbitions can produce approximate tasks along the temporary development of the collisions detection.  Orbitions can explain that the time and the commands does in the program.  Orbitions can explain that the time rule commands does in the program.	algorithm wwent object action command scene background properties scala interaction collision detection event collision detection action image					G G			With support children can crust a simple new step program that achieves a specific purpose. With support, children can dendify and convent extension [16,12] issues dispersion of the convention
2	2.1 0	Cuding  Cuding  Cuding	Collision Detection     Using a Timer     Different Object Types	To create a computer program using an algorithm.  To create a perogram using a given design.  To understand the collision detection overst.  To understand that algorithms follow a sequence.  To understand that algorithms follow a sequence.  To understand that displicates will be a sequence.  To understand that different designs a sequence.  To understand what different events do in code.	Orbidence can bisoche the alignifiems beyonceded.  Orbidence can posit and for the computer to make something happen, if needs to believe clear instructions.  Orbidence can pass an alignifiem that includes collisions detection.  Orbidence can pass an alignifiem that includes collisions detection.  Orbidence can create a program using collisions detection.  Orbidence can require that the fore-after commande orbidence can require that the fore-after command.  Orbidence can post and that the fore-after command desire that program.  Orbidence can post can that the fore-after commande offerent significant can require after that the fore-after commanded offerent significant desires after after the command orbidence can be collisioned and required commands of the command orbidence desires collisioned can can be detected as the command or and the command orbidence can be collisioned as executions and the command orbidence can be collisioned can be	alignathm word object action command background properties stode interaction event collision detection event collision detection event mines times times properties store properties times properties times properties times properties times properties times properties times properties	2Code				G G			With support, children can cruitat a simple new step program that actives a specific purpose. With support, children can cliently and convenient microbial children can cliently and convenient microbial children can cliently and convenient microbial children can be convenient to the convenient children can be convenient to the convenient children can be convenient to the convenient children can be convenient to convenient to convenient children can be convenient to convenient children can be convenient to convenient to convenient children can be convenient to convenient to convenient to convenient children can be convenient to convenient t
2	2.1 0	Cuding  Cuding  Cuding	Collision Detection     Using a Timer	To create a computer program using an algorithm.  To create a program using a given design. To create the collision of destriction exect.  To understand that algorithms follow a sequence. To understand that algorithms follow a sequence. To shop an algorithm that follows a feeder separate.	Orbitation can describe the adjunctions by a created.  Orbitation can explain that for the computer to make something happen, it needs to fellow clear instructions.  Orbitation can paper an adjunction that includes collision detection.  Orbitation can paper an adjunction that includes collision detection.  Orbitation can create a program using collision detection.  Orbitation can create a program that include as forms under command.  Orbitation can create a program that size as forms under command.  Orbitation can paper that it is former after command does in their program.  Orbitation can paper that it is former after command does in their program.	algorithm venet object action command soon background properties actal a					G G G			With support children can cruite a simple new step program that actives a specific purpose. With support, children can inderly we describe the control of th
2	2.1 0	Cuding  Cuding  Cuding	2 Collision Detection 3 Using a Timer 4 Different Object Types 5 Buttons 6 Smelly Code*	To create a computer program using an algorithm.  To create a program using a given design.  To understand the collision detection overst.  To understand the collision detection overst.  To understand that algorithms follow a sergence.  To understand that algorithms follow a sergence.  To understand that algorithms follow a sergence.  To understand what officers a sergence are understand what officers are properties.  To understand what officers are only to the origin.  To understand of the distinct algorithms in a group are.  To understand the function of functions in a group are.	Orbidens or a shorted the subgriffens by or casted.  Orbidens or any shafe for the computer to make something happen, it needs to believe clear instructions.  Orbidens or any shafe for the computer to make something happen, it needs to believe clear instructions.  Orbidens or any shafe my algorithm that includes collisions detection. Orbidens or creates a program using collisions detection. Orbidens or creates a program using collisions of detection. Orbidens or creates a program using collisions of detection. Orbidens or or create a program that was below the program. Orbidens or creates a program that was been shafe command. Orbidens or creates a program that was below that command uses the orbidens or creates a program that is collisions as these after that the time-after command does in the group make which will happen in a program that includes a these after after command or the command o	algoration order object action of action order observation observa	2Code				G G G G G G G G G G G G G G G G G G G			With support, children can cruited a simple new step program that achieves a specific purpose. With support, children can indentify and convenient method 12 citizen 6, gainst eff in significant places and program that can be a specific purpose. With support, children can be supported program that support can be supported program that support can be supported program that support can be supported program that supp
2 :	2.1 0	Coding Coding Coding Coding Coding Coding	Collision Detection     Using a Timer     Different Object Types     Buttons     Sensity Code     Debugging	To create a computer program using an algorithm.  To create a program using a given design.  To understand the collision detection owner.  To understand the significant design as experience.  To understand the significant design as experience.  To understand the significant design as experience.  To understand the significant has defined experience.  To understand the significant has defined experience.  To understand the significant has defined program-regulated.  To create a program using a given design.  To understand the significant design.  To understand the six tection of furthers in a program.  To trove with debugging means.	Orbitation can discrete the adjustment below created.  Orbitation can explain that the the computer to make something happen, it needs to follow clear instructions.  Orbitation can be paid to the the computer to make something happen, it needs to follow clear instructions.  Orbitation can be a simple computer of the	algorithm verset vilgert verset vilgert verset vers	2Code				G G G			With support, children can crustal a simple new step program that achieves a specific purpose. With support, children can indently and convention may be a simple purpose of the program of the control and violates specific purpose. With support, children can indently and convention that are program (bits 21 Lisasses 4).  Feoprated  Olidren can explain that an algorithm is a set of instructions to complete a task. They have turned algorithms of more than one step in control outperforms of more than one step in the control outperform. The complete is a set of instructions to complete a task. They have turned algorithms of more than one step in control outperforms of more than one step in the control outperform of more than one step in the control outperform. The complete is a set of instructions to complete a task. They have turned algorithms of the size playing in that algorithms can be successfully resistant of the control outperform of the control outperforms of the control outp
2 2 2	2.1 0	Coding Coding Coding Coding	2 Collision Detection 3 Using a Timer 4 Different Object Types 5 Buttons 6 Smelly Code*	To create a computer program using an algorithm.  To create a program using a given design.  To understand the collision detection owner.  To understand the collision detection owner.  To understand that algorithms follow a sequence.  To understand that algorithms follows a sequence.  To understand pump gram algorithms follows a sequence.  To understand that algorithms follows a sequence.  To understand that algorithms follows a sequence.  To understand the sequence algorithms algorithms allowed a sequence.  To understand of the media be lest at old debug a program repeatedly.  To understand the need to lest at old debug a program repeatedly.	Orbiden can describe the alignifiems by created.  Orbiden can explain the first the compater to make somethings happen, it needs to fettive clear instructions.  Orbiden can explain the first the compater to make somethings happen, it needs to fettive clear instructions.  Orbiden can produce the second compater of the	algoration order object action of action order observation observa	2Code				G G G G G G G G G G G G G G G G G G G	Salf-integrand dentity Coline relationships	Conlant, Contact, Conduct	With support, children can cruste a simple new step proport in that actives a specific purpose. With support, children can inderly we conventer may be 2.1 sept and proport in the control and visites genefic actions. Bead on this, with support, children can be proport, children can be support, children can be supported by a support children can be supported by a supported by a support children can be supported by a supported b
2 :	2.1 0	Coding Coding Coding Coding Coding Coding	2 Collision Detection 3 Using a Tener 4 Different Object Types 5 Buttons 6 Smelly Code* Debugging 1 Searching and	To create a computer program using an algorithm.  To create a pengram using a given design.  To understand the collision detection event.  To understand that algorithms follow a sequence.  To understand that algorithms follow a sequence.  To understand that algorithms follow a sequence.  To understand that algorithms deliver a work of sequence.  To understand that different elegants have different properties.  To understand that different events do in colo.  To create a program using a given design.  To create a program using a given design.  To brow with a tection of facilities in a program.  To brow with a tection of facilities in a program.  To brow when the section of facilities in a program.  To brow have been section as a program.  To brow the section of section of the Section Mark.  To brow have been sections as secretary and program regulately.	Orbidence can be about the training of the company to make something happen, if needs to believe clear instructions.  Orbidence can paginal the training company to the company to make something happen, if needs to believe clear instructions.  Orbidence can pagina an algorithm that includes collisions detection. Orbidence can create a program using collisions detection. Orbidence can create a program using collisions detection. Orbidence can create a program using collisions detection. Orbidence can create a program to the state a former after command. Orbidence can result as the former after command does not be grown to the collisions of the create after command. Orbidence can predict what we former after command does not be grown to predict with well to former after command does not be grown to predict with well to former after command does not be grown to predict with well the grown in a program that includes a former after command collisions can result and execute or their program. Orbidence can create a computer program that includes a better needs.  Orbidence can create a computer program that includes a better needs.  Orbidence can use after a better does not be former to program.  Orbidence can use that about does to the former program.	algorithm event elighet event elighet event elighet event ev	2Code 2Code 2Code Writing template				G G G G G G G G G G G G G G G G G G G	Online relationships Online reputations	Confunt, Contact, Conduct	With support, children can cruste a simple new step program that schroves a specific purpose. With support, children can clinically service content of the c
2 2 2 2 2 2	2.1 0	Coding Coding Coding Coding Coding Coding	2 Collision Detection 3 Using a Tener 4 Different Object Types 5 Buttons 6 Smelly Code* Debugging 1 Searching and	To create a computer program using an algorithm.  To create a program using a given design.  To understand the collision detection owner.  To understand the collision detection owner.  To understand that algorithms follow a sequence.  To understand that algorithms follows a sequence.  To understand pump gram algorithms follows a sequence.  To understand that algorithms follows a sequence.  To understand that algorithms follows a sequence.  To understand the sequence algorithms algorithms allowed a sequence.  To understand of the media be lest at old debug a program repeatedly.  To understand the need to lest at old debug a program repeatedly.	Orbidens can advant the subgraftens by created.  Orbidens can explain the first the the complain to make something happen, if needs to believe clear instructions.  Orbidens can explain an algorithm that includes collision detection. Orbidens can palse an algorithm that includes collision detection. Orbidens can create a program using collision detection. Orbidens can create a program that includes collision detection. Orbidens can create a program that includes collision detection. Orbidens can create a program that the happen sham it is run. Orbidens can create a program that includes collision detection. Orbidens can create a program that includes collision detection. Orbidens can create a program that includes described as the first orbides can be created as a program that includes described to the collision control orbides can be created as a situation of the collision control orbides can be created as a situation of the collision control orbides can be created as a situation of the collision control orbides can be created as a following that control orbides can be collision control orbides can be collision control orbides can be collision orbides can be collision or control orbides can be collision control orbides can be collision orbides can be	algorithm verset vilgert verset vilgert verset vers	2Code 2Code 2Code Writing template				G G G G G G G G G G G G G G G G G G G		Content Contact Conduct	With capacity children can create a simple one step program that actives a specific purpose. With support, children can indirectly and converse terms to the 21 clause of, particular of purpose the step of the s
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2	2.3	Spreadsheets														
			Reviewing the Use of Spreadsheets	To review the work done in 2Calculate in year 1. To revise spreadshet related vocabulary. To use some 2Calculate tools that were introduced in year 1.	Châdren can explain what trows and columns are in a spreadsheet. Châdren can express have and edds a spreadsheet. Châdren can include images from the image toolbox and allocate them a value. Châdren can use the count tool to count items.	column cell toolbox drag image value>	2Catoutate									Emerging With support Ahibers can spen, edit and save sheets in Zalzolate (Throughout Unit 2.3), Children can enter a small set of data into colls. (Throughout Unit 2.3), Children can enter a small set of data into colls. (Throughout Unit 2.3), With support, they can allocate a value to an image (Unit 2.3 Leases 1) and manipulate data uning copying, cutting and pasting allowing here to solve puzzle (Unit 2.3 Leases 1). and pasting allowing the to solve puzzle (Unit 2.3 Leases 1). and pasting allowing the solve puzzle (Unit 2.3 Leases 1). and pasting the form of a visual property save by solve here to aid children in Execution.  The solve of the collection of the solve puzzle (Unit 2.3 Leases 1). and the solve pasting the solve puzzle of the solve puzzle (Unit 2.3 Leases 1). And the solve puzzle puzzle puzzle (Unit 2.3 Leases 1). And the solve puzzle p
2	2.3	Spreadsheets	2 Copying, Cutting and Pasting Totals	To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calculate totalling tools.	Children can use copying, cutting and pasting to help make spreadsheets.  Children can use tools in a spreadsheet to automatically total rows and columns.	count tool cut copy	2Calculate				+	п				Using the 2 Calculate spreadsheet, children can open, edit and save sheets (Throughout Unit 2.3). Children can enter data into cells (Throughout Unit 2.3), altocate a value to an image (Unit 2.3 et and 1.3 and main/gate data using copying, cutting and pasting allowing them to solve puzzles (Mit 2.3 etcon 2). Children use images and can present data in a variety of ways (Unit 2.3 etcon 4).
				To use 2Calculate to solve a simple puzzle	Children can use a spreadsheet to solve a mathematical puzzle.	paste total										Most children will be able to create a spreadsheet which includes a graph based on simple data collected. Their planned spreadsheet and graph are likely to contain pre-compiled shared data. They can add colour and appropriate labels to their spreadsheet and graph respectively (Unit 2.3. Lesson 4).
2		Spreadsheets	3 Using a Spreadsheet to Add Amounts 4 Creating a Table	To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects	Châdren can use images in a spreadsheet.  Châdren can work out how much they need to pay using coins by using a spreadsheet to help calculate.  Châdren can create a tablé of data on a spreadsheet.	price coins equals addition	2Calculate					п				respectively (URIX 2.). Existion—i). Most childran will be able to produce a spreadsheet which can help them solve simple mathematical puzzles, calculate how many coins are nequired to say for an amount and operaint data graphically. Using generaldness, the children can model an index through them (URIX 2.). Orderen can utilize spreadsheets both own and per-made to manipulate data e.g. or realta a manual graph from a table, produce desired calculations on momercial data e.g. series added addition of the calculations of momercial data e.g. series addition calculations (DRIX 2.). Existin 3), Orderen can review questions on data e.g. the most calculations (DRIX 2.). Existin 3), Orderen can review questions on data e.g. the most calculations of the calculation
2		Spreadsheets	and Block Graph	To add and edit data in a table layout. To use the data to manually create a block graph.	Children can use the data to create a block graph manually.	data table block graph	2Calculate					п				and least popular flavours (Unit 2.3. Lesson 4).  Most children will be able to use 2Calculate to record collected data into a table and use this data to create a block graph manually (Unit 2.
2	2.4	Questioning	1 Using and Creating Pictograms	To show that the information provided on pictograms is of limited use beyond answering simple questions	Children understand that the information on pictograms cannot be used to answer more complicated questions.	pictogram data	2Count					п				Emerging With support, children can create basic pictograms using 2Count to represent a simple data set (Unit 2.4 Lesson 1). Children may need
2	2.4	Questioning	2 Asking Yes / No	To use yes/no questions to separate information	Children have used a range of yes/no questions to separate different items.	sort						п				concrete representation to understand how to organise and search for data.  With support, this physical representation can then be transferred into 2hvestigate and used to answer simple questions on a data set (Un
2	2.4	Questioning	3 Binary Trees	To construct a binary tree to separate different items.	Children understand what is meant by a binary tree.  Children have designed a binary tree to sort pictures of children or animals.	binary tree					+	п				2.4 Lesson SJ. Using 2Question, children use a binary tree to sort information and can manipulate their data, answering questions relating to this (Unit 2.4 Lesson 4). With support, children can store and retrieve data throughout Unit 2.4.
2	2.4	Questioning	4 Using 2Question	Use 2Question (a binary tree) to answer questions	Children understand that answers are limited to 'yes' and 'no' in a binary tree.  Children understand that the user cannot use 2Question to answer more complicated.		2Question					п				Expected Using 2Count, children can create pictograms to represent data (Unit 2.4 Lesson 1).
	24	Questioning	5 Using 2Investigate:	To use a database to answer more complex search questions.	questions.  Children have matched the 2Simple item pictures to names, using a binary tree.  Children understand what is meant by a database.	database	2/mvestigate	_								Children demonstrate their ability to organise data using a database in 2threetigate and can run simple searches on their data set (Unit 2.4 Lesson 5). Using 20 Usin
2		Questioning	a Non-Binary Database	To use the Search tool to find information.	Children have used a database to answer simple and more complex search questions.	record field	Zinvestogate					"				Lesson 4). Children will store and retrieve data throughout Unit 2.4.  Most children will be able to design their own physical binary tree to sort pictures of children (Unit 2.4 Lesson 3). They will be able to apple
2	2.5	Effective Searching	1 Understanding the	To understand the terminology associated with the Internet and searching.	Children can recall the meaning of key Internet and searching terms.	search Internet	Internet Browser	er .				DL	Managing onlin	information	Conduct (primarily)	this skill into using 2Question to answer questions.  Emerging
			Internet and Searching		Children have successfully completed a quiz about the Internet.	World Wide Web network device web page browser website										With support, children can retrieve invalvant digital content, using a search engine.  Oblive or understand has been tremeloogy of retrievant, such as internst, as charactery, as charactery, as the pages and world wide week [Link 2.5 Leason 1].  Furthermore, they can identify the layout points and features of a search engine [Link 2.5 Leason 2] such as "search has," resulted or features and they information." As a search engine [Link 2.5 Leason 2] such as "search has," resulted or features and they information." Leason 2 search engine [Link 2.5 Leason 2].  Using 2.Packboth, children can create a laufett to demonstrate what they have learned: this may demonstrate is limited understanding but in facture (Link Link Link Link Link Link Link Link
2	2.5	Effective Searching	2 Searching the	To gain a better understanding of searching the Internet.	Children can identify the basic parts of a web search engine search page.	domain web address Digital Footprint	Internet Browser	er .			-	DL	Managing onlin	information	Conduct (primarily)	Children can apply their learning of effective searching bayond the classroom.  Expected Children can effectively retrieve relevant, purposeful digital content using a search engine.
2	2.5	Effective Searching	3 Sharing Knowledge of the Internet and	To create a leaflet to help someone search for information on the Internet.	Children learnt to read a web search results page.  Children have created a leaflet to consolidate knowledge of effective internet		Internet Browser	ar .				DL	Managing onlin	information	Conduct (primarily)	Children understand the terminology (Unit 2.5 Lesson 1), layout and features of a search engine (Unit 2.5 Lesson 2). Using this knowledge they can answer a quit about the internet (Unit 2.5 Lesson 1).  Children can another bit learning of difference searching heavond the classroom.
2	26	Creating Pictures	of the Internet and Effective Searching 1 Introduction and	To explore 2Paint A Picture.	searching.  Children can describe the main features of impressionist art.	Ad	2Paint a Picture					-				In lesson 2, children can relate the creation of a digital footprint to their search history and make contributions to the class discussion about
		Creating Fittates	Impressionism	To look at the work of Impressionist artists and recreate them using the Impressionism template.	Children can use 2Paint A Picture to create their own art based upon this style.	Impressionism palette	Writing Templates					"				Emerging Teachers way wish to allocate tablets to children who have difficulty in controlling a mouse. With support children can create an image on 2Paint a Picture replicating an established style e.g. pointillism (Unit 2.6 Lesson 2).
2	2.6	Creating Pictures	2 Pointillist Art	To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template.	Children can explain what pointillism is. Children can use 2Paint a Picture to create art based upon this style.	Pointillism dilute	2Paint a Picture Writing					п				Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image (Throughout all lessons in blint 2.6). Throughout this unit children show that they can efficiently store and retrieve their work from their saved area on Purole Mach.
2	2.6	Creating Pictures	3 Piet Mondrian	To look at the work of Piet Mondrian and recreate it using the Lines template.	Children can describe the main features of Fiet Mondrian's work. Children can use 2Paint a Ficture to art based upon his style.	line fill	2Paint a Picture Writing					п				Expected
2	2.6	Creating Pictures	4 William Morris and	To look at the work of William Morris and recreate it using the Patterns	Children can describe the main features of art that uses repeating patterns.  Children can use 2 Paint a Picture to create art by repeating patterns in a variety of	repeating pattern	2Paint a Picture Writing	+				п				Using 7Part a Picture, children can create en image replicating an established style e.g. pointillism (Unit 2.5 Lesson 7). Children can enhance a picture using his tools within 2 Parties 4 Picture which dismostrates their shally for manipulate a digital image (Throughout all lessons in Unit 2.6). They can combine and use multiple effects. & features to enhance their patterns, such as rotational effects, repeat Achi buttons and side sider (Unit 2.6 Lessons).
			72.2.11	житриме.	ways.  Children can combine more than one effect in 2Paint a Picture to enhance patterns.	diagonal rotated	Templates									emecs, repeat saye outstarts and see issues (unit z.d. Leason s).  Throughout this unit, Childran show that they can efficiently store and retrieve their work from their saved area on Purple Mash. Most children will be able to successfully create their own pieces of inspired art using 2Paint a Picture.  They will be able to use a range of effects and functions, such as e-collage, in 2Paint a Picture (Lint 1.6. Lesson 4). & (Unit 2.6. Lesson 5).
2		Creating Pictures	eCollage	To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	Children can describe surrealist art. Children can use the «Collage function in 2Paint a Picture to create surrealist art using drawing and clipart.	Surrealism e-collage stamps clip-art	2Paint a Picture Writing Templates					п				Exceeding  To demonstrate greater depth, children achieve expected outcomes, in addition to this, using the cCollage (Unit 2.6 Lesson 5) tool on 2Pairs  Picture: they can unload a background impace of their choice and marierulate this using the tools and shifle to layer impace to create a
2		Making Music	1 Introducing 2Sequence	To be introduced to making music digitality using 2Sequence. To explore, edit and combine sounds using 2Sequence.	Children understand what 25 equence is and how it works. Children have used the different soonds within 25 equence to create a tune. Children have septired how to specify and slow down tunes. Children have septired how to specify and slow down tunes. Children understand what happens to the tune when sounds are moved.	tune compose note speed hoats	2Sequence					п				Emerating With support, childrian uses the sounds within 25 sequence to create a simple composition (bint 2.7 Lesson 1). Throy domenstrate their ability to manipulate displat content by editing and amending their composition (bint 2.7 Lesson 1). Throughout this unit, with support, children show that they can store and retrieve their work from their served area on Purple Made. Expected
2	2.7	Making Music	2 Making Music	To add sounds to a tune to improve it.  To think about how music can be used to express feelings and create tunes which depict feelings.	Children have added sounds to a tune to change it. Children have considered how music can be used to express feelings. Children can kange the volume of the background sounds. Children can be created two tunes which depict two feelings.	tempo sound effect repeat bars	2Sequence Display Board					П				Children use the sounds within 2 Sequence to create a composition (Link 27 Lisson 1). They demonstrate their ability to manipulate digital content by disting and amending their composition (Unit 2.7 Lisson 1). They will have expired different counds to tables within their taxe and functions such as tempo (Link 2.7 Lesson 1). Children create, logical and use their own counds a part of this (Link 27 Lisson 3).
2	2.7						2Sequence					п				Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.  Exceeding
2		Making Music	3 Soundtracks	To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the	Children have uploaded and used their own sound chosen from a bank of sounds.	soundtrack	2Beat									
	2.8	Making Music  Presenting Ideas	3 Soundtracks  1 Presenting a Story Three Ways	To upload a sound from a bank of sounds into the Sounds section.  To record their own sound and peload it into the Sounds section.  To record their own term own sound and peload it into the Sounds section.  To record their own term using the sounds, which in you have added to the  To explore how a latery can be presented in different ways.	Children have uploaded and used their own sound chosen from a bank of sounds.		2Beat 2Connect					п	Managing onlin	information	Conduct (Children learnning about how information can be managed online).	Orbito m. selvers all expected advances.  Emerging  With support throughout of bildness was the orbitowis Zicende a Stary on Purple Made to create a simple narrative (bit of 2 il Lesson 4).  An emerging that will be add to expelie their narratives to the tascher whilst referring to their ZiCende a Stary (file.  Throughout this unit, with support of bildness them that they can take and relieve their work from their several area on Purple Made.  Throughout this unit, with support of bildness them that they can take and relieve their work from their several area on Purple Made.  Colleges can be suffered a Stary of Purple 2 illness on Stary (2012 Eleans) and order (2012 Eleans) and order as Stary or Purple Made to the order of their control orders a Stary or Purple Made to the order of their control orders.
2	2.8		1 Presenting a Story Three Ways	To record their own sound and upload it into the Sounds section.  To create their own tune using the sounds which they have added to the	Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own records sound. Children have created their own tune using some of the chosen sounds. Children have examined a traditional tale presented as a mind map, as a quiz, as an e- book and as a fact file.	e-book	2Beat 2Connect 2Quiz					п	Managing onlin  Managing onlin	information	about how information can be managed online).  Conduct (Children learnning about how information can be	Orbito m. Service of inspected advances.  Emerging  With support throughout, children use the southware X-rands a Story on Purple Mash to create a simple numrative (but 2.8 Lessen 4).  More superport throughout, children size the southware X-rands a Story on Purple Mash to create a simple numrative (but 2.8 Lessen 4).  Throughout this unit with support, children shave that they can store and referion their work from that sward are an Purple Mash.  Expected  Children or the Southware (but 2.8 Lessen 3). The disease is Connect (but 1.8 Lessen 3) and X-reads a Story on Purple Mash to create the southware (but 2.8 Lessen 3). This disease is connected that the southware (but 2.8 Lessen 3) and X-reads a Story on Purple Mash to create present of the southware (but 2.8 Lessen 3). This disease is southware to be southware the southware (but 2.8 Lessen 3). This disease is southware to be southware to the purple southware the southware (but 2.8 Lessen 3). This disease is southware to be southware to the purple southware the southware that the purple southware the southware t
2	2.8	Presenting Ideas	1 Presenting a Story Three Ways 2 Presenting Meas as a Quiz	To record their own town day diplicated in the the Sounds section. The control test of the Sounds section is the sounds their who their place and their their section is the sounds section of the Sounds section in the presented in different ways.  To regate a quit adout a story or days topic.	Oliden here uploaded and outed their own round drosen from a bake of counds.  Oliden here version glossed and usual their own recreded quoted.  Oliden here version of their own three using usine of the chosen sounds.  Oliden here version the stadional tale prevention as a small respect as update, as an extension of the chosen sounds.  Olidene know that digital continent can be represented in many forms.  Olidene know that digital continent can be represented in many forms.	e-book mind map node quiz multiple-choice	2Connect  2Connect					п	Managing onlin  Managing onlin	information	about how information can be managed online).  Conduct (Children learnning about how information can be managed online).	Orbitom is related an discovered and consistent and
2	28	Presenting Ideas	1 Presenting a Story Three Ways	To record their own sound and spload it into the Sounds section.  To recreate their own two using the sounds witch they have added to the  To explore how a story can be presented in different ways.	Oldden here updoelde and oastel flore 'on one sound drawen from a beine of counds.  Oldden here versiche gesichende and was flore on recrede deutsch.  Oldden her versiche sound one her beine versiche sond versiche sond.  Oldden her versiche sond one her beine versiche sond versiche sond.  Oldden her versiche sond versiche sond versiche sond versiche sond versiche sond versiche sond versich setzlich.  Oldden howe fluid dipfluid contrient can bie represented in many forms.  Oldden howe make aguis using 2Quiz.  Oldden howe make aguis using 2Quiz.  Oldden in versiche sond of were versiche sond versich	e-book mind map node quiz multiple-choice	2Connect  2Quiz  2Connect  4Connect  Connect  Connect  Writing  Template					п	Managing onlin  Managing onlin  Managing onlin	information information	about how information can be managed online).  Conduct (Children learnning about how information can be	Order in Asserted discounts.  Formation  With compared, which was described described. The compared before
2 2	2.8	Presenting Ideas	Presenting a Story Three Ways  2 Presenting Heas as a Quiz  3 Making a Non-	To record their own town day diplicated in the the Sounds section. The control test of the Sounds section is the sounds their who their place and their their section is the sounds section of the Sounds section in the presented in different ways.  To regate a quit adout a story or days topic.	Oblides here septioned and coast 6th off owns sound chasen from a below of counts.  Oblides have variety injusished and used the first memory memory and the count of the coun	e-back mind map node  quiz multiple-choice  fiction non-fiction	2Connect  2Connect  2Connect Writing Template  Various					п	Managing onlin  Managing onlin  Managing onlin  Managing onlin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be managed online).  Conduct (Children learnning about how information can be managed online).	Order on Asserted discourse.  Financial Control of Asserted discourse.  With company, College and the Control of College and C
2 2 2	2.8	Presenting kleas  Presenting kleas  Presenting kleas	1 Presenting a Story Three Ways 2 Presenting Meas as a Quiz 3 Making a Non-Fiction Fact File	To record their own two wind and splanked if the the Sounds section. The creates their own two spins the sounds which to have been dead to the To explore how a story can be presented in different ways.  To make a quit about a story or class topic.  To make a fact file on a non-fiction topic.  To make a presentation to the class.	Obliden here varieded and coast differ down sound charen from a below of counts.  Obliden here varied squaded and used their own controlled sound.  Obliden here varied squaded and used their own controlled sound.  Obliden here was been as the controlled to the controlled sound.  Obliden here was received at a definition of their presented as a morel map, as a quid, as an election date of as a fast fall.  Obliden here that dipolal controlled can be represented in many forms.  Obliden here make a quid soung 2 Quid.  Obliden as that all about their work and make improvements based on feedback received.  Obliden as that all about their work and make improvements based on feedback received.  Obliden as that all about their work and make improvements based on feedback received.  Obliden here sold sound appropriate plants.  Obliden here activated information from a 2 Connect file to make a publisher fact file us as we follow their base and connective closest.  Obliden here activated information from a 2 Connect file to make a publisher fact file us as we follow their base and the supportate plants.  Obliden here activated information from a 2 Connect file to make a publisher fact file us as we follow their base of present date and other states.  Obliden here activated information from a 2 Connect file to make a publisher fact file used to a publisher fact file used to a publisher fact file used to a support the plants.  Obliden here activated information from a proper state plants.	a-book mod map make mod map make mod map make modified modified white modified white modified white modified mod	2Cornect  2Cornect  2Quiz  2Cornect Willing Template Various  2Code					п	Managing onlin  Managing onlin  Managing onlin  Managing onlin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children valvier all reported advances are selected and control. Extended to the control of the
2 2 3	2.8	Presenting kleas  Presenting kleas  Presenting kleas  Presenting kleas  Presenting kleas	Presenting a Story Three Ways     Presenting Mean as a Quid     Making a Non-Fiction Fact File     Making a Presentation	To record their own most and splanked in the the Sounds section. To record their own two piles becaused, which you have added to the To explain how a story can be presented in different ways.  To make a quit about a story or class topic.  To make a quit about a story or class topic.  To make a fact file on a noin-fiction topic.  To make a fact this on the first own to the class.	Olidon have supposed and coast their down sound chasen from a bake of counds. Olidon have created projections and used their corrected execution. Olidon have executed a transferred take presented as a mind map, as a goal, as an election data of a set and as a facility. Olidon have when the displace content can be represented in many forms. Olidon have that displace content can be represented in many forms. Olidon have made a quit using 2 Oxio. Olidon no talk about their work and make improvements based on feedback received. Olidon have settle actual formation from a 2 Commett file to make a publisher fact file and an one-ficient tagic. Olidon have settle actual information from a 2 Commett file to make a publisher fact file when there were contacted information from a 2 Commett file to make a publisher fact file when we called an appropriate cigant. Olidon have actified an appropriate prices.	e-book mind map node  quiz multiple-thoice  6.50n non-riction fact file	Template Various					n n n n n cs	Managing celin  Managing celin  Managing celin  Managing celin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children service all expected advances.  Emerging With support throughout, children use the surfleware Zicrusie a Story on Pupple Mash to create a simple nearable (bit 2.2 is Leasen 4).  With support throughout, children use the surfleware Zicrusie a Story on Pupple Mash to create a simple nearable (bit 2.2 is Leasen 4).  White support is sufficient to the substitution of the surfleware in the surfleware in the contract of the surfleware in
2 2 3 3 3	2.8	Presenting kleas  Presenting kleas  Presenting kleas  Presenting kleas  Presenting kleas	Presenting a Story Three Ways     Presenting Mean as a Quid     Making a Non-Fiction Fact File     Making a Presentation	To record the 'even to record and splanked in the the 'Sounde section.'  To register his even the record the 'sounde the 'soun	Obliden here varietied and cased their own sound chasen from a baske of cannots. Obliden here varieties indeed and used their own control annual. Obliden here varieties and their own of their own	a-book minimize minimize matigate-choice matigate-choice faction fact file faction fact file presentation algorithm background object more formation formation formation formation formation	Template Various					пппссс	Managing onlin  Managing onlin  Managing onlin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children schrout of expected documents.  Formating  Will surpose the control of t
2 2 3 3 3 3 3	28 28 31 31	Precording blaze  Precording blaze  Precording blaze  Precording blaze  Coding	Presenting a Story Trove Ways  Presenting Mean as a Quid  Making a Non- Fiction Fact Tile  Making a Presentation  Using Florecharts  Using Florecharts	To receive the view new count and splanted if the the Sounds section. To receive the view new service the sounds need to the View needs of	Obliden here varietied and cased their own sound charen from a behalf of cannots. Obliden here varieties independent and used from or mortand annual. Obliden here varieties and consistent of their own	a-book mod map reads good good good good good good good go	Template  Various  2Code					n n n cs	Managing celin  Managing celin  Managing celin  Managing celin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children service all expected advances.  Emerging With support throughout, children use the surfleware Zicause a Story on Purple Mash to create a simple nearable (bit 2.2 Excess 4).  With support throughout, children use the surfleware Zicause a Story on Purple Mash to create a simple nearable (bit 2.2 Excess 4).  With support throughout, children share the surfleware and
2 2 3 3 3 3 3	28 28 31 31	Presenting blass  Presenting blass  Presenting blass  Presenting blass  Cading  Cading	Presenting a Story Trees Ways Trees Ways  Presenting these as a Quir  Adainty a Non- Friction Fact File  Making a Non- Friction Fact File  Living Flowcharts  Living Treeses  Living Treeses	To recent their own to receip the second sections of the second sections. To receive their own to receip the second which is the second section. To replace how a story can be presented in different ways.  To replace how a story can be presented in different ways.  To make a quiet allows a story on the presented in different ways.  To make a quiet allows a story or class topic.  To make a fact file on a main-faction topic.  To make a fact file on a noin-faction topic.  To make a presentation to the class.  To review previous coding broandings.	Obliden here varied and cased their own sound discent from a baske of counds.  Obliden here varied significant deal used their corrected execution.  Obliden here varied significant deal used their corrected execution.  Obliden here varied as a settlement to the presented as a month map, as a goal, as an election deal as a facilit.  Obliden here what displact content can be represented in many forms.  Obliden here what displact content can be represented in many forms.  Obliden here what a goal using 2 Quiz.  Obliden here what a goal using 2 Quiz.  Obliden here state deal of their work and make improvements based on feedback received.  Obliden here what acts of their work and make improvements based on feedback received.  Obliden here what call of their work and make improvements based on feedback received.  Obliden here what call of their work and make improvements based on feedback received.  Obliden here varied and appropriate rigient.  Obliden no callect organise and present data and information in signific content.  Obliden can called a program the state of their present data and information in signific content.  Obliden can called a program that case a timer where command.  Obliden can create a computer program that case a timer where command.	a-book minimize minimize matigate-choice matigate-choice faction fact file faction fact file presentation algorithm background object more formation formation formation formation formation	Template  Various  2Code					IT IT CS	Managing celin  Managing celin  Managing celin  Managing celin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children washer all reported advances.  Femalogia Will buspers; Children and the curriest to this washer within entering the two 2-ceies a Story (1). The Children and the curriest to the two-ther within entering the two 2-ceies a Story (1). The Children and two 2-ceies a Story (1). The Children and two 2-ceies a Story (1). The Children and the curriest to the two-ther within entering the two 2-ceies a Story (1). The Children and the curriest and the curriest to the two-ther within entering the two 2-ceies a Story (1). The company of the ceies and the curriest and curr
2 2 3 3 3 3 3 3	2.8 2.8 3.1 3.1	Presenting blass  Presenting blass  Presenting blass  Presenting blass  Cading  Cading	Presenting a Story Trees Ways Trees Ways  Presenting these as a Quir  Adainty a Non- Friction Fact File  Making a Non- Friction Fact File  Living Flowcharts  Living Treeses  Living Treeses	To recent their own to receip the second sections of the second sections. To receive their own to receip the second which is the second section. To replace how a story can be presented in different ways.  To replace how a story can be presented in different ways.  To make a quiet allows a story on the presented in different ways.  To make a quiet allows a story or class topic.  To make a fact file on a main-faction topic.  To make a fact file on a noin-faction topic.  To make a presentation to the class.  To review previous coding broandings.	Obtion have supposed and coast offer own sound chasen from a basket of cannels. Obtion have variety capital and sound from the control of th	a-body mind map mode  Grid  Gr	Template  Various  2Code					n n n c c c c c c c c c c c c c c c c c	Managing selin  Managing selin  Managing selin  Managing selin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children selected discounts.  Femalogia With support, Children and Security Children of Secur
3	2.8 2.8 3.1 3.1 3.1	Presenting blass  Presenting blass  Presenting blass  Presenting blass  Coding  Coding  Coding	Presenting a Story Trees Ways Trees Ways  Presenting Mass as a Grant  Presenting Mass as a Grant  Making a Resentation  Making a Resentation  Using Floworharts  Using Floworharts  Using Repeat  Code, Text and Datug  Look, Text and Datug	To record the 'even two used and quicked in the the Sounds section. To record the 'even the 'even the 'even two with the words which the 'even the	Obliden here varied and out of the direct or new read charact from a bake of cannots.  Obliden here varied upsiched and used the four more created annual.  Obliden here varied upsiched and used the four more created annual.  Obliden here varied upsiched and used the four more created annual.  Obliden here varied as a design of the control of the con	a-body mind map mode  Grid  Gr	Template Various  2Code  2Code  2Code					n n n r cs	Managing selin  Managing selin  Managing selin  Managing selin	information information information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children will be able to such control of controls.  Financian Committee of the controls of the control of the control of the controls of the control of the
3	2.8 2.8 3.1 3.1 3.1 3.1	Presenting blaze  Presenting blaze  Presenting blaze  Presenting blaze  Coding  Coding  Coding  Coding	Presenting a Story Trees Vivys Trees Vivys  Presenting Misses as a Quid  Adming a Nion- Piction F act The  Making a Nion- Piction F act The  Using Finendation  Using Finendation  Using Finendation  Using Repost  Code, Text and  Obtog  District  District  District  Code, Text and  District  District  Code, Text and  District  District  Code, Text and  Di	To receive the view on two and and splanked in the the Sounde section. To receive the veem two using the sounds which they have added to the To respice to the view of the vie	Obliden here varietied and cased their down sound charen from a bales of counds.  Obliden here varieties index and sound their controlled and sound their co	entered maps map made a major map made a major map made a major made a major m	Template Various  2Code  2Code  2Code					п п п п п п п п п п п п п п п п п п п	Managing onlin  Managing onlin  Managing onlin	information  information  information	about how information can be managed online).  Conduct (Children learnning about how information can be about how information can be	Children valler and inspected advances.  Femalogia With support throughout, it client under the underset Course at Gary, on Pupils bable to reads a simple course (Gard 2 Steams 4). With support throughout, it client underset to the submer within the course of the transport of the course of the Course at Gard 1 Steams 4). With support throughout, it client with support children through the submer within change in the 2 Steams 5 Steams 4 Steams 4 Steams 6 Stea

3 3			1 Safety in Numbers	To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.  To understand how the Internet can be used to help us to communicate	are beginning to realise the outcomes of not keeping passwords safe.  Children can contribute to a concept map of all the different ways they know that the	nersonal information	2Blon						Online reputation	Content, Contact, Conduct,	Emerging  With prompting, children can understand that it is important to have a secure password that is not shared with anyone else (Unit 3.2 Lesse
3 3															With prompting, direction and the training of
3 3				To understand how the Internet can be used to help us to communicate effectively.	Children can contribute to a concept map of all the different ways they know that the internet can help us to communicate.	blog permission							Managing online information Health, wellbeing and lifestyle		Children can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 1).
3					Children have contributed to a class blog with clear and appropriate messages.	vlogs							Privacy and security		Children are beginning to identify some of the main things to look for when deciding whether the information on a website is trustworthy on t (Unit 3.2 Lesson 2).
	3.2 Onl	nline Safety	2 Fact or Fiction?	To consider if what can be read on websites is always true.	Children understand that some information held on websites may not be accurate or	Internet	Writing templat	te		$\rightarrow$		DL	Online relationships	Content (Primarily), Contact,	not (Unit 3.2 Lesson 2). Expected
				To look at a 'spoof' website.	true.  Children are beginning to understand how to search the Internet and how to think	website	(2Publish)						Online reputation	Conduct and Commerce	Children understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 1). Furthermore, children
				To think about why these sites might exist and how to check that the	critically about the results that are returned	verify							Managing online information Health, wellbeing and lifestyle	(Primarity)	understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords (Unit 3.2 Lesson 1).
				information is accurate.	Children have accessed and assessed a 'spoof' website. Children have created their own 'spoof' webpage mock-up.	reputable source							Privacy and security		When using the internet, children can appraise the accuracy of the information on a website and make decisions on whether it is a
					Children have created their own 'spoof' webpage mock-up. Children have shared their 'spoof' web page on a class display board.										trustworthy source of information (Unit 3.2 Lesson 2).
3 7	3.2 Onl	nline Safety	3 Appropriate		Children can identify some physical and emotional effects of playing/watching	Inappropriate	2Write					DL	Online relationships	Conduct (primarily)	In lesson 1, children have a choice of topics about which to blog. Most children will have gained an understanding that it is not acceptable use the work of others or post images of others without consent.
			3 Appropriate Content & Ratings	devices.	inappropriate content/games.	Permission							Online reputation		use such a foliable rare addition studied and within changing and the studied
				To discuss why PEGI restrictions exist.  To know where to turn for help if they see inappropriate content or have	Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.								Managing online information Health, wellbeing and lifestyle		Most children can contribute to a class collaborative file about the effects of inappropriate content with useful suggestions (lesson 3).
				inappropriate contact from others.									Privacy and security		Most children can answer the quiz questions in lesson 3, their answers demonstrating that they are developing their understanding of the features of online communication. In lesson 1, their blog posts and comments are appropriate.
															Most children can express the need to tall a trusted adult if they are upset by anything online, in lesson 3 their responses illustrate that the have taken this message onboard.
															Most children will be able to use Purple Mash as a platform for collaboration. Specifically, they will create a specify website for other children
3 3	3.3 Spr	preadsheets	1 Creating Pie Charts	To add and edit data in a table layout.  To find out how spreadsheet programs can automatically create graphs from	Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs	pie chart	2Calculate					п			Emerging  Children know that they can use a spreadsheet to present their collected data as a chart or graph (lesson 1). With support, they can create
			and dar drapin	data.	from data.	table									Chinaria move that any can use a spreadment to present their collected data as a chart or graph (easion 1). With support, they can create and begin to thirrepet graphs for simple data.  They are beginning to understand the use of symbols to represent more than, less than and equals to and use the spreadsheet tools to
						bar graph									They are beginning to understand the use of symbols to represent more than, less than and equals to and use the spreadsheet tools to explore the outcome of comparing numbers and calculations (lesson 2).
															Children can find specific cell locations within a spreadsheet (lesson 3).
3 7	3.3 Snr	preadsheets	2 Using more	To introduce the 'more than', 'less than' and 'equals' tools.	Children can use the 'more than'. 'less than' and 'equals' tools to compare different	Spinner tool	2Calculate			_		п			Expected
			than and Spin Button Tools	To introduce the 'spin' tool and show how it can be used to count through	numbers and help to work out solutions to calculations.  Children can use the 'spin' tool to count through times tables.	More than, less than & equal tool						1 1			Most children can create a table of data on a spreadsheat and can use this to automatically create charts/graphs from data. Children will be able to select the most suitable type of chart to use for their data, edit headers and apply axis labels (Unit 3.3. Lesson 1). Children can creat
			Button Tools	times tables.											able to select the most suitable type of chart to use for their data, edit headers and apply axis labels (Unit 3.3. Lesson 1). Children can creat their own number lines within 2Calculate including 'more than', 'less than' and 'equal' tools (Unit 3.3. Lesson 2).
3 3	3.3 Spr	preadsheets	3 Advanced Mode and Cell Addresses	To introduce the Advanced mode of 2Calculate.	Children can describe a cell location in a spreadsheet using the notation of a letter for	advanced mode	2Calculate					п			Children can collect and enter data within 2Calcualte, they are able to use the graphing tool to create suitable graphical representations of the data they have within a table (Unit 3.3. Lesson 1).
		such Tuning			the column followed by a number for the row.  Children understand the names of the finners.	cell address				_					Execution
3 3	3.4 Tou	outn (yping	1 Home, Top and Bottom Row Keys	To introduce typing terminology.  To understand the correct way to sit at the keyboard.	Children understand the names of the fingers.  Children understand what is meant by the home, bottom, and top rows.	posture typing	2Туре					П			Emerging Children are developing their touch-typing skills and recognise the importance of positioning of their hands in relation to 'home, bottom and
				To learn how to use the home, top and bottom row keys.	Children have developed the ability to touch type the home, bottom, and top rows.	keys									top row. They are beginning to use both hands when typing with improving typing accuracy and speed. Children can reflect on their
3 3	3.4 Tou	ouch Typing	2 Home, Top and Bottom Row Keys	To practice and improve typing for home, bottom, and top rows.	Children can use two hands to type the letters on the keyboard.		2Type					п			progress and where they need to improve (Unit 3.4 All lessons).  Expected
3	3.4 To-	ouch Typing	3 Left Keys	To practice the keys typed with the left hand.	Children can touch type using the left hand.		2Tune					п			
1 3		.,,	- Lancacy a		you carry one carriers.		. 17100					l l'			able to select the most suitable type of chart to use for their data, edit headers and apply axis labels (Unit 3.3. Lesson 1). Children can creat their own number lines within 2Calculate including 'more than', 'less than' and 'equal' tools (Unit 3.3. Lesson 2).
															Children can collect and enter data within 2Calcualte, they are able to use the graphing tool to create suitable graphical representations of
3 7	3.4 Tou	ouch Typing	4 Right Keys	To practice the keys typed with the right hand.	Children can touch type using the right hand.		2Type					п			the data they have within a table (Unit 3.3. Lesson 1).
															Exceeding  Children demonstrating greater depth will explore more complex functioning of the 2Calculate tools to create their own spreadsheets to
3 7	3.5 Em	nail	1 Communication	To think about the different methods of communication.	Children can list a range of different ways to communicate.	communication	2Connect					DL	Online relationships		Emerging
					Children can use 2Connect to highlight the strengths and weaknesses of each	mind mapping									With prompting, children can list a range of ways the internet can be used to provide different methods of communication. Using 2Connec
					method.  Extension: Children can order the various types of communication that have been	node link									(Unit 3.5 Lesson 1) they can identify the disadvantages and advantages of each method.  With some support, children can open, respond, and send emails to others in the class (Unit 3.5 Lesson 7) and demonstrate a hasin
3 7	3.5 Em	nail	2 Composing Emails	To open and respond to an email.	Children can open an email and respond to it.	email	2Email					DL	Online relationships	Content, Conduct	[Unit 3.5 Lesson 1) they can identify the disadvantages and advantages of each method.  If the disadvantages are disadvantages and advantages of each method.  Unidentifying the disadvantages and demonstrate a basic understanding of mental conventions and safety (Unit 3.5 Lesson 3.4.). They are aware of how to attach files to an email (Unit 3.5 Lesson 3.4.). They are aware of how to attach files to an email (Unit 3.5 Lesson 3.4.). They are aware of how to attach files to an email (Unit 3.5 Lesson 3.4.).
				To write an email to someone from an address book.	Children have sent emails to other children in the class. Extension: Children can use the search option in the address book to find a classmate	compose address book									6). With support throughout, children will use 2Email and 2Quiz to develop their understanding and knowledge of email systems. Using the
					Extension: Children can use the search option in the address book to find a classmate when sending an email.	address book inbox									software, children will create a simple quiz with a limited number of questions (Unit 3.5 Lesson 4) and attach this file in a guided situation
															(Unit 3.5 Lesson 5) to an email. Children will demonstrate some understanding about how this information needs to be presented (Unit 3.5
					Children have written rules about how to stay safe using email.	trusted contact								Content, Conduct, Commerce	Lesson 2).  With support, children understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and will partially demonstrate this
3 3	3.5 Em	nart	Part 1	To learn how to use email safety.	Children have written rules about how to stay safe using email.  Children have contributed to classmates' rules.	personal information	2tmail					DL.	Online relationships	(Phising risks)	knowledge during the unit. As part of a small, guided group, children apply their knowledge of email safety through the creation of a guiz of
					Extension: Children understand the importance of draft.	password									staying safe when emailing (Unit 3.5 Lesson 4). Expected
3 3	3.5 Em	nail	4 Using Email Safety: Part 2	To learn how to use email safely.	Children have created a quiz about email safety which explores scenarios that they could come across in the future.		2Quiz					DL	Online relationships	Content, Conduct	Children one list a cappa of your the internet cap he would be provide different methods of communication. Using 2Compact 8 bit 2.5 Lacran
			7=12		Extension: Children create title screens for their quizzes explaining what the quiz is										If they can explain and compare each communication method.  Most children will be able to exchange email communications using 2Email. This will take the form of both simulated email communications.
					about, and how to play it.										scenarios and real email communication with their peers. (Unit 3.5 Lessons 2-6)
3 7	3.5 Em	wail	5 Attachments	To add an attachment to an email.	Children can attach work to an email.	attachment	2Fmail		-			DI	Online relationships	Content, Conduct	Most children will be able to open and respond to an email, altering the size of the font, as well as the formatting of the text. They will be
					Children know what CC means and how to use it.	CC - carbon copy									able to select a person from their address book and compose a suitable email to send them (Unit 3.5. Lesson 2). Children will be able to ad attachments to an email they compose and use the CC functionality correctly funit 3.5. Lesson 5). They will recomise obvious errors such
															attachments to an email they compose and use the CC functionality correctly (unit 3.5. Lesson 5). They will recognise obvious errors such spelling due to the inbuilt wizard and will use their editing skills to address such errors.
															Children understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand the importance of staying safe (Unit 3.5 Lesson 3) when using email and have demonstrated knowledge of this through the understand
3 7	3.5 Em	noil lieu	6 Email Simulations	To explore a simulated email scenario.	Children can read and respond to a series of email communications.	BCC - blind carbon copy	2Email		-	$\rightarrow$	_	DI	Online relationships	Content, Conduct	the writing of class rules for their conduct when using email systems (Unit 3.5 Lesson 3). Children apply their knowledge of email safety through the creation of a quiz on staying safe when emailing (Unit 3.5 Lesson 4).
					Children can attach files appropriately and use email communication to explore										
					ideas. Extension: Children know why the terms CC and BCC are used										in Unit 3.2 regarding Online Safety when suggesting the way to communicate appropriately online. Children's email messages illustrate that they have taken on board messages about appropriate communication with a regard for their
3 7	3.6 Bra	ranching Databases	1 Introducing	To sort objects using just YES/NO questions.	Children understand how YES/NO questions are structured and answered.	data						п			
			Databases		Children understand how YES/NO questions are structured and answered.  Children have used YES/NO questioning to play a simple game with a friend.	database									Emerging With support and using concrete paper resources, children will begin to understand what a branching database is (Unit 1.6 Leason 1), is a small, supported group, they will collect, sort, and present their information using the part resources. Children will then the their paper branching database into a diptal version using 2 Stepsicol (Dat 1.6 Leason 2.3 and 4). The resulting
					Children can explain why they choose a particular question to split their database. Extension: Children can begin to use 'or more' and 'or less' in their questioning	branching database binary tree									In a small, supported group, they will collect, sort, and present their information using the paper resources.  Children will then turn their paper branching database into a digital version using 20 years on IUnit 3.6 Lesson 2. 3 and 4). The resulting
3 3	3.6 Bra	ranching Databases	2 Branching	To complete a branching database using 2 Question.	Children have contributed to a class branching database about fruit.  Children have completed a branching database about vegetables.		2Question					п			branching database will demonstrate a limited number of branches.
			Databases		Children have completed a branching database about vegetables.  Extension: Children can edit and adapt a branching database to accommodate new										Expected    Living 2 Counting shilders will have been to create a broaching database that accomplishes a given and Thousall understand how to
					entries.										Using 2 Question, children will learn how to create a branching database that accomplishes a given goal. They will understand how to collect, analyse, evaluate, and present their data and information throughout the unit initially as a paper Yes/No game (Unit 3.6 Lesson 1)
3 7	3.6 Bra	ranching Databases	3 Creating a	To create a branching database of the children's choice.	Children can choose a suitable topic for a branching database.	debugging	2Question					п			and then as a dinital version of a transform database (I Init 3 6 I econo 7 3 and 4)
			Branching Database on the Computer		Children can select and save appropriate images. Children can create a branching database.										Most children can create a branching database and are able to successfully debug it to improve the quality of their digital content creation. This branching database would have been carefully planned before utilizing 2 Question (JIM2.6. Lessons 3.6.4). Most children will be able to create a branching database withis includes solutible text titles and gothering of appropriate images from the content of the
			on the Computer		Children can create a branching database.  Children know how to use and debug their own and others branching databases.										Most children will be able to create a branching database which includes suitable text, titles and gathering of appropriate images from online and importing them (Unit 3.6. Lessons 3 &4).
															onane and importing them (unit 3.b. Lessons 3.84).  Children can make their own branching databases, collating and organising data by sets of questions they have concidered any ovvision (1.b.).
3 3	3.6 Bra	ranching Databases	4 Creating a Branching Database	To create a branching database of the children's choice.	Children can choose a suitable topic for a branching database.  Children can select and save appropriate images.	debugging	2Question					П			Children can make their own branching databases, collating and organising data by sets of questions they have considered appropriate (Ut 3.6 Lesson 1 . Children analyse each other's branching databases and can make further suggestions for improvement (Unit 3.6 Lessons 3 i
			on the Computer		Children can create a branching database.										4). Exceeding
3	37 6:	mulations	1 What Are	To find out what a simulation is and understand the purpose of simulations.	Children know how to use and debug their own and others branching databases.  • Children know that a computer simulation can represent real and imaginary	simulation	2Publish					IT.			Emerging
3 3	3.7 Siff		1 What Are Simulations?		situations.	modelling	template					"			With support throughout, children are beginning to analyse and evaluate information relating to the situations in the activities within
					Children can give some examples of simulations used for fun and for work.	advantages									2Simulate (Unit 3.7 Lesson 2 and 3). They can verbally present their findings as part of a discussion (Unit 3.7 Lesson 2 and 3). Although
3 3	3.7 Sim	mulations	2 Exploring a Simulation	To explore a simulation, making choices and discussing their effects.	Children can explore a simulation. Children can use a simulation to try out different options and to test predictions.	point-of-view solution	2Simulate Extension:					п			there understanding may be limited, they are beginning to understand the importance of simulations in relation to real and hypothetical situations (Unit 3.7 Lesson 1).
					•Children can begin to evaluate simulations by comparing them with real situations	realistic	2Question								Emerated
3	3.7 Sim	mulations	3 Analysina and	To work through and evaluate a more complex simulation.	and considering their usefulness.  • Children can recomise natterns within simulations and make and test predictions	unrealistic analysis	2Simulato			-		п			Using 25moulate, children can analyse and evaluate information relating to the situations in the activities (Unit 3.7 Lesson 2 and 3). They present their findings as part of a discussion and give reasons for the choices they made (Unit 3.7 Lesson 2 and 3). They will understand the
3 3	3.7 Siff		3 Analysing and Evaluating a		. Children can identify the relationships and rules on which the simulations are based.	decision	2Simulate 2Publish					"			importance of simulations to replicate events that could occur in real and hypothetical situations (Unit 3.7 Lesson 1).  Most children can effectively assess their own and others' progress and achievements through a simulation. Additionally, they can evaluat
			Simulation		Children can evaluate a simulation to determine its usefulness for purpose.  Children can create their own simple simulation (extension).	evaluation	template								Most children can effectively assess their own and others' progress and achievements through a simulation. Additionally, they can evaluat the effectiveness of the simulation (Unit 3.7. Lesson 3).
3 .	3.8 Gra	raphing	1 Introducing 2Graph	To enter data into a graph and answer questions.	Children can set up a graph with a given number of fields.	graph	2Graph					п			Emergina
						graph chart									With support throughout, children use 2Graph to enter a simple data range on a limited number of fields.  Children can then present their data as a simple bar chart (Unit 3.8 Lesson 1).
					Children can produce and share graphs made on the computer.     Extension: Children can select most appropriate style of graph for their data and	sort									In a small, supported group, children will complete an investigation of an everyday event, linked, where possible to the curriculum (Unit 3.)
					explain their reasoning.	axis									Lesson 2.).
						data									Expected  Children use 2Graph to enter data on a given number of fields and then present their data as a graph (Unit 3.8 Lesson 1). Children can sele
						column									Ciniores use zoraph to enter data on a given number or neces and their present mere case as a graph (pmt. 2.5 classes 1.). Enterted can see the most appropriate graph formation present their data. Independently, children can apply their graphical knowledge, an investigation or an everyday event, linked, where possible to the curriculum (Unit 3.8 Lesson 2). Furthermore, children present their graph by sharing it on
															alore blood bit 2 9 Lorenz 3
3 3	3.8 Gra	raphing	2 Using 2Graph to Solve an	To solve an investigation and present the results in graphic form.	Children have solved a maths investigation.     Children con account the counts in a sounce of expedical formate.	investigation tally chart	2Graph,					п			class blog (Lint 3.8 Lesson 2).  Most children can set up a graph within 2Graph with a given number of fields, enter data and manipulate the presentation of it using Sort, block size, additional rows and editing of labels (Unit 3.8. Lesson 1). They can create further digital content within the context of the data
			Solve an Investigation		Children can present the results in a range of graphical formats.     Children can use the sorting option to make analysis of their data easier.	survey	2Publish template								block size, additional rows and editing of labels (Unit 3.8. Lesson 1). They can create further digital content within the context of the data
					Extension: Children can select most appropriate style of graph for their data and		(Optional: 2Survey, 2Email								they have collected by importing it into a pre-made writing template (Unit 3.8. Lesson 2). Most children can present information in a range graphical formats which includes attention to detail regarding appropriate labelling and block sizing (Unit 3.8. Lesson 2).
					waysaan own reasoning.		Blog.	~							Children can use 2Graph to enter collected data and represent it using an appropriate graph type. They can sort data using sort features for
							Displayboard)								easier analysis (Unit 3.8 Lesson 1) and can share their graphs with other children via 2Blog, appropriately commenting on their results e.g. from a maths investigation, particularly any surprising results (Unit 3.8 Lesson 2).
															Exceeding
	3.9 Pre	resenting (MS PowerPoint -	1 Making a	To create a page in a presentation.	Children know what PowerPoint is.     Children can open PowerPoint.	textbox presentation	Microsoft PowerPoint					п			Emerging
3 3		esktop version)	Presentation from a Blank Page		Children can open PowerPoint.     Children can add text to a page and format it.	font formatting	rowerPoint								Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images, animations and sounds.
3 3															

Total	2 2	9 Presenting (MS PowerPoint -	2 Adding Media	To add media to a presentation	Children can change the design of the slides.	mode	Missasaft				er.		1	With support children can add text, pictures and shapes to a slide.
Part	3 3.3		2 Adding Media	• O and results to a present taxous	Children can insert a new slide.	slide	PowerPoint				"			Children can insert slides into a presentation though they might not be able to anticipate the order of the slides.
Total Content					Children can edit pictures.	audio								Expected
	3 3.9		3 Adding Animation	To add animations into a presentation		animation transition	Microsoft PowerPoint				п			
1	3 3/	9 Presenting (MS PowerPoint -	4 Presenting with	To add timings into a presentation.	Children can add timings to a presentation.		Microsoft				п			Children can explore the use of timings to a presentation (version dependant)
		Desktop version)	Timings	T		durarion	PowerPoint							Exceeding
	3 3.9	9 Presenting (MS PowerPoint - Desktop version)	5 Create a Presentation	<ul> <li>To use the skills learnt in previous weeks to design and present an effective presentation.</li> </ul>	Children can include different media.	review	Microsoft PowerPoint				п			Children appraise the animation effects available to them and make decisions about what to include and what to leave out for the most
														effective presentation.
Part	3 35	9 Presenting (MS PowerPoint -	6 Create a		Children can create a presentation including formatted text.	review					п			
1		Desktop version)	Presentation	effective presentation.	Children can add transitions and animations.		PowerPoint							
	3 3	9 Presenting (MS PreserPoint -	1 Making a	To create a page in a presentation.	Children can add timings to the presentation.     Children know what Power Point is.	terther	Microsoft				п			Emersion
1		Online version)			Children can open PowerPoint.	presentation	PowerPoint							Children know that presentation software allows the user to put together a file made of slides to present. Slides can include text, images,
Part	3 3	9 Presenting (MS PowerPoint -		To add media to a presentation	Children can change the design of the slides.		Microsoft			_	п			with support children can add text, pictures and shapes to a slide.
		Online version)			Children can insert a new slide.	slide	PowerPoint							Children can insert slides into a presentation though they might not be able to anticipate the order of the slides.  Children know that slides can have arrimations and can add transition arrimations with support.
No.					Children can edit pictures.	video								Expected
1	3 3.5	9 Presenting (MS PowerPoint - Online version)	3 Adding Animation	To add animations into a presentation	Children can use animations in a presentation.     Children can use transitions in a presentation.	animation transition	Microsoft PowerPoint				п			
Part		9 Presenting (MS PowerPoint -				review	Microsoft				п			Children can use transition effects between slides and animations of the objects in slides.  Children can explore the use of timings to a presentation (version dependant).
			Presentation	effective presentation.	Children can add transitions and animations.		PowerPoint							Exceeding
Part	3 3.	9 Presenting (MS PowerPoint -	5 Create a		Children can create a presentation including formatted text.	review	Microsoft				п			Children appraise the animation effects available to them and make decisions about what to include and what to leave out for the most
Part		Online version)	Presentation	effective presentation.	Children can include different media.     Children can add transitions and animations.		PowerPoint							effective presentation.
Part	3 3.5	9 Presenting (Google Stides -	1 Making a	To create a page in a presentation.	Children know what Google Stides is.     Children know how to cope Google Stides.	textbox	Google Slides				п			Emerging
Part					Children can add text and format it.	font formatting								animations* and sounds*.
Part	3 3.5	9 Presenting (Google Stides - Online version)	2 Adding Media	To add media to a presentation	Children can change the design of the slides.     Children can insert a new slide.	media slide	Google Stides				п			
1					Children can insert nictures	editing								Children know that slides can have animations* and can add transition animations* with support.
Part	3 3/	9 Presenting (Google Slides -	3 Adding Shapes and	To add shapes and lines to a presentation.	Children can add shapes to a presentation.	border weight	Google Stides				п			Children can add text, pictures and shapes to a slide and format them with tools such as shadows and borders.
1		Online version)	Lines		Children can add lines into a presentation.									Children can insert slides into a presentation Children can use transition effects* between slides and animations* of the objects in slides.
3   5   5   5   5   5   5   5   5   5	3 3/	9 Presenting (Google Stides -	4 Adding Animation	To add animations into a presentation.	Children can use animations in a presentation.		Google Slides				п			Exceeding Children can incomprate video* and audio* into didenthous
Part					Children can create a presentation including formatted text.	review	Google Stides				п			Children appraise the animation effects available to them and make decisions about what to include and what to leave out for the most
The part of the		Omme version)	Presentation	effective presentation.	Children can add objects including text and pictures.     Children can add transitions and animations.									effective presentation.
Part	3 35	9 Presenting (Google Stides -	6 Create a	To use the skills learnt in previous weeks to design and present an	Children can create a presentation including formatted text.	review	Google Slides				п			*video, animations, transition, animations and sounds are only available in the non-tablet version.
No.   1					Children can add transitions and animations.									
No.   1	3 3.5	9 Presenting (Google Stides - Ann version)	1 Making a Presentation from a	To create a page in a presentation.	Children know what Google Slides is.     Children know how to onen Google Slides on a tablet.	textbox presentation	Google Slides				п			Emerging  Children inner that presentation on the are allows the user to not tonether a file made of slides to present. Sinks can include text images.
Part	3 3		2 Adding Images	To add images to a presentation.		media	Google Stides			_	п		-	animations* and sounds*.
March   Marc		App version)			Children can insert a new slide.     Children can insert sixtures.	slide								With support children can add text, pictures and shapes to a slide.  Children can insert slides into a presentation though they might not be able to anticipate the order of the slides.
March   Marc	3 3	9 Presenting (Google Sides -	3 Adding Shapes and	To add shapes and lines to a presentation.	Children can add shapes to a presentation.	border weight	Google Slides				п			Children know that slides can have animations* and can add transition animations* with support.
No.   1		App version)	Lines		Children can add lines into a presentation.									Children can add text, pictures and shapes to a slide and format them with tools such as shadows and borders.
No.   Control	3 3.	9 Presenting (Google Stides -	4 Create a	To use the skills learnt in previous weeks to design and present an	Children can create a presentation including formatted text.	review	Google Slides				п			Children can use transition effects* between slides and animations* of the objects in slides.
Marchan   Marc		App version)	Presentation	effective presentation.			Control Control							Children con incomprate video* and surfact into disturbance
Part	'	App version)	Presentation	effective presentation.	Children can add objects including text and pictures.	review	Google Sides				" "			Children appraise the animation effects available to them and make decisions about what to include and what to leave out for the most
Part	4 4.7	1 Coding	1 Design, Code, Test	To review coding vocabulary and knowledge.		background	2Code				cs			Emerging
			and Debug	to create a simple computer program.	Children can plan an algorithm for their scene and use 2Code to program it.									Lesson 1). Children can make good attempts to 'read' code and predict what will happen in a program which can help them to correct error
						properties code block								in their code.  With support, children can turn a real-life situation into an algorithm for a program that has cause and effect (Unit 4.1 Lesson 2) and use
Part						predict								their algorithm to write simple programs using 2Code (Linit 4.1 Lesson 2). Furthermore, they can identify errors within their programs are
A	4 4	1 Coding	2 IF Statements			selection	2Code				cs			Children attempt to introduce selection into their code using simple "if statements" (Unit 4.1 Lesson 2). Children's use of these structures in
Column				To understand how an IF statement works.	Children can interpret a flowchart that depicts an IF statement.									experimental; they cannot always predict the outcome accurately or anticipate the structures required when planning their code.  They have a developing idea that a variable can be used to store information in a program, in lesson 5 they can follow the examples but
Section   Continue	4 4:	1 Coding	3 Co-ordinates	To understand how to use co-ordinates in computer programming.		coordinate	2Code				cs			might struggle when applying this with their own ideas.
Part   Column   Col							2Chart							Children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection
4 4 Carly  4 1 Carly  5 Same Nation	4 4	1 Coding	4 Repeat Unit and IF/ELSE Statements	To begin to understand selection in computer programming.	works.	it/else statement	2Code				100			and then fix it (I init 4.1), they apply these techniques to their man code to fix horse
Fig.   Column   Col	4 4	1 Cadina	E Number Visiobles			inputs	2Code	+			- CS		-	
The state of the property of the state of the				To use a number variable.	Children can create and use variables when programming.	number variable					-			Their design demonstrates their growing understanding of when a coded solution will require repetition e.g. in Lesson 4 'Reginal Rocket'
- Other control program this inclined of the SE diament.  - For the Section of the Section	4 4.3	1 Coding	6 Making a Playable Game	To review vocabulary and concepts learnt in Year 4 Coding.     To create a playable game.		alert	2Code				cs			command 'Repeat Until'.
A   2   Color Solity   Tamberland the whiter an approximate framework themselves the mode of works a gold in proper for the solid color in the s			Camille	приумые умен.	Children can create a program that includes and IF/ ELSE statement.	pqu								
Early Service of the first of t														attempts to use and manipulate the value of variables.
A	4 47	2 Online Safety	1 Going Phishing	theft	Children know the meaning of the term 'obishing' and are aware of the existence of	report SMART rules	2Email 2Connect				DL	Self-image and identity Online relationships	Content, Contact, Conduct (primarily), Commerce.	Emerging  Children contribute their ideas to discussion of spam email (lesson 1): malware flesson 2) and placiarism flesson 3). They have included
Children to rap you complish the first such first particular to present the first particular the first particular to present t				•To understand that information put online leaves a digital footprint or trail	scam websites.	Spam						Online reputations		appropriate content in their Top Tips for Online Safety publication (lesson 2). They have been able to share their work online.
A 2 Diame Sulty				area ones were care and reserving street.	Children can give examples of things that they would not want to be in their digital	phishing								map out the key features of online safety. Children produce a simple leaflet, postcard, or slideshow etc about online safety, which can the
4 2) Quine Safety 4 2) Quine Safety 5 Pagerine 5 Pageri		2 Option Safety	2 Beware Mabware	•To identify the risks and benefits of installing software including apps.		malware	2Publish				DL	Self-image and identity	Commerce (Primarity)	be used as part of presentation to parents (Unit 4.2 Lesson 1).  Expected
4 2) Quine Safety 4 2) Quine Safety 5 Pagerine 5 Pageri	4 4	2 Online Janety				software virus	Extension: 2Quiz					Online relationships Online reputations		Children have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for Online Safety weblington (lesson 2). They get this knowledge into potential their own online safety weblington.
4 2) Quine Safety 4 2) Quine Safety 5 Pagerine 5 Pageri	4 4	2 Union Salety				AdFly						Online bullying		Children can explore key concepts relating to online safety using 2Connect Unit 4.2 Lesson 1). They help others to understand the
Secondaries   Continue   Contin						rancomunes.					DI			importance of online safety (Unit 4.2 Lesson 2) and apply their knowledge through the creation of online safety resources which are then
4 Substitute of the production			3 Plagiarism	To understand that copying the work of others and presenting it as their		plagiarism					DC.	Self-image and identity	Content, Conduct	
4 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$			3 Plagiarism	<ul> <li>To identify appropriate behaviour when participating or contributing to</li> </ul>	Children can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using	rancomware plagiarism watermark citation					U.C.	Online reputations	Content, Conduct	
From the final part of the interpretation of the importance of the information of the importance of the information of the info	4 43	2 Online Safety		<ul> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> </ul>	-Children can determine whether activities that they undertake ordins, infringe another's copyright. They know the difference between researching and using information and copyring it information and copyring it -Children know about citing sources that they have used.	citation copyright						Online reputations Online bullying Managing online information		used as part of presentation to parents (Infr. 4.2 Lasson 1). Using the example from lesson 1, Liddern can give some examples of things to look out for in an email to ensure that it from a valid source and in not a phishing scame email. They can explain what can be learn toly looking at the paddoct details for a website flexion 1). Most reliablem are reflect recon modified and resolution assumests of a facility determined and or a more amounted of the case these undefitable when
A 4.3 Spreadhests 1 Formula Wasser and Formula State and Formula S	4 43	2 Online Safety		<ul> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul>	Children can determine whether activities that they undertake ordine, infringe another's' copyright. They know the difference between researching and using information and copying it     Children can be considered to the control of the contr	citation copyright collaborating data analysis	2Publish template 2Quiz 2Investigate				DL	Online reputations Online bullying Managing online information Self-image and identity		used as part of presentation to general Link 4.2 Lesson 1).  Using the example from lesson 1, children cap we some examples of things to look out for in an email to ensure that it from a valid soun and is not a phishing scam email. They can explain what can be learned by looking at the padiock details for a website (lesson 1).  Market and the contraction of the capture of the capture of a digital footprint and can give examples of the care they would take whe sharing ordine in relation to their and others digital footprint sends.
4 3 Spreadbasts of Transport Special Control of the Control of Con	4 43	2 Online Safety		<ul> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with</li> </ul>	«Children can determine whether activities that they undertake ordina, infringe another's copyright. They know the difference between researching and using information and copyright ("Children forward between forward and using information and copyright ("Children forward between the property of the children forward between the property of the children can take more informed ownership of the way that they choose to use the feet time. They exceptive a model for field a balance between being active and digital test time. They exceptive a model for field a balance between being active and digital.	citation copyright collaborating data analysis	2Publish template 2Quiz 2Investigate				DL	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations		under apried preventation to provide (bit Ad 2 leaves 1).  Margin to example for misson. I children can prevent and preventation of the preventati
4 4 Spreachests 2 Using the Time . To find and to two twaff formulas to a scall of the position of the special position of the	4 43	2 Online Safety		<ul> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with</li> </ul>	«Children can determine whether activities that they undertake ordina, infringe another's copyright. They know the difference between researching and using information and copyright ("Children forward between forward and using information and copyright ("Children forward between the property of the children forward between the property of the children can take more informed ownership of the way that they choose to use the feet time. They exceptive a model for field a balance between being active and digital test time. They exceptive a model for field a balance between being active and digital.	citation copyright collaborating data analysis	2Publish template 2Quiz 2Investigate				DL	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		unded apried preventation to promit (bit At 2 Lesson 1).  When the seages from the sound is challenged to the seages of things to look out for in an email to means that it from a valid sounded to the public of the sead of the seages of the sead o
4 4 Spreachests 2 Using the Time . To find and to two twaff formulas to a scall of the position of the special position of the	4 43	2 Online Safety 2 Online Safety	4 Healthy Screen- Time	*To dentify appropriate behaviour when participating or contributing to collaborative some projects for learning.  *To dentify the positive and regulars influences of fact-inology on health are the environment.  *To understand the importance of balancing games and screen time with other parts of this including.  *To applies how the numbers entered into cells can be set to either.	«Children can determine whether activities that they under take orders, infringe earther's copyright. They know the difference between reasoning and using earther's copyright. They know the difference between reasoning and using earther that they have used. «Children know advanting sources that they have used. «Children know advanting sources that they have used. «Children can take more informed ownership of the way that they should be used that earth the properties a world in find a bulance between being active and digital «Children can give reasons for findings covere free. «Children can you be executed for findings covered free. «Children can you the number for furnificing tools witho Zublooks to appropriately.	citation copyright collaborating data analysis collaborative database	2Publish template 2Quiz 2Investigate 2Publish template				DL IT	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		under apriet of preventation in provisit (bit of 2 classes 1).  While the example for misses all challenges are presented as a second of things to look out for in an email to immure that it from a videl comment of the provision of the provision of challenges are represented by the provision of challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of
and Spreadhants  and Sp	4 43	2 Online Safety 2 Online Safety	4 Healthy Screen- Time	*To deathly appropriate behaviour when participating or centributing to collaboration cells register for learning. *To deathly the position and negative influences of technology on health and the environment. *To understand the importance of bullencing game and serven time with other parts of their lives. *To outprist may be the promotion of the size of the	-Children can determine whether activities that they under take colors, infringe interest or, enjoyed; by the set deficience between reaching and using information and copying; a Children tower dates (long sources that they have used. Children tower dates to passes that they have used. Children tower dates are less from the controller of the vary that they cheast to use the first time. They recognise used to first absorbe between bring active and digital activities. Children can give reasons for for absorber between bring active and digital children.	citation copyright collaboration data analysis collaborative database collaborative database	2Publish template 2Quiz 2Investigate 2Publish template				DL	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		under apriet of preventation in provisit (bit of 2 classes 1).  While the example for misses all challenges are presented as a second of things to look out for in an email to immure that it from a videl comment of the provision of the provision of challenges are represented by the provision of challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of the challenges of the resident of the provision of
4 4.3 Spreadhets 3 Lines Gyb.  1 To use the line graphing botin 2 Calculates with appropriate data.  1 Superable of the Carbon Spreadhed	4 43	2 Online Safety 2 Online Safety	4 Healthy Screen- Time 1 Formula Wizard and Formuling Cells	*To deathly appropriate behaviour when participating or certificating to collaboration with one participating or certification that continues the learning.  *To deathly the passive and regarder influence of technology on halfful and homeometric and technology and halfful and influence of technology on halfful and homeometric and the importance of ballenting game and sovere time with other parts of their inches in the part of the part of their inches in the part of the part of their inches in the part of the part of their inches in the part of their inches in the part of t	-Childra can determine whether adoless that they under take orders, infringe and the content of the content o	citation copyright collaboration data malyrisi collaborative database formuda wizard percentages decimal place format cell	2Publish template 2Quiz 2Investigate 2Publish template				DL	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		unded apried preventation to parents (bit AZ Lesson 1).  When the seage from the mouse that it from a valid sour and the seage of the s
To interpret is ine graph to estimate values between data variety.  4 4 5 pseudoheuts  4 4 5 pseudoheuts  4 4 5 pseudoheuts  4 5 pseudoheuts  4 5 pseudoheuts  4 5 pseudoheuts  4 6 pseudoheuts  4 6 pseudoheuts  4 7 pseudoheuts  4 7 pseudoheuts  4 8 pseudoheuts  4 9 pseudoheuts  4 9 pseudoheuts  4 0 pseudoheuts	4 43	2 Online Safety 2 Online Safety	4 Healthy Screen- Time 1 Formula Wizard an d Formulting Cells 2 Using the Timer	*To deathly appropriate behaviour when participating or certificating to collaboration with one participating or certification to include a collaboration with one participation for immunose of technology on health are been retirement.  *To understand the importance of bullencing game and sovere time with other parts of their idea.  *To applies have the numbers entered into cells can be set to other converse yet decirul.  *To explain the out of the display of decirular places.  *To find out to be to be all thermidate to cells.  *To find out to be to be all thermidate to cells.	-Children can determine whether activities that they under take ordine, infringe author's copyright. They know the difference between reasonable and using extended and only one of the control of the	citation copyright collaboration data analysis collaborative database formula wizard percentages decimal place format cell equal tool random number tool	2Publish template 2Quiz 2Investigate 2Publish template				DL IT	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		used as per for presentation to parents (Dirk 42 Leaves 1).  Many the example for the mount of the A them 1 yeld to be a found to a real mode of the annual to the A them 1 yeld to be a found to a real to the parents of the A them 2 yeld to be a found to the parents of the A them 2 yeld to the A them 3 yell to the A them 3
4 4.3 Spreadsheets 4 Using To use the currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating tool in Zoliculate 5 core to be currency formating in Zoliculate 5 c	4 43	2 Ordine Safety 2 Ordine Safety 3 Spreadsheets 3 Spreadsheets	Healthy Screen- Tena     Formula Wizard an d Formatting Cells     Using the Timer and Spin Buttons	*To deadrify appropriate labelesies with participating or certificiality to collaboration with one important for among a control and a control	Children can describe whether additions that they under take cortex, intringe matter, company in the water that difference between reasonship and using information and copying it.  Children tower dates for the process that they have used.  Children tower dates can take more informed convenity of the vary that they chose to saw the first time. They recognize a meet for that durines between being active and digital activities.  Children can use the convenities of the convenities of the convenities of the Children can use the convenities to the convenities of the Children can use the convenities to submitted of the convenities of Children can use the convenities of the submitted of the Children can use the convenities of the submitted of the Children can use the time. Children can be convenitied to convenities the convenities of the convenities of Children can use the time. The convenities of Children can use the time, or readon manuface and quite butter tools.	citation copyright control of the co	2Publish template 2Quiz 2Investigate 2Publish template 2Calculate 2Calculate				DL IT	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		under apret for premations in parents (bit A 2 Leaves 1).  While the example from items 2, follower can prove assumption of things to be lock out for in an email to concur that it from a valid concern with a size planing same ment. They are explain what it is the law that to the law entity inching of the pushed colorish for a webball (bitson). The concern are all the parents are the provided and with a size of the parents of the parents are the provided and an explain agreement of the parents are all the parents are the parents are the parents are all the parents are the parents are all the parents are all the parents are the parents are all the parents are the parents and the parents are the parents and the parents are the parents and the parents are the
a Spreadsheet = To use 2 Calculate to create a model of a real-file situation. • Onliden can use operadisheets to collate data and ortext information from it to answer questions e.g. children can create line gray	4 43	2 Ordine Safety 2 Ordine Safety 3 Spreadsheets 3 Spreadsheets	Healthy Screen- Tena     Formula Wizard an d Formatting Cells     Using the Timer and Spin Buttons	*To deadrify appropriate labelesies with participating or certificiality to collaboration with one important for among a control and a control	-Childre can determine whether adultions that they under take orders, infringe orders and orders are proportionally orders and orders and orders are proportionally orders and orders are proportionally orders and orders and orders are proportionally orders and orders are proported orders and orders and orders are proported orders and orders and orders and orders are proported orders are proported orders and orders are proported	citation copyright collaboration collaboration collaboration data subgival collaborative database collaborative database collaborative database formula wizard percentages designed collaborative database collaborative database collaborative database collaborative database collaborative database collaborative database collaborative collab	2Publish template 2Quiz 2Investigate 2Publish template 2Calculate 2Calculate				п	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		used as part of presentation to provide (bit of 2 classos 3).  used as part of presentation to provide (bit of 2 classos 3).  When the present of the present to the present of the presen
4 4.3 Spreadheets 5 Exploring Plaze Vision with resource to laterly place value. 5 Could me can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to make a 4 Children can use a spreadheet make in 2 Calculate to the control of the 2 Calculate to 2 Calculate 2	4 42 4 42 4 43 4 43	2 Online Safety 2 Online Safety 3 Spreadhests 3 Spreadhests	4 Healthy Screen- Time 1 Formula Wizard an d Formating Cells 2 Using the Timer and Spin Buttons 3 Line Graphs	To desirely appropriate behaviour when participating or certificating to collisionations on the institute that marring.  *To desirely the parallel and impacts of technology or haudit and technology or haudit and beautiful and technology or haudit and beautiful and the anticessent.  *To explain the parallel and technology or haudit and covers these width other parts of these tipes.  *To explain the technology of the anticessent the width of the anticessent the width other covers yet deficient.  *To explain the technology of the anticessent the anticesse	«Children can determine whether activities that they under take ordens, infringe authority copyright. They know the difference between reasonable gard using exteller's copyright. They know the difference between the control of the copyright copyright copyright control of the copyright co	citation copyright contained and comprehence contained and	2Publish template 2Quiz 2Publish template 2Quiz 2Publish template 2Publish template 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate				п	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		under apret for grewentenn to province (both of 2 cleans 1).  When you example from two and that one of the company of the com
Dishin demonstrating greater depth will explare more complied functioning of the XI circlet both or east their own prouds.	4 41 4 42 4 42 4 43 4 43	2 Online Safety 2 Online Safety 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts	4 Healthy Screen- Tens 1 Formula Wizard and of Fermulating Cells 2 Using the Timer and Spin Bultons 3 Line Graphs 4 Using 9 Spreadsheet	To deathly appropriate behaviour who participating or certificating to collaboration with one participating or certification and confidence of the collection for amounts.  *To identify the particle and register influences of factorizating or health and the emiscenses.  *To administration of the importance of bullancing game and series time with using particle of their direction.  *To explain how the members sentend into cells can be set to other converse or decimal.  *To explain the use of the deplay of decimal places.  *To explain the use of the deplay of decimal places.  *To explain the use of the deplay of decimal places.  *To explain the use of the deplay of decimal places.  *To explain the use of the deplay of decimal places.  *To use the law to the law to the certificate to use 2C calculate to make number.  *To use the law to the law to the certificate the properties dail.  *To use the law to graphing both in 2C calculate the properties dail.  *To use the converse from afficient place in 2C calculate.  *To use the converse formatility to the 1D Calculate.  *To use 2C calculate extra model of it a real-file shadorto.	-Colleton can describe whether additions that they under take cortex, intringe sealow, company 15 mp. to the difference between reaching and calling settlemental medicary described and calling settlemental described and calling se	citation copyright control of the copyright control of the control	2Publish template 2Quiz 2Publish template 2Quiz 2Publish template 2Publish template 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate				ппппппппппппппппппппппппппппппппппппппп	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		under apper of presentation to promise (bit of 2 classes 3).  under a port of presentation to promise (bit of 2 classes 3).  When the present is a consistent of the presentation of the presentation of the present of the presentation of the case they would take when the presentation of the presentation of the case the presentation of the case the presentation of th
	4 41 4 42 4 42 4 43 4 43	2 Online Safety 2 Online Safety 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts 3 Spreaddwarts	4 Healthy Screen- Tens 1 Formula Wizard and of Fermulating Cells 2 Using the Timer and Spin Bultons 3 Line Graphs 4 Using 9 Spreadsheet	To deathly appropriate behaviour who participating or certificating to collaboration with one participating or certification and confidence of the college participation of the collaboration with one participation of the college participation of the	-Colleton can describe whether additions that they under take cortex, intringe sealow, company 15 mp. to the difference between reaching and calling settlemental medicary described and calling settlemental described and calling se	citation copyright control of the copyright control of the control	2Publish template 2Quiz 2Publish template 2Quiz 2Publish template 2Publish template 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate 2Calculate				ппппппппппппппппппппппппппппппппппппппп	Online reputations Online bullying Managing online information Self-image and identity Online relationships Online reputations Online bullying		used as part of presentation to provide (Der 42 Essens 1).  When the search of the results of the search of the se

4	4.4 V	/riting for Different 1	Font Styles	To explore how font size and style can affect the impact of a text.	Children can look at and discussed a variety of written material where the font size	genre	2Publish Plus						п				Emerging
	A	udiences			and type are tailored to the purpose of the text.  Children can use text formatting to make a piece of writing fit for its audience and	format font											Emerging  With support throughout, children will use 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create limited content in small groups linked to a 25-involute scenario (Unit 4.4 Lesson 2, 3, 4 and 5).
4	44 14	/riting for Different 2	Using a Simulated	To use a simulated scenario to produce a news report.	purpose.  • Children can role-played the job of a journalist in a newsroom.	consider	75imulato		+	_	+						Using the variety of software, children change the font style to make it appropriate for their audience (Unit 4.4 Lesson 1).  Expected
	A	udiences	Scenario to Produce		Children can interpret a variety of incoming communications and use these to build	viewpoint	2Publish						"				Children will use 2Connect (Unit 4.4 Lesson 4 and 5) and 2 Publish+ (Unit 4.4 Lesson 4 and 5) to create content linked to a 2Simulate
4	44 V	/riting for Different 3	a News Report Using a Simulated	To use a simulated scenario to produce a news report.	up the details of a story.  • Children can role-played the job of a journalist in a newsroom.	opinion	7emplates 2Simulate		+		+		п	_			scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a select audience.  Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font.
	A	udiences	Scenario to Produce a News Report		Children can interpret a variety of incoming communications and use these to build     the details of a steep.	viewpoint	2Publish										text formatting (Unit 4.4 Lesson 1).  Most children can alter fort types, styles and sizes to suit an intended audience for digital content using 2Publish and incorporate, with ea
4	4.4 V	/riting for Different 4	Writing for a	To use a simulated scenario to write for a community campaign.	Children can use 2Connect to mind-map ideas for a community campaign.	campaign	2Simulate		+			_	п				images from clipart banks and internet sources (Unit 4.4. Lesson 1).  Exceeding
	A	udiences	Campaign		Children can use these ideas to write a persuasive letter or poster as part of the campaign.		2Connect 2Publish										Children demonstrating greater depth will seamlessly use a variety of software including 2Connect (Unit 4.4 Lesson 4 and 5) and 2
					Children can assess their texts using criteria to judge their suitability for the		Templates		$\rightarrow$		$\perp$						Publish+ (Unit 4.4 Lesson 4 and 5) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a variety of differen audiences.
4	4.4 V	/riting for Different 5 udiences	Writing for a Campaign	To use a simulated scenario to write for a community campaign.	Children can use 2Connect to mind-map ideas for a community campaign.     Children can use these ideas to write a persuasive letter or poster as part of the	campaign	2Simulate 2Connect						lu.				Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font text formatting and give reasons for their choices (Unit 4.4 Lesson 1).
					campaign.  Children can assess their texts using criteria to judge their suitability for the		2Publish Templates										tack formatting and give reasons for over choices (Unit 4.4 Lisson 1).
4	45 L		Introduction to	To learn the structure of the language of 2Logo.	Children know what the common instructions are in ZLogo and how to type them. Children can follow simple ZLogo instructions to create shapes on paper.	2Logo	2Logo		-				cs				Emerging
			ZLogo	To input simple instructions in ZLogo	Children can follow simple ZLogo instructions to create shapes on paper.     Children can follow simple instructions to create shapes in ZLogo.	grid run speed											Emerging  Children can 'read' small ZLogo programs and predict the outcome using some logical reasoning although they might not always be corre  (Unit 4.5 Lesson 1).
1						Logo commands (e.g. FD BK RT LT) prediction	)										Children think about the ZLogo commands that they need in small steps, one or two commands at a time.  When their code does not execute as they expect, they can sometimes find the error independently but as the code becomes longer, they
						,											need support to do so (Unit 4.5 Lesson 2). They understand that the repeat command makes things happen more than once but might not
4	4.5 L	ogo 2	Creating Letters using Logo	To use 2Logo to create letter shapes.	Children can create ZLogo instructions to draw patterns of increasing complexity.     Children understand the pu and pd commands.	Pen up Pen down	2Logo						cs				able to plan the repeat; they work out a solution using trial-and-error that includes some logic (Unit 4.5 Lesson 3).  They can create a procedure but might not realise the full value of creating a procedure to make quality code and save coding the same th
			using Lago		Children can write 2Logo instructions for a word of four letters.	multi line mode											many times over (Unit 4.5 Lesson 4).
						debugging											Children can 'read' Zi.ogo programs with several steps and predict the outcome accurately (Unit 4.5 Lesson 1) & (Unit 4.5 Lesson 3).  Children can think about the Zi.ogo commands that they need stops of two or more commands at a time before executing the code to che
4	4.5 L	3	Using the 'Repeat'	To use the Repeat command in 2Logo to create shapes.	Children can follow ZLogo code to predict the outcome.	Repeat	2Logo		+	_			cs				the result e.g. fd 4 rt 90 fd 6 rt 90.
			Command in 2Logo		Children can create shapes using the Repeat function.     Children can find the most efficient way to draw shapes.	·											When their code does not execute as they expect, they can sometimes find the error independently but as the code becomes longer, they need support to do so (Unit 4.5 Lesson 2).
					Circulati can into one inductional coay to draw anapata.												They understand the repeat command and can plan simple repeat structures before executing rather than relying on trial-and-error (Unit 4.5 Lesson 3).
																	They experiment with repeating properties to make more complex natterns (I init 4.5 I econo 4). They understand the value of a procedule
4	4.5 L	ogo 4	Using Procedures	To use and build procedures in 2Logo.	Children can use the Procedure feature.	Procedure	2Logo						cs				in making code more efficient and call these procedures appropriately (Unit 4.5 Lesson 4).  Most children can manipulate instructions within 2Logo to create common shapes using repeat functions (Unit 4.5. Lesson 3). They can experience the common shapes using repeat functions (Unit 4.5. Lesson 3).
					Children can create 'flowers' or 'crystals' using 2Logo.	SETPC SETPS											instructions to produce shapes created in the most efficient way including using the Procedures function (Unit 4.5. Lesson 4). In (Unit 4.5 Lesson 4), they can use some knowledge of mathematics to understand how the patterns are formed.
																	In (Unit 4.3 Leason 4), only can use some knowledge or maintenances to understand now the patterns are romeo.  Exceeding  Children enjoy and challenge themselves to think about the 2Logo commands that they need in long steps of several commands at a time
					To decide what makes a good, animated film or cartoon and discuss favourite												hefore execution the code to check the result e.g. fel 4 rt 90 fel 5 it 90 fel 9
4	4.6 A	nimation 1	Animating an Object		animations.	animation frame	2Animate						П				Emerging  With support throughout, children will use a penck and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesso
				favourite animations.  • To learn how animations are created by hand.  • To find out how 2Animate animations can be created in a similar way using	To learn how animations are created by hand.     To find out how 2Animate animations can be created in a similar way using	fps (frames per second) pause											Children begin to transfer this knowledge and create their own basic animation using 2Animate (Unit 4.6 Lesson 3).     This animation may lack detail and lack smoothness of transition. Children share their learning by displaying their animation on a blog or
4	4.6 A	nimation 2	2Animate Tools	To learn about orion skinning in animation	Children know what the Onion Skin tool does in animation	onion skinning	2Animate						п				display board (Unit 4.6 Lesson 3).
				To add backgrounds and sounds to animations.	Children can use the Orion Skin tool to create an animated image.     Children can use backgrounds and sounds to make more complex and imaginative.												Expected Initially children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesson 1). Children
4	4.6 A	nimation 3	Stop Motion	Introducing 'stop motion' animation.     To share animation the class blog.	Children know what 'stop motion' animation is and how it is created.     Children have used some of the ideas from existing 'stop motion' films to recreate.	stop motion	2Animate						п				transfer this knowledge and create their own animation using ZAnimate (Unit 4.6 Lesson 3). Children know, understand, and use the onic skin animation tool within 2Animate to show movement across the screen (Unit 4.6 Lesson 2). Furthermore, they select backgrounds and
			Animation	I o share animation the class blog.	their own animation.												sounds to make their animation more immersive (Unit 4.6 Lesson 2).
4	47 F	Mective Searching 1	Using a Search	To locate information on the search results page.	Children have shared their animations and commented on each other's work using     Children can structure search queries to locate specific information.	search engine	Internet Browser			_			DI	Manani	ing online information (	onduct. Content.	Children share their learning by displaying their animation on a display board or blog (Unit 4.6 Lesson 3).  Emerging
	- 1		Engine			results page							-		,		With support throughout, children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesso 1). Children begin to transfer this knowledge and create their own basic animation using 2 Animate (Unit 4.6 Lesson 3).
1						Internet											This animation may lack detail and lack smoothness of transition. Children share their learning by displaying their animation on a blog or
4	4.7 E	Mective Searching 2	Use Search	To use search effectively to find out information.	Children have used search to answer a series of questions.	key words	Internet Browser						DL	Managi	ing online information	onduct, Content,	display board (Unit 4.6 Lesson 3). Expected
			Effectively to Answer Questions		Children have written search questions for a friend to solve.												Initially children will use a pencil and paper flip book to understand the basics of stop motion animation (Unit 4.6 Lesson 1). Children
																	transfer this knowledge and create their own animation using 2Animate (Unit 4.6 Lesson 3). Children know, understand, and use the onic skin animation tool within 2Animate to show movement across the screen (Unit 4.6 Lesson 2). Furthermore, they select backgrounds and
4	4.7 E	Mective Searching 3	Reliable Information	To assess whether an information source is true and reliable.	Children can analyse the contents of a web page for clues about the credibility of	reliability	Internet Browser			_			DL	Managi	ing online information	ontent (Primarily).	sounds to make their animation more immersive (Unit 4.6 Lesson 2).  Children share their learning by displaying their animation on a display board or blog (Unit 4.6 Lesson 3).
			Sources		the information.	easter eggs									•		Exceeding
4	4.8 H	ardware Investigators 1	Hardware	To understand the different parts that make up a desktop computer.	Children can name the different parts of a desktop computer.     Children know what the function of the different parts of the computer is.	hardware software	2Connect Pairs game						cs				Emerging Children understand what hardware is and that specific components allow computers to join and form a network. Children can recognise
						components											some hardware parts that relate to networking (Unit 4.8 Lesson 1). With some support, children can create their own hardware leaflet. Expected
						motherboard											Children recognise the main component parts of hardware which allow computers to join and form a network (Unit 4.8 Lesson 1). Children
						CPU RAM											can create their own leaflet to share their understanding of Computer Hardware (Unit 4.8 Lesson 2).  Exceeding
						hard drive graphics card											Children recognise the components parts of hardware which allow computers to join and form a network (Unit 4.8 Lesson 1). They are all able to explain that there are different types of network and how they are connected. Children can create their own leaflet to share their
						network card											understanding of Computer Hardware and can compare physical network connections with wireless connections. (Unit 4.8 Lesson 2).
						monitor mouse											
4				To recall the different parts that make up a computer.	Children have created a leaflet to show the function of computer parts.		2Publish						cs				
4	4.9 N	laking Music 1	Understanding Music	To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture	Children can identify sounds in a piece of music.	pulse rhythm	Busy Beats 2Publish						п				Emerging Children are able to understand the concept of rhythm and tempo. They attempt to create a simple rhythm using within 'Busy Beats' and
				· ·	Children can explain how a piece of music makes them feet.	tempo	template										experiment with the BPM tool (Lesson 1 and 2). Children create a simple composition that considers pitch, rhythm and melody using 'Bus
						prich texture											Beats' (Lesson 3 and 4). Expected
4	49 N	laking Music 2	Rhythm and Tempo	To understand and experiment with rhythm and tempo.	Children can identify and recall a simple rhythm.	bpm	Busy Beats						п				Children distinguish between rhythm and tempo, they are able to create a simple rhythm, experimenting with BPM in 'Busy Beats' (Lesson 2). Children can utilise the tools within Busy Beats to create a melodic phrase experimenting with pitch (Lesson 3). Through experimental
					Children can explain what tempo is and how changing it can change the mood of a piece of music.												2). Children can utilise the tools within Busy Beats to create a melodic phrase experimenting with pitch (Lesson3). Through experimental children are able to compose a piece of electronic musing where they have considered pitch; rhythm and melody, successfully utilising the tools within Busy Beats' (Lesson 4).
4	4.9 N	laking Music 3	Melody and Pitch	To create a melodic phrase.	Children can show an understanding of melody.	synth	Busy Beats						п				Exceeding
	40	Internations.	Continuitania	To compose a piece of electronic music.	Children can create a simple metodic pattern using 2Sequence and Busy Beats.     Children can explore and understand how music is created.	harmonious	2Sequence						-				Children create more complex rhythms. They added additional elements into their composition and utilising BPM aptly within 'Busy Beats (Lesson 2). Children are able to form more complex compositions where pitch, rhythm and metody have been considered. They experime
4	49 N	laking Music 4	Creating Music	- 10 compose a piece of executoric music.	Children can explore and understand how music is created. Children can experiment with pitch, rhythm and melody to create a piece of		Busy Beats 2Publish						П				with adding key parts to their compositions to create an intro, chorus and outro. (Lesson 3 and 4).
4	4.10 A	rtificial Intelligence 1	What is Artificial	To understand the basic concept of artificial intelligence. To identify real-life examples of artificial intelligence.	Children can define artificial intelligence in their own words.     Children can identify at least three examples of artificial intelligence.	Algorithm Artificial Intelligence	2Quiz						п				Emerging
			Intelligence?	To recomise the impact of artificial intelligence in daily life.  To recomise the impact of artificial intelligence in daily life.  To recap what is meant by the terminology artificial intelligence.	- Unideren can identify at teast three examples of arthreat intelligence.      - Children can define artificial intelligence.	Particular Interlogence Data	2Publish										Dildro demonstrate a basic understanding of artificial intelligence (A)!. They can define AI as a technology that helps machines do tasks that humans usually do. However, their knowledge is limited to simple examples like voice assistants or robots. They may need support to explain how AI works or identify other AI applications. With additional guidence and simplified explanations, they have the potential to
4	4.10 A	rtificial Intelligence 2	Intelligence can	•To explore how artificial intelligence can assist and benefit us in various	Children can understand where Al can help us in our daily lives.	Algorithm Artificial Intelligence	2Publish Template						П				expand their understanding and develop a broader perspective on Al and its impact on daily life.
4	4.10 A				Children can use critical thinking and creativity in envisioning the future of Al. Children can express their ideas about the future of Al in a creative manner.	Algorithm Artificial Intelligence	2Publish										This child shows some awareness of how artificial intelligence affects society. They may not fully grasp the concept of Af's potential benefits and risks. They struggle to recognise the influence of Al in areas such as transportation, entertainment, or education. By providing
			Artificial Intelligence	<ul> <li>To encourage critical thinking and creativity when thinking about the future of Al.</li> </ul>	Children can express their ideas about the future of Al in a creative manner. Children can collaborate effectively in paired activities.	Arthoal Intelligence Data	I emplate										benefits and risks. They strugges to recognise the influence of AI in areas such as transportation, entertainment, or education. By providing reliable exemples and engaging them in discussions about how AI is changing the world, we can encourage their curiosity and help their develop a deeper understanding of AI's impact on various aspects of life.
																	Expected
													п				Children demonstrate a fundamental understanding of artificial intelligence. They can explain that AI is a technology that helps machines
4	4.10 A	rtificial Intelligence 4	Artificial Intelligence in	<ul> <li>1 o understand now artificial intelligence is being used to create music and art.</li> </ul>	Children can try and establish which creative compositions are done by humans and which are done by artificial intelligence.  Children can use artificial intelligence to create images and music.	Algorithm Artificial Intelligence							П				exploration and exposure to age-appropriate Al topics, they can deepen their knowledge and comprehension of Al's capabilities and
			action	To use artificial intelligence to create music and art.	Children can use artificial intelligence to create images and music.	Data											limitations, enabling them to understand more complex concepts.  Children show an ability to identify artificial intelligence in everyday situations. They can recognise Al-powered technologies like voice
																	assistants, smart devices, or personalised recommendations. They understand how Al enhances convenience and efficiency in these
																	contexts. By encouraging them to observe and reflect on Al's presence in their surroundings, we can strengthen their awareness and fost a deeper appreciation for the role of Al in shaping their experiences.
																	Exceeding  Children exhibit a secure comprehension of artificial intelligence concepts. They can articulate a detailed explanation of Al, including its
																	ability to analyse data, make decisions, and improve over time.
																	Children showcase strong critical thinking skills when evaluating Al systems and their impact. They can identify potential biases or ethical concerns related to Al applications. They enjoy exploring different perspectives and engaging in thoughtful discussions about Al's
																	Children showcase strong critical thinking kilds when evaluating All systems and their impact. They can identify potential biases or ethics concerns related by A applications. They explore group region given feet may be represented and engaging in thoughth discussions about A's implications for society. By exposing them for real-world Al use cases, whical considerations, and encouraging them to thrink critically allot the consequences of All technology, we can further develop their analytical abilities and muture their capacity for responsibles.

		Coding	1 Codeo Officiantly	To review existing coding knowledge	Children can use simplified code to make their programming more efficient.	annet .	2Code					re			Emparies
	2.1	County	2 County Circumity	To be able to simplify code.	Children can use variables in their code	key press collision object action variable	2000					ľ			Emerging With support, children can begin to create more complex programs that include different types of events in their code (Unit 5.1 Lesson 1). They are beginning to understand what simulations are and with support they have formulated an algorithm for a simple traffic light.
				To create a playable game.	Children can create a simple playable game.	collision									They are beginning to understand what simulations are and with support they have formulated an algorithm for a simple traffic light sequence (Unit 5.1 Lesson 2).
						object									as their coding becomes more complex, they will require support to tackle debugging in a logical rather than a trial-and-error method.
						variable									As their coding becomes more complex, they will require support to tackle debugging in a logical rather than a trial-and-error method. Children are beginning to understand how decomposition and abstraction are used in computer programming and with support can break
						selection if/else statements									given process down into parts: (Unit 5.1 Lesson 3)  They will usually require support to make use of co-ordinates and variables in their code (Unit 5.1 Lesson 4-6).
						coordinates									Expected
						simplify									Children can create more complex programs and are beginning to understand that there are ways to simplify code to make their programming more efficient. They are able to recall and apply previous coding involvings in their code. (Unit 5.1 Lessons 1 and 4). Children understand what simulations are and can formulate and program an algorithm for an observed traffic light sequence. (Unit 5.1
_				To and control to the control to	Children and the state of the s	efficient				_	-				programming more efficient. They are able to recall and apply previous coding knowledge in their code. (Unit 5.1 Lessons 1 and 4).  Children understand what simulations are and can formulate and program an algorithm for an observed traffic light sequence. (Unit 5.1
5	5.1	Coding	2 Simulating a Physical System	To understand what a simulation is. To program a simulation using 2Code.	Children can plan an algorithm modelling the sequence of traffic lights.     Children can select the right images to reflect the simulation they are making.	physical system	2Code 2Chart					100			Lesson 2).
					Children can use their plan to program the simulation to work in 2Code.	algorithm									Children understand the processes of decomposition and abstraction and can apply this knowledge when planning algorithms for a program. (Unit 5.1 Lesson 3).
5	5.1	Coding	3 Decomposition an Abstraction	To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of	Children can make good attempts to break down their task into smaller achievable	decomposition	2Code					cs			Children can include sequence, selection and repetition into code as well as use functions to make their programming more efficient. (Unit
			Abstraction	<ul> <li>To take a reat-life situation, decompose it and think about the level of abstraction.</li> </ul>	<ul> <li>Children recognise the need to start coding at a basic level of abstraction to remove</li> </ul>	abstraction									5.1 Lessen 4).  Children understand what a physical system is and can consider how they can program phierts to behave like the would in 'real life'.
				To use decomposition to make a plan of a real-life situation.	superfluous details from their program that do not contribute to the aim of the task.  •Children can create a program which represents a physical system.										
5	5.1	Coding	4 Friction and	To understand how to use friction in code. To begin to understand what a function is and how functions work in code.	Children can create a program which represents a physical system.     Children can create and use functions in their code to make their programming more	friction	2Code					cs			Children test and debug their program as they go and can use logical methods to identify the approximate cause of any bugs but might ness support to identify the specific line of code that is causing the problem. Children begin to understand how functions work (Unit 5.1 Lesson
			runctions		efficient.	predict									4). Children understand that there are different variable types and begin to explore how they can be used (Unit 5.1 Lesson 5). Children can 'read' others' code and predict what will happen in a program which helps them to correct errors. They can also make good attempts to for
5	5.1	Coding	5 Introducing String	<ul> <li>To understand what the different variable types are and how they are used</li> </ul>	Children can create and use strings in programming.	string	2Code					cs			their own bugs as their coding becomes more complex (Unit 5.1 Lesson 6).
				differently.  •To understand how to create a string.	Children can set/change variable values appropriately.     Children know some ways that text variables can be used in coding.	variables values									their own bugs as their coding becomes more complex (Unit 5.1 Lesson 6). Throughout this unit, children will demonstrate that they are open to fleedback from both the teacher and fellow peers on their programs, sportformly where they are expected to improve or create a game.
				• To understand now to create a string.	Chitaren xnow some ways truct text variables can be used in coding.	tabs									specifically where they are expected to improve or create a game.
						text variable									Exceeding Children can create more complex programs and understand that there are ways to simplify code to make their programming more efficient
						collision									Children can create more complex programs and understand that there are ways to simplify code to make their programming more efficient. With ease, they are able to recall and apply previous coding knowledge in their code (JURS 1.1 lesson 1.). Children can write algorithms for an inprogram simulations, they easily adapt their code to [URS 1.1 lesson 2].
5	51	Coding	6 Text Variables and	To begin to explore text variables when coding.	Children can create a string and use it in their program.	concatenation	2Code			_		rs			Children can write algorithms for and program simulations, they easily adapt their code to (Unit 5.1 Lesson 2).  Children understand the processes of decomposition and abstraction and naturally apply this knowledge when planning algorithms for
			Concatenation	To understand what concatenation is and how it works.	Children can use strings to produce a range of outputs in their program.	print to screen						-			Children understand the processes of decomposition and abstraction and naturally apply this knowledge when planning algorithms for programs beyond the point at which it was taught (Unit 5.1 Lesson 3).
						tabs									Children intuitively grasp the concepts of selection, repetition and variables. They like to challenge themselves to combine these with othe coding structures to personalise and to improve their programs. They understand how to use functions to improve efficiency (Unit 5.2
5	5.9	Using External Devices	1 Introducing Purple	•To understand what Purple Chip is.	Children can upload programs to Purple Chip.	QR code	2Code					cs			
			Chip	To be able to upload a program to an external device.	Children can adapt code, test it using the emulator and then upload it to an external.	design view									With support, children can connect an external device to a 2Code program using the QR code. They can control a simple program using the device though they might not be able to 'read' the origin code to work out the required commands (Bosson 1). Children experiment with
				To adapt a program and operate it using Purple Chip	device.	code view									device though they might not be able to 'read' the origin code to work out the required commands (lesson 1). Children experiment with making programs that interact with the Purple Chip; they are more likely to do this through experimentation than planning a full algorithm
						output									advance (all lessons). Children can create program that use the Purple Chip functionality, but these may lack a full appreciation of the
						URL									purpose of an external device used separately from the host (lessons 5 & 6). Children can give some real-world examples of the use of
		House Paramet Product	3 0			external device	2Code								external devices (lesson 4). Expected
5	5.9	Using External Devices	2 Operating a program using	To understand how a device can be programmed to be used as a game controller.	Children can make a program that responds to an external device being tilted and shaken with visual effects and sounds.	augorithm event	zcode					LS			Expected.  Children understand the purpose of some external devices. They can connect the Purple Chip and host device to run programs making use of the Purple Chip external device (lesson 1). Children know which code blocks to use to effect changes on the Purple Chip (all Lessons).
			device movement			debug									of the Purple Chip external device (lesson 1). Children know which code blocks to use to effect changes on the Purple Chip (all lessons).
5	5.9	Using External Devices	3 Text functions with	To explore the text functions available and appraise their uses.	Children understand how they can program in text-based interactions between a	print to screen	2Code					CS			Children can write and code simple algorithms involving an external device. Children can create programs that make use of the nentionals of the external device. However, sometimes their practical application might not be fully thought through the interpolaring, for example, the user timeract with both the host and the external device for a program to tan, thereof regarding the usefulness of the device (lessons 5 & 6).
			an external device	To create a simple quiz program that can be answered using an external	program and an external device.  Children can adapt a simple quiz.	alert									interact with both the host and the external device for a program to tun, thereby negating the usefulness of the device (lessons 5 & 6).
				and the second		it/else									
5	5.9	Using External Devices	4 Interacting with th	To create a program in which an external device can be used to monitor	Children can write a program that uses the sounds and motion sensors of an	sensor	2Code					cs			Exceeding Children can relate the interaction of the host and Purple Chip to a range of systems that use external devices building upon their own
5	5.9	Using External Devices		1) • To design a program for the Purple Chip	Children can design a program of their choosing that make use of the Purple Chip		2Code					cs			Cinicaria can retail that immarciate of the resist and unique to right or a range or systems that use covered, covered, but of experience with the Purple Chilly to envision orbitor uses (all tessors). Children understand the design, covered, text, debug process and use this to code, appraise, and further refine their programs. Children understand the practical setup of using an external device and design
5	5.9	Using External Devices	6 Extended Project (	To code, test, debug and share a program for the Purple Chip	Children can design, code, test and debug a program of their choosing that make		2Code	 		_		cs			to code, appraise, and further refine their programs. Children understand the practical setup of using an external device and design
- 1	33	Online Safety	o Example Flority	d •To gain a greater understanding of the impact that sharing digital content	- China to Carlo C		acous						Self-image and identity	Conduct. Content. Contact.	accordingly, for example, they determine whether a program's function is enhanced using the chip or whether certain programs lend (or de Emerging
5	5.2	Untine Safety	Support when	<ul> <li>10 gain a greater understanding of the impact that sharing digital content can have.</li> </ul>	Children think critically about the information that they share online, both about themselves and others.	responsibility SMART rules	Internet Browser					DL.	Sett-mage and identity Online bullying	Londuct, Content, Contact,	Emerging  Children demonstrate a developing understanding of their responsibility to others as well as to themselves when communicating and
			Online	<ul> <li>To review sources of support when using technology.</li> </ul>	Children know who to tell if they are upset by something that happens online.								Managing information online		sharing contest online. They know what to do if they are unset by reline contest and know that there are rules such as the SMART rules to
5	5.2	Online Safety	2 Protecting Privacy	To know how to maintain secure passwords.	Children think critically about what they share online, even when asked by a usually		Internet Browser					DL	Self-image and identity	Conduct, Content, Contact,	protect them (lesson 1).  With support throughout, children demonstrate an understanding of what the SMART rules are but may find it difficult to apply all of these
				<ul> <li>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</li> </ul>	reliable person to share something.  -Children have clear ideas about good passwords.	critical thinking image manipulation	2Paint a Picture						Online bullying Managing information online		with support throughout, children demonstrate an understanding of what the SMART rules are but may find it difficult to apply all of these to using technology safety and respectfully (Unit 5.1 Lesson 1). They can create a simple comic strip to teach other children about online
				<ul> <li>To be aware of appropriate and inappropriate text, photographs and video</li> </ul>	Children can see how they can use images and digital technology to create effects	avatar							Privacy and security		safety (Unit 5.2 Lesson 2).
				and the impact of sharing these online.	not possible without technology.										Expected  Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing conten
5	5.2	Online Safety	3 Citing Sources	To learn about how to reference sources in their work.		citation	Internet Browser					DL		Conduct, Content	
					Children select keywords and search techniques to find relevant information and	validity							Online bullying		orline.  Children demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and
				of sources to check validity and understand the impact of incorrect	increase reliability.	reliability planiarism							Managing information online Privacy and security		respectfully (Unit 5.1 Lesson 1).
				information.		bibliography							Privacy and security		In lesson 1, children demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported.
	5.7	Online Safety	4 Reliability	Ensuring reliability through using different methods of communication.	Children show an understanding of the advantages and disadvantages of different	communication	Internet Browser	 				DI	Colf impass and identific	Conduct	They are such their beautedon in the continued according of a comic strip to teach other children should entire codes. If hit E.7.1 according define
1	32	Online Salety	Turing		forms of communication and when it is appropriate to use each.	Communication	Iname Diowasi					U.	Self-image and identity Online bullying	Lunder	image adding in lesson 2, they were able to see both the positive and negative consequences of sechnological developments including altering images both in terms of impact upon themselves and impact upon others.
													Managing information online		
													Privacy and security		recording claims and can put this into practice in their work.  In lesson 3, children's contributions demonstrate a growing awareness of the context of communication and an ability to view the
				T	Post-		2Calculate								In lesson 3, children's contributions demonstrate a growing awareness of the context of communication and an ability to view the
5	5.3	Spreadsheets	of Measurements	•To use formulae within a spreadsheet to convert measurements of length and distance.	Children can apply this to creating a spreadsheet that converts miles to km and vice	formulae	2Catcutate					-  "			Emerging  With support throughout, children can create a simple formula with limited success using 2Calculate that converts metres into centimetres
					versa.	conversion									(Lesson 1). Children understand what a variable is and can program a variable that converts weeks into years (Lesson 4). Furthermore, the
	5.2	Corondobosts	2 The Count Tool	•To use the count tool to answer hypotheses about common letters in use.	Children can use a spreadsheet to work out which letters appear most often.	advanced mode	2Calculate	 	-	_		T.			(Lasson 1). Children understand what a variable is and can program a variable that converts weeks into years (Lesson 4). Furthermore, the can represent their data as a simple graph (Lesson 2).  Expected
1	33	Jpressureets	I THE COUNT TOUR	To use the count took to answer hypotheses about common sectors in use.	Children can use the 'how many' tool.	'How many?' tool	ZCattonia					- 1"			Children can create a formula using 2Calculate that converts metres into centimetres (Lesson 1). Children can program different variables
						Variable									convert data from one format and present it in an alternative way (Lesson 4). Furthermore, they can convert their data into a graphical
															format (Lesson 2).  Throughout this unit, children will be tasked with creating spreadsheets which are contextualised and evaluating them. Most children can
5	5.3	Spreadsheets	3 Formulae Includin	To use a spreadsheet to model a real-life problem.	Children can use a spreadsheet to work out the area and perimeter of rectangles.	perimeter	2Calculate					п			use suitable layouts and content (and explain this) which achieve a specific goal, such as creating a spreadsheet to work out the area and
			the Advanced Mod	To use formulae to calculate area and perimeter of shapes.	Children can use these calculations to solve a real-life problem.	area modelling									perimeter of rectangles (Lesson 3). Their layouts and
															contents will be fit for purpose for their intended audience, such as applying graphs to represent data (Lesson 2).
						modetung									
5		Considerate	4 Ibina Toutto	To cook found a that we test up 'A'	Children con create simple formulae that	modeling	201-14					-			Children will use, manipulate, and create spreadsheets within this unit. Their improving skill of using text variables to perform calculations advanced mode and count tools will lead to the creation of their own purposeful spreadsheet. Children will invite feedback through sharin.
	5.3	Spreadsheets	4 Using Text Variables	*To create formulae that use text variables.	Children can create simple formulae that use different variables.  Children can create a formula that will work out how many days there are in x	text variables cell format	2Calculate			+		п			Didden will use, manipulate, and create greatablests within the use. Their improving skill of using text variables to perform calculations advanced mode and count tools will laid to the creation of their own purposeful spreadshest. Children will invite feedback through share their spreadshests, focusing on the functionality, layout class purpose and whether it achieve it.
5	5.3		4		Children can create a formula that will work out how many days there are in x	text variables cell format budget	2Calculate 2Calculate					п			Children will use, manipulate, and create greathhetes which this unit. Their improving skill of using text variables to perform excitations advanced mode and court beto skill lated to the creation of their own purposeds (specialistic Children will invited feedback through sharin their spreadsheets, focusing on the functionality, Layout, clear purpose and whether it achieve it.  Most Children can use Zickutalist to produce functional spreadsheets with clear purpose and their spreadsheets are set up so that it is a strength of contraction as a set of contraction of the contracti
5			4	a -To create formulae that use text variables.  h -To use a spreadsheet to help plan a school cake sale.	Children can create simple formulae that use different variables. Children can create a formula and that will work out how many days there are in x Children can use a spreadshivest to model a real-life intuation and come up with solutions that can be practically applied.	text variables cell format budget profit						п			Most children can use 2 Calculate to produce functional spreadsheets with clear purpose and their spreadsheets are set up so that interrogation of data is easily achieved. They demonstrate they can use formulae such as converting between measures and incorporating text variables to perform calculations. Automatic graph creation from data sets is easily achieved by the children, including appropriate
5			4		Children can create a formula that will work out how many days there are in x  Children can use a spreadsheet to model a real-life situation and come up with	text variables cell format budget profit						п			Most children can use Zcladuste b produce functional presidentest with class purpose and their spreadments are set up so that interregation of data is easily achieved. We demonstrate they can set formulae such as converting between measures and incorporating text variables to perform calculations. Automatic graph creation from data sets in easily achieved by the children, including appropriate Lasterling and graph pain for data type.
5	5.3		4		Châdenc can create a formula that will work out how many days there are in a Châdenc can use a spreadsheet to model a real-file situation and come up with solutions that can be practically applied.  -Children understand the different ways to search a database.	text variables cell format budget profit database						п			Most children can use Zcladuste b produce functional presidentest with class purpose and their spreadments are set up so that interregation of data is easily achieved. We demonstrate they can set formulae such as converting between measures and incorporating text variables to perform calculations. Automatic graph creation from data sets in easily achieved by the children, including appropriate Lasterling and graph pain for data type.
5	5.3	Spreadsheets	5 Event Planning wi a Spreadsheet	To use a spreadsheet to help plan a school cake sale.	Children can create a formula that will work out how many days there are in x Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	text variables cuit format budget profit  database search	2Calculate					п			Most children can use Zcladuste b produce functional presidentest with class purpose and their spreadments are set up so that interregation of data is easily achieved. We demonstrate they can set formulae such as converting between measures and incorporating text variables to perform calculations. Automatic graph creation from data sets in easily achieved by the children, including appropriate Lasterling and graph pain for data type.
5	5.3	Spreadsheets	5 Event Planning wi a Spreadsheet	To use a spreadsheet to help plan a school cake sale.	Châdenc can create a formula that will work out how many days there are in a Châdenc can use a spreadsheet to model a real-file situation and come up with solutions that can be practically applied.  -Children understand the different ways to search a database.	text variables cell format budget profit database	2Calculate					п			Most children are usus 2 Cisciliada be produced functional spreadables with claser purpose and the large prepalables are set up to that intemporation of data seemly schedened. They demonstrate byte cause themselve that is converting behavior assessment and incorporation functional based on the produced produced byte children included page produced from data sets is easily achieved by the children, including aggregative labelling and graph price for data byte.  **Exercision**  **With appears** of third in an accordance for a childrenshine (1945 5.4 Lesson 2) and individual database, although this may be unlimited success Unit's 6.4 Lesson 2) and individual database, although this may be unlimited success Unit's 6.4 Lesson 2 and 4.
5	5.3	Spreadsheets	5 Event Planning wi a Spreadsheet	To use a spreadsheet to help plan a school cake sale.	Châdenc can create a formula that will work out how many days there are in a Châdenc can use a spreadsheet to model a real-file situation and come up with solutions that can be practically applied.  -Children understand the different ways to search a database.	text variables cell format budget profit database	2Calculate					п			Most children are used Zeischalte to produce functional spreadables with claser purpose and the preparables are set up on the interruption of data and specific day interruption and the produce of the p
5	5.3	Spreadsheets	5 Event Planning wi a Spreadsheet	To use a spreadsheet to help plan a school cake sale.	Châdenc can create a formula that will work out how many days there are in a Châdenc can use a spreadsheet to model a real-file situation and come up with solutions that can be practically applied.  -Children understand the different ways to search a database.	text variables cell format budget profit database	2Calculate					п			Most children are used Zicilizable to produce functional spreadables who claim propose and the prepadables are set up to the interruption of data and supplicative and the produce and the pro
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5	5.5	Game Creator 3	The Game Quest	•To design the game quest to make it a playable game.	Children can design characters for their game. Children can decide upon, and change, the animations and sounds that the	quest	2DIY 3D 2Publish				п		isolated parts. They consider aspects such as the movement of the characters and goal objects to increase playability. When designing the same environment, they do this with the end-user experience in mind.
					characters make.		template				Ш		game environment, they do this with the end-user experience in mind.  Most children can combine text, sound, and graphic components within a 2D/13D game. Their games demonstrate a well-planned approach, with graphopida use of lext, sound, and graphic components. They easily mix their approachs for image use such as uploading and using the drawing book. Successful application of animation features to objects is applied to enhance their games (Unit 5.5. Lessons 2, 3  Au)
5	5.5	Game Creator 4	Finishing and Sharing	•To finish and share the game.	Children can make their game more unique by selecting the appropriate options to maximise the playability.      Children can write informative instructions for their game so that other people can play it.	instructions	2DIY 3D 2Publish template				п		Children can use a given success criteria to review and analyse what makes a successful computer game (Lind 5.5 Lesson 1). Children consider the end used or that game by disagining peopretists settings and characters that maintain the voies is interest and regargement levels (Lind 5.5 Lesson 2/3). Furthermore, children demonstrate the ability to objectively review and evaluate a range of completed games (Lind 5.5 Lesson 2/3).
5	5.5	Game Creator 5	Evaluation	•To self- and peer-evaluate.	-Children can evaluate my their own and peers' games to help improve their design for the future	feedback promotion	2DIY 3D 2Publish				п		Children can evaluate their come and other's genes with 2019/30 for content and design. They use this peer and self-assessment opportunity for ands in-processments that in come pares (but it is Essents) F, reductive shift for focuses on the design elements of their genue against key criteria such as playability, challenges, engagement, use of advanced features and suitability for intended audience. Executing
		3D Modelling 1		To be introduced to the 2Design and Make tool.	Children know what the 2Design and Make tool is for.		template 2Design and						Children think about the entirety of their game at the design stage and can consider the game environment, objects and characters and the
5	5.6	3D Modellang 1	and Make		<ul> <li>Children can explore the different viewpoints in 2Design and Make whilst designing a building.</li> </ul>	template 3D view pattern fill.	ZDesign and Make						Emurgio With support, children can use the ready-made templates within using 2Design and Make to design the recognisable form of a building (Lasson 1). They will evaluate, refine, edit, and adept models to suit a design brief (Lesson 2, 3.8.4). Espected  Epipected
5			Moving Points	•To explore the effect of moving points when designing.	<ul> <li>Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</li> </ul>	points	2Design and Make				п		Children will use the ready-made templates within Zbeign and Make to design the recognisable form of a building [Lesson 1]. They will evaluate, refine, delt, and adapt models to usid a design brill [Resson 2, 3 and 4].  Most Children can design a 3D model to 16 certain criteria using a template from 2Publish. They can present their work making use of screen/both criterycoated within their impatials (2sons 3).
5	5.6	3D Modelling 3	Designing for a Purpose	To design a 3D model to fit certain criteria.	Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.	design brief	2Design and Make				п		Children designs demonstrate that they have considered the brief and can discuss changes they intend to make to their designs to refine them for printing (Lesson 4). Most children will invite feedback which focuses on how well their designs meet an intended oursose, explicitly, the skill of editing existing
5	5.6	3D Modelling 4		To refine and print a model.	Children can refine one of their designs to prepare it for printing. Children can print their design as a 2D net and then created a 3D model.	3D Printing	2Design and Make				п		polygons. Exceeding
5	5.7	Concept Maps 1	Concept Mapping	<ul> <li>To understand the need for visual representation when generating and discussing complex ideas.</li> </ul>	Children can make connections between thoughts and ideas.     Children can see the importance of recording concept maps visually.	concept	2Connect				п		Emerging  With support and in a small group, children can use 2Connect to design and create concept maps that collect and present a range of ideas,
5	5.7	Concept Maps 2	Using 2Connect	To understand and use the correct vocabulary when creating a concept map.	Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections.'	node connections	2Connect				п		With support and in a small group, children can use 2Connect to design and create concept maps that collect and present a range of ideas, although at times these might not be isked [Leasons 2 and 2]. With help, thirden can use the additional features of the software in 2Connect to present their concept maps as a visual whole class
5	5.7	Concept Maps 3	2Connect Story	•To understand how a concept map can be used to retell stories and	Children have used 2Connect Story Mode to create an informative text.	story mode	2Connect		+		п		presentation (Lesson 4) and as simple written text (Lesson 3).  Functor
5	5.7		Collaborative	To create a collaborative concept map and present this to an audience.	Children have used 2Connect collaboratively to create a concept map.	collaborate	2Connect				п		Children can use 2Connect to design and create concept maps that collect and present a range of linked ideas (Lessons 1 and 2). Children can use the additional features of the software in 2Connect to present their concept maps as a visual whole class presentation (Lesson 4)
5	5.8		Concept Maps  Making a Document	To know what a word processing tool is for	Children have used Presentation Mode to present their concept maps to an     Children know what a word processing tool is for.	presentation mode Word Processing Tool	MS Word						and as written text (Lesson 3).  Most skilden will be able to work over confulls with others to continue an unition collaboration consent manusium Zeennest II occord the which Emergina
		Word	from a Blank Page		Children will be able to create a word processing document altering the look of the text and navigating around the document.	document front screen zoom selectingl/rightighting							Energies  Children brown what a word processing book is for and they can orable a word processing document. They can alter the look of the text and navigular around the document [sears 1]. They might need support when navigating the various menus and cons.  With support and galance, obther can add a mine place to word document by every area wize the image but will find it harder to visualise the effect of vising the varyo potions (sears. 2 3.). They make good altereds to include other objects such as shapes (season 5) and tables (season 7), though they might soughle as shown the effect of vising the varyo potions (season 2 3.). They make good altereds to include other objects such as shapes (season 5) and tables (season 7).
5	5.8	Word Processing with MS 2 Word	Inserting Images: Considering Copyright	To add and edit images to a word document.	Children know how to add images to a word document.  Children can edit images to reduce their file size.  Children know the correct way to search for images that they are permitted to reuse.	page orientation copy and paste copyright	MS Word				"		Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and attribute the creator for images used. They will need support to find and include such citations (lesson 2).  Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the
5	5.8	Word Processing with MS 3 Word	Editing Images in Word	To know how to edit images and use word wrap with images and text.	Children know how to attribute the original artist of an image.  Children can edit their images within Word.  Children understand wrapping of images and text.	creative commons image editing cropping	MS Word				П		changes to their file.  Expected  Children know what a word processing tool is for and they can create a word processing document. They can after the look of the text and
5	5.8	Word Processing with MS 4 Word	Adding the Text	To change the look of text within a document.	Children can add appropriate text to their document, formatting in a suitable way.  Children can use a style set in Word.	image transparency styles bulleted list	MS Word		+		п		navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know how to find icons for the functionality that they wish to use.  Children can use builtst points and numbering (lesson 4). They consider the overall structure of the document using paragraph formatting.
5	5.8	Word Processing with MS 5 Word	Finishing Touches	To add features to a document to enhance its look and usability.	Children can add text boxes and shapes. Children can consider paragraph formatting such as line spacing, drop capitals.	drop capital text box	MS Word				l I		page breaks, headers and footers to increase the usefulness and visual appeal of a document (lesson 5).  Children con add in page (lesson 2) to the boost and chance (lesson 5) to a world document they can excite and concilion objects using
5			Presenting	To use tables within MS Word to present information.	Children can add hyperlinks to an external website.  Children can add tables to present information.	caption WordArt	MS Word		++		п		wrapping options (leason 2 & leason 3). Children understand that they should not simply copy images from the internet and routinely consider copyright and attributions when they use images created by others (leason 2).
		Word	Information Using Tables		Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. Children can add word art for a heading.	merge cells column row distributing columns					п		Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance. Children know that word processors have template documents that can be used to same time, improve visual, aspects and support writing (lessons 7.8 or
5	5.8	Word Processing with MS 7 Word	Writing a Letter Using a Template	To introduce children to templates.	Children can use a Word template and edit it appropriately.	grammar check spell check	MS Word						Exceeding  Children demonstrating exceeding expectations explore the full functionality of the word processor realising that there is often a function
5	5.8	Word Processing with MS 8 Word	Presenting Information -	To consider page layout including heading and columns.	Children can format a page using a combination of images, headers and columns.	columns	MS Word						that will help them to perform the task that the wish to accomplish.  Children experiment with different ways to wrap images and text so that they can achieve the effect that they have visualised for their work (lesson 3).
5		Word Processing with 1 Google Docs	Making a Document from a Blank Page	To know what a word processing tool is for.	Children know what a word processing tool is for.     Children will be able to create a word processing document, altering the look of the	Word Processing Tool document	Google Docs				п		Emerica
	ľ	Google Deck	from a bank Page		*Consumer will be above to create a word processing occurrent, attering the look of the text and navigating around the document.	front screen caps lock cursor							Children from what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navegals around the document (Basen 1). They might need support when managing the various means againg the various means againgt a word of the document. When support and uplacent, children can also mining be a word document, they can read be they got to will find the harder to visualise the effect of using the very poptions (Beson 2 & 3). They make good attempts to include other objects such as fact between and shapes (Beson 5) and downings and these (Beson 27). But they might strangte to active the effect that they work of the first that they work of downing and these (Beson 27). But they might strangte to active the effect that they work.
5	5.8	Word Processing with 2 Google Docs	Inserting Images: Considering	To add and edit images to a document.	Children know how to add images to a document. Children know the correct way to search for images that they are permitted to	selecting/highlighting page orientation copyright	Google Docs				п		Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and attribute the creator for images used. They will need support to find and include such citations (lesson 2).
5	5.8	Word Processing with 3	Copyright Editing Images	To know how to use word wrap with images and text.	reuse.  •Children can edit their images within Docs to best present them alongside text.	creative commons cropping	Google Docs		+		п		Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the changes to their file.  Expected
5		Google Docs  Word Processing with 4  Google Docs	Adding the Text	To change the look of text within a document.	Children understand wrapping of images and text.      Children can add appropriate text to their document, formatting in a suitable way.      Children can use styles to format a document.	text styles bulleted lists	Google Docs				п		Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know
5	5.8		Finishing Touches	To add features to a document to enhance its look and usability.	Children can use styles to format a document  Children can add text boxes and shapes. Children can use page breaks, headers and footers.	bulleted lists text boxes captions	Google Docs				п		how to find icons for the functionality that they wish to use. Children can use builst points and numbering (lesson 4). They consider the overall structure of the document using page breaks, headers and footers to increase the usefulness and visual appeal of a document [lesson 5].
5	5.8 1	Word Processing with 6	Sharing Files	To use the sharing capabilities in Google docs	Children can add hyperlinks to places in the document and to an external website.     Children can share their documents with selected users.	breaks editor options	Google Docs		++		п		and footers to increase the usefulness and visual, appeal of a document flaction 5). Children can admage (lesson 5) and drawings and tables (lesson 7) to a word document, they can resize and reposition objects using wrapping options (lesson 2 6, a lesson 3). Children understand that the dry droud not simply copy images from the internet and recitively consider copyright and attributions when they
5	5.8	Google Docs  Word Processing with 7	Presenting Information Using	To use tables within Google Docs to present information.	Children understand the different permissions when sharing in Google docs.  Children can create a vector drawing in their document.  Children can add tables to present information.	sharing merge celts column	Google Docs				п		use images created by others (lesson 2).  Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance
5			Tables	To introduce children to templates.	Children can edit properties of tables including borders, colours, merging cells,	row	Google Docs				п		(losson 7). Children know that word processors have template documents that can be used to same time, improve visual aspects and support writing (losson 8).
		Word Processing with 8 Google Docs	Writing a Letter Using a Template		Children can use a template and edit it appropriately.     Children can use the spelling and grammar tools built into Google docs.     (Optional) Children know how to save a document as a pdf and the reasons for doing this.	spell check grammar check	,						Exceeding Children demonstrating exceeding expectations explore the full functionality of the word processor realizing that there is often a function that vil help them to perform the task that the wink to accomptial. Children experiment with different very to ware polycisc and test on that they can achieve the effect that they have visualised for their work.
6	6.1	Coding 1	Designing and Making a more	To design a playable game with a timer and a score. To plan and use selection and variables.	(Obtional) Children know how to print their documents and can print ranges of     Children can plan a program which includes a timer and a score.     Children can follow their plans to create a program.	algorithm action	2Code				cs		Union appearant was market ways to way operate and loss so that they can achieve the effect state they have valuated on their way. Children are beginning to be able to burn a more complex programming task into an algorithm by identifying the important aspects of the task plantaction) and then decompany them in a logical way with support (birt 6.1 Lessons 1 and 0.7).
			Complex Program	To understand how the launch command works.	Children can debug when things do not run as expected.	output selection							task labstraction) and then decomposing them in a logical way with support (Unit 6.1 Lessons 1 and 2).  They are then use this decime to use a preserve using 2Code.
						variables repeat							They can then use this design to write a program using 2Code. Children understand sequence, selection and repetition in programs and can use them in their simplest forms. They will require support when combing these aspects or, suffice selection within respect in a game (Belt 51. Lessons 1, 2 and 6).
						timer launch command							when comments these appects u.g. using susection when it is please to a game (Lent. 6.1 Lessons 1, 2 and 6). With support, children can place disease and created a simple program that includes a single variable relating to timing. They can also include a button which will launch another program (Unit 6.1 Lessons 1 and 2).
						debug alert							They will usually require support to make use of variables and manipulate variables in their code and in understanding the way that functions are heneficial film 6.1 Lessons 1.40
						string x and y properties							As their coding becomes more complex, they will require support to tackle debugging in a logical rather than a trial-and-error method. Children can make good attempts to 'read' code and predict what will happen in a program (Unit 6.1 Lessons 4-6). They can usually
6	6.1	Coding 2	Designing and	To design a playable game with a timer and a score.	Children can plan a program which includes a timer and a score.		2Code				cs		interpret a program in parts but will need support to put the separate parts of a complex algorithm or program together to explain the program as a whole (brit 6.1 Lesson 6). Expected
			Designing and Making a more Complex Program	To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works.	Children can follow their plans to create a program. Children can debug when things do not run as expected.	algorithm action output							Children are beginning to be able to turn a more complex programming task into an algorithm by identifying the important aspects of the
						selection variables repeat							task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.
						repeat timer launch command							They can then use this design to write a program using 2Code (Unit 6.1 Lessons 1 and 2).  Children can translate algorithms that include sequence, selection and repetition into code and their own designs show that they are
						debug							thinking of how to accomptish the set task in code utilising such structures including resting structures within each other (thirt 6.1 Lessons 1-6).  Children can plan, design and create a program that includes variables relating to terming and scoring along with buttons which launch other
						string x and y properties							Children can plain, design and create a program that excludes variables relating to terring and scoring atong with buttons which launch other programs (thirt 6.1 Lessons 1 and 2). Furthermore, children will consider how to organise their code using multiple tabs (Unit 6.1 Lessons 1, 2, 3 and 5).
6	6.1	Coding 3	Using Functions	To use functions and understand why they are useful.	Children can create a program that makes use of functions.	roordinates function	2Code				cs		They use functions within their code to condicate appropriate and and make their programming many efficient (List C. 1.) according
				To understand how functions are created and called.	Children can create a program that uses multiple functions with the code arranged in tabs. Children can explain how their code executes when their program is run.	turtle object text object							Their coding dipulys an understanding of the function of variables in coding (link 6.1 Lessons 3 and 2 and Lesson 6), outputs such as sound and movement, (link 6.1 Lessons 1 and 2.7), inputs from the user of the program such as button dicks (link 6.1 Lessons 3. 4.8.5) and the value of Principion (link 6.1 Lessons 3.).
					•слиштен can explain how their code executes when their program is run.	execute function call							Children can make good attempts to 'read' code and predict what will happen in a program (Unit 6.1 Lessons 4 and 6). They can usually intermed a recoveram in name and commanded price of a transfer advertise or program in parts and can make loweral attempts to not the constate parts of a consider allowithm or program together to evolution

6.1 (							 	 _	 					Interpret a program in parts and can make logical attempts to put the separate parts or a complex algorithm or program toget
	Coding	4 Flowcharts and Control Simulations	To use flowcharts to test and debug a program.  To create a simulation of a room in which devices can be controlled.	Children can follow flowcharts to create and debug code.     Children can create flowcharts for procedures.     Children can create flowcharts for procedures.     Children can be creative with the way they code to generate novel visual effects.	flowchart simulation procedure	2Code 2Chart					cs			between the program is an at whole (blaft 51 Lessons).  Olidion not stand othougheir program as they go and can use logical methods to identify the approximate cause of any bugs support to identify by a specific line of codes that is causing the projection as the compliantly of the programs increases. They try distuy their own programs (blaft 5.4 fld. lessons).  Within their programs, blaft 5.4 fld. lessons).
6.1	Coding	5 User Input	To understand the different options of generating user input in 2Code. To understand how user input can be used in a program.	Children can code programs that take text input from the user and use this in the program.	input concatenation	2Code			Н		cs			Note this free programs, and Si man S
	Codina	6 Using Text-based		Children can attribute variables to user input.	text adventure	2Code				$\perp$				as their code becomes more complex.  Exceeding
6.1	Coding	Adventures	To understand how 2Code can be used to make a text-based adventure game.	in 2Code.  -Children can design their own text-based adventure game based on one they have	text adventure	2Code								Excisations.  Children can burn a more complax programming task into an algorithm by identifying the important aspects of the task (abstr. then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from proton. They can then used to design to work a program using 2006 (link 6.1 Lessons 1 and 2). Different designs show they work their control of the contro
6.2 (	Online Safety	1 Message in a Game	•To identify benefits and risks of mobile devices broadcasting the location of	puryus.  *Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof	secure websites location sharing	2DIY 3D					DL	Self-image and identity	Content, Conduct, Contact,	Emerging Children can refer to the SMART rules to guide them online. They can navigate networks within Purple Mash (Work folders,
			<ul> <li>To identify secure sites by looking for privacy seals of approval, e.g., https.</li> </ul>	websites, phishing, and other email scams.	location sharing spoof websites							Online relationships	Commerce.	
			padlock icon.  •To identify the benefits and risks of giving personal information and device	Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting	phising password							Health, wellbeing and lifestyle Privacy and security		collaborate with support using Purple Mash tools such as ZWrite and ZConnect. They can use search tools and have an awareness of the need to select sources carefully.
			access to different software.	their digital footprint, where to go for help, smart rules and security software.	PEGI									They can recognise features online that are risks and those that exist to protect them (lesson 1). Children are aware that their have an impact not only on themselves but on others as well. They know to ask for help if they are worried or distressed by s
6.2 (	Online Safety	2 Online Behaviour	To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of	Children understand how what they share impacts upon themselves and upon above in the term town.	digital footprint	2Publish template	+				DL	Self-image and identity Online reputation	Content, Conduct, Contact,	orans.  Expected  Children have a good knowledge of the benefits and risks to working collaboratively. They have no trouble navigating netwo
			themselves as a user.	Children know about the consequences of promoting inappropriate content online and how to out a stop to such behaviour when they experience it or witness it as a		2Investigate						Online relationships Health, wellbeing and lifestyle		Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source folders time). They use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog and can
			protect themselves and others from possible online dangers, bullying and	bystander.								Privacy and security		networked devices such as webcams, online tools, printers, and tablets in a connected way for their educational benefit.  Children can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborati
			inappropriate behaviour.  To begin to understand how information online can persist and give away.	Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.										information and enter keywords that help them to choose the best results.
			details of those who share or modify it.											online. They can identify a variety of risks and benefits of technology (lessons 1 and 3). They feel confident in having strates promote a positive online image of themselves in their digital footprint.
62	Online Safety	3 Screen Time	To understand the importance of balancing game and screen time with	Children can take more informed ownership of the way that they choose to use their	print screen	2Publish	+	_			DL	Self-image and identity	Content, Conduct, Contact,	Children can identify location sharing as a risk to online safety in lesson 1 and could relate this to work done on protecting t private information.  Children were able to identify the padiock and https as aids to the online safety in lesson 1 and could explain what these m
			other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the	free time. They recognise a need to find a balance between being active and digital activities.  •Children can give reasons for limiting screen time.	screen time data analysis	template 2Investigate						Online reputation Online relationships	Commerce.	Limiters were about o learning this passock and negas as allow to the online safety in assort 1 and could explain what these mit the work that they did on this previous years' online safety units.  Children' work in lesson 1, indicates that they have a clear understanding of terms such as Computer virus, Location sharing
			effect this has on their health.	Children can give reasons for limiting screen time.     Children can talk about the positives and negative aspects of technology and								Health, wellbeing and lifestyle		Children' work in lesson 1, indicates that they have a clear understanding of terms such as Computer virus, Location sharing scams, spam email, Malware and Identity theft. In lesson 2, they make sensible contributions to the question of what risks the contributions to the question of what risks the contributions to the sensible contributions to the question of what risks the contributions to the question of what risks the contributions to the contributions to the contributions of what risks the contributions to the contributions of the contributions of the contributions to the contributions of the contributions of the contributions to the contributions of the contributions of the contributions to the contributions of the contributions of the contributions to the contributions of the contributions of the contributions to the contributions of the contribution
			the environment.	Extension: Children have an internalised in-depth understanding of the risks and								Privacy and security		installing an App and the possible risks hidden in the small print.  Children's work as digital footprint detectives in lesson 2 demonstrates that they understand the impact of a positive and n
6.3 5	Spreadsheets	1 Exploring Probability	To use a spreadsheet to investigate the probability of the results of throwing	Children can create a spreadsheet to answer a mathematical question relating to	count tool dice tool	2Calculate					п			Emerging  With support throughout, children can create a simple spreadsheet and collect a limited set of data using 2Calculate that a
6.3 5	Spreadsheets	2 Creating a		Children can take copy and paste shortcuts.  Children can create a machine to help work out the price of different items in a sale.	chart computational model	2Calculate					п			with implact for obligancy contains a set of least a language agreement and a language and a language and a language agreement and a language agre
		Computational Model 3 Use a Spreadsheet		Children can use a spreadsheet to solve a problem.	percentage format									Children can represent data in a given format (Unit 6.3 Lesson 1) and turn this data into a graph (Unit 6.3 Lesson 1).  Expected  Children can create a screadsheet and collect data usino ZCalculate that arrovers a mathematical croblem relation to prob
	Spreadsheets	to Plan Pocket	saving money.	solutions.	budget Advanced mode	2 Calculate					lí,			Lesson 1). Children can use a spreadsheet to model a real-life situation (Unit 6.3 Lesson 3).
6.3 S	Spreadsheets	4 Planning a School Event	<ul> <li>To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</li> </ul>	Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.	profit expenses	2 Calculate					П			Most children will be able to create spreadsheets which contain visual elements such as suitable graphs which represent til 6.3. Lesson 1). They will select an appropriate graphical representation of their data from the available choice.
														They can create a computational model which successfully solves a given problem (Unit 6.3. Lesson 2). Their use of tools a maximise spreadsheet content is secure such as: 'How many', 'function', 'format' and 'image toolbar' (Unit 6.3).
6.3 S	Spreadsheets	5 Planning a School Event	<ul> <li>to use a spreadsheet to plan a school charity day to maximise the money donated to charity.</li> </ul>	<ul> <li>Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</li> </ul>	profit expenses	2Calculate					lu.			They interrogate and refine data with increasing efficiency. For example, children create a spreadsheet to answer a mather creating a computational model or to support with planning a school event. They utilise advanced features such as the 'for
6.4	Blogging	1 What is a Blog?	•To identify the purpose of writing a blog.	Children understand how a blog can be used as an informative text.	blog	2Blog					DL	Online relationships	Content, Conduct, Contact	efficiency and know the best layouts to use to support easier interrogations of data (Unit 6.3).  Emerging
			To identify the features of successful blog writing.	Children understand the key features of a blog	vlog archive									Children can identify some of the key features of a blog and share these using 2Write (Unit 6.4 Lesson 1). With limited support, they can create a suitable blog for a purpose and can post comments on an existing class blog (Unit 6
6.4	Blogging	2 Planning a Blog	To plan the theme and content for a blog.	Children can work collaboratively to plan a blog.	blog post collaborate	2Blog		_			DL	Online relationships	Content, Conduct, Contact	4).  Children are aware there is an approval process that their posts go through and demonstrate an awareness of the issues su
					nodes connections	2Connect								inappropriate posts and cyberbullying (Unit 6.4 Lessons 3.8.4). Children understand the importance of being respectful on Children understand the basic features of a blog and some of the differences between a blog page and a blog post (Unit 6.4
														Children work collaboratively (Unit 6.4 Lesson 2) and individually (Unit 6.4 Lesson 3) to plan, design and create a simple b become contributors to a blog, their responses to blog posts may be basic (Unit 6.4 Lesson 4).
6.4	Blogging	3 Writing a Blog		Children can create a blog or blog post with a specific purpose. Children understand that the way in which information is presented has an impact.		2Blog					DL	Online relationships	Content, Conduct, Contact	Most children will be able to create a blog with multimedia content and format it appropriately using 2Blog (Unit 6.4. Lesse can post comments and blog posts to existing blogs with a complete awareness of how information is presented has an im
			of the blog.  To understand how to contribute to an existing blog.	upon the audience.										audiance (Unit 6.4).  Expected  Children roun intentity the lever features of a hinn and share those using 7W/db (I Init 6.4) ossen 1). They can repair a hinn for
6.4 F	Blogging	4 Sharing Posts and	To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.	Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and	commenting approval	2Blog					DL	Online relationships	Content, Conduct, Contact	purpose and can post comments on an existing class blog (Infe 6.4 Lesson 2 & 3).  Children recognise the approval process that their posts go through and demonstrate an awareness of the issues surround
		Commenting	To understand how and why blog posts and comments are approved by the	demonstrate an awareness of the issues surrounding inappropriate posts and	approvat									posts and cyberbullying (Link 6.4 Lesson 4).  Children understand the features of a blog and the differences between a blog page and a blog post (Unit 6.4 Lesson 1).
			teacher.	cyberbullying.  •Children can assess the effectiveness and impact of a blog.										Children understand the feabures of a bog and the differences between a blog page and a tog post (Unit 6.4 Lesson 1). Cl collaboratively (Unit 6.4 Lesson 2) and individually (Unit 6.4 Lesson 3) to plan, design and create a blog. Children become contributors to a blon carefully considering their responses to blog posts (Unit 6.4 Lesson 4).
6.5	Text Adventures	1 What is a Text	•To find out what a text-based adventure game is and to explore an example made in 2Create a Story.	Children understand that content included in their bloo assolution encidence the content of the Children can map out a story-based text adventure.	text adventure	2Connect 2Create a Story					mcs	Self-image and identity	Conduct	contributors to a blon carefully considering their responses to blon posts (Leit 6.4 Lesson 4).  Emerging  Children can turn a simple story with at least one decision into a logical design using 2Connect (Unit 6.5 Lesson 1). They m
		Adventure?		Children can use 2Connect to record their ideas.		2 Create a Story								when completing the decision tree
		Planning a Story	•To use 2Connect to plan a 'Choose your own Adventure' type story.						1 1					Children can create individual pages in 2Create a Story (Unit 6.5 Lesson 2) but will need support to link these parts in a log
		Planning a Story Adventure	To use 2Connect to plan a 'Choose your own Adventure' type story.	Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design										In (Unit 6.5 Lesson 3), they can design a simple map with a sequence of rooms and one item to collect.
		Planning a Story Adventure	•To use 2Connect to plan a 'Choose your own Adventure' type story.	Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design										different rooms. They can debug a simple program with support.
6.5 T	Text Adventures	Planning a Story Adventure  Making a Story- based Adventure	To use 2Connect to plain a 'Choose your own Adventure' type story.  To use 2Connect plans for a story adventure to make the adventure using	<ul> <li>Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design into a logical design.</li> <li>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</li> </ul>	sprite link	2Create a Story 2Connect					mcs	Self-image and identity	Conduct	different rooms. They can debug a simple program with support.  In (Unit 6.5 Lesson 4), they will need support to relate the examples to their own design, especially when using variables, to code some of the elements of their own design independently and can write code that take input from the user.
6.5 T	Text Adventures	Adventure  2 Making a Story-	To use 2Connect to plain a 'Choose your own Adventure' type story.  To use 2Connect plans for a story adventure to make the adventure using	Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design  -Children can use the full functionality of 2Create a Story Adventure mode to create, text and debug using their plan.  -Children can split their adventure-game design into appropriate sections to facilitate	sprite Link	2Create a Story 2Connect Displayboards					mcs	Self-image and identity	Conduct	different rooms. They can debug a simple program with support.  In (Unit 6.5 Lesson 4), they will need support to relate the examples to their own design, especially when using variables, leads some of the elements of their own design independently and can write code that take input from the user.
6.5 1	Text Adventures	Adventure  2 Making a Story-	To use 2Connect to plain a 'Choose your own Adventure' type story.  To use 2Connect plans for a story adventure to make the adventure using	<ul> <li>Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design into a logical design.</li> <li>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</li> </ul>	sprite Unit	2Connect					IT\CS	Self-image and identity	Conduct	different comes. They can debug a simple program with support.  In United 5.5 Lasson 4, be will need upport or relate the examples to their own design, especially when using variables, code some of the identity of the control of the identity of
		Adventure  2 Making a Story-	To use 2Connect to plain a 'Choose your own Adventure' type story.  To use 2Connect plans for a story adventure to make the adventure using	extension. Children can harn a simple story with 2 or 3 levels of decision making into largical design.  Children can use the lot functionality of 2Create a Story Adventure mode to create, set and extension and the lot functionality of 2Create a Story Adventure mode to create, set and extension and the create and the create of the cr	link functions	2Connect Displayboards 2Publish					m/cs		Conduct	different comon. They can debug a simple program with support. In UNE SE Exteam of 19 will readed support or their the areamples to their own design, expecially when using variables, code to some of the advanced to their own design independently and can write code that this support in their to sur- Children corn active the surrained leadings the treating language and support and can provide code that this support in the program using the following control that is example closely to the security program and can provide with an Il support in the program using the \$1 (blad SE Sexteen 4). Buty can use their design to text whether their program has longs but will need support to identify we are in their code and for first way.
		Adventure  Making a Story-based Adventure Game  Coding Comprehension of	*To use 2 Connect to plan a Chlosse your own Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Create a Story.	eflottenson-Children can harn a simples story with 2 or 3 levels of decision making into largical design.  Children can use the lot functionality of 2Create a 55ory Adventure mode to create, set at set debug using the let.  Children can set the lot functionality of 2Create a 55ory Adventure mode to create, set at medicing using their plane.  Children can set the lot functionality of 2Create a 55ory Adventure mode to create, set at medicing using the set of set of the set of t	sprite Link  functions salection variables	2Connect Displayboards						Self-image and identity  Self-image and identity		different teams. They can debug a singular program with support.  (In the SE Externed 1) with interest opport and the search of the search of the search of the search of the SE Externed 1) with interest program and the search of the search
		Adventure  Making a Story-based Adventure Game	*To use 2 Connect to plan a Chlosse your own Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Create a Story.	characson. Children can have a simple stary with 2 or 3 levels of decision making into larged at daily the larged at least a simple stary with 2 or 3 levels of decision making the larged at least and the larged at least a simple star and the larged at least and daily using their plan. Children can spit their adventure-game design into appropriate sections to facilitate caseing it.  Children can explain the features and purpose of code within a given tot adventure.  Children can explain the features and purpose of code within a given tot adventure.	functions salection variables repeat	2Connect Displayboards 2Publish								different teams. They can debug a singular program with support.  (In the SE Externed 1) with interest opport and the search of the search of the search of the search of the SE Externed 1) with interest program and the search of the search
		Adventure  Making a Story-based Adventure Game  Coding Comprehension of	*To use 2 Connect to plan a Chlosse your own Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Create a Story.	Chatesian Children can harn a simple stary with 2 or 3 lovals of decision making into a logical stary in the larged at deep can be a logical stary of the larged at large can be a logical stary of the large can be a logical stary of 2 Chates a Stary Adventure mode to create, but an and stades using their plan.  Children can spit their adventure-game design into appropriate sections to facilitate candidate.  Children can explain the foreign and purpose of code swithin a given text adventure.  Children can explain the foreign and purpose of code swithin a given text adventure.  Children can explain the foreign and purpose of code swithin a given text adventure.  Children can explain the foreign and purpose of code swithin a given text adventure.	functions solection variables	2Connect Displayboards 2Publish template 2Code								different comon. Two can debug as integra prorgam with support.  (b) (b) (b) (5) Estates of 1,000 will called support credit the examples to their own design, especially when using variables, tooks term of the demonstrate of their own design independently and can write code that this special requires the contract of their case and their case of their case for their case of thei
65 T		Adventure  Making a Story- based Adventure  Game  Coding Comprehension of Text Adventure Game  Debugging and	*To use 2Connect to plan a Chlosice your even Adventure" type story.  *To use 2Connect glans for a story adventure to make the adventure using 2Connect a Story.  *To read and understand given code for a text adventure game.  *To skilling a text adventure.	Inclusions Children can have a simples story with 2 or 3 levels of decision making into largical design. Children can was the first functionality of 2Chasta a Story Adventure mode to create, that and debug using the left functionality of 2Chasta a Story Adventure mode to create, that and other uses the first functional can self-use and self-use of execution.  *Children are addets to they through each time of code with fallow the flow of execution.  *Children can make logical attempts to debug more complex code involving a	functions salection variables repeat step through flow of control functions	2Connect Displayboards  2Publish template 2Chart  2Publish								different reasons. They can debug a single arrogam with support.    Policy S.E. Statem of New Will make support in read the examples to their rean mileging, expendingly who using yardingly between the examples to their read of the size of the siz
65 T	Text Adventures	Adventure  Making a Story- based Adventure Game  Coding Comprehension of Text Adventure Game	*To use ZConnect to plan a "Choose your even Adventure" type story.  *To use ZConnect plans for a story adventure to make the adventure using ZConnect plans for a story adventure to make the adventure using ZConnect a Story.  *To read and understand given code for a text adventure game.  *To daily a stort adventure.  *To daily a stort adventure.	Intersect. Children can have a simple stary with 2 or 3 levels of decision making into larged at depth and the larged at decision making into larged at decision. The larged at decision making into large and the larged at the l	functions salection variables repeat	ZConnect Displayboards ZPublish template ZCode ZChart						Self-image and identity		different teams. They can debug a single program with support.  In I
65 T	Text Adventures  Text Adventures	Adventure  Making a Story- based Adventure Game  Comprehension of Text Adventure Game  4 Debugging and Improving a Text Adventure	*To use ZConnect to plan a "Choose your even Adventure" type story.  *To use ZConnect plans for a story adventure to make the adventure using ZConnect plans for a story adventure to make the adventure using ZConnect of Elley.  *To read and understand given code for a text adventure game.  *To delay a four deventure.  *To delay a four deventure.  *To independently design and implement improvements to a text adventure game.	Indianation. Children can have a simple stary with 2 or 3 levels of decision making into larged at depth and the larged at decision making into larged at large and the larged at decision. A children can was the full functionality of 2 Create a Stary Adventure mode to create, that and debug using their plan.  **Children can uptil their adventure game design into appropriate sections to facilitate unadrug.  **Children can englate the finatures and purpose of code writtin a given tool adventure.  **Children can englate the finatures and purpose of code writtin a given tool adventure.  **Children can englate the finatures and purpose of code writtin a given tool adventure.  **Children can englate to design through each time of code and follow the flow of execution.  **Children can make logical attempts to debug more complex code involving a contribution of functions, variables and a long.  **Children can suppost and implement ideas to further develop the program.	functions safet from variables regard stage from variables regard stage phrough flow of control functions safet from safe	2Connect Displayboards  2Publish template 2Code 2Chart  2Publish template						Self-image and identity		different teams. They can debug a single program with support.  In I
65 T	Text Adventures	Adventure  Making a Story- based Adventure  Game  Coding Comprehension of Text Adventure Game  Debugging and bisproving a Text Adventure  The World Wide Wish and No	*To use ZConnect to plan a "Choose your even Adventure" type story.  *To use ZConnect plans for a story adventure to make the adventure using ZConnect plans for a story adventure to make the adventure using ZConnect a Story.  *To read and understand given code for a text adventure game.  *To daily a stort adventure.  *To daily a stort adventure.	Industrian Children can have a simple story with 2 or 3 levels of decision making into larged at depth of the larged at the larged at depth of the larged at	functions salection variables repaired from variables from variables from variables from variables from variables variables variables variables	2Connect Displayboards  2Publish template 2Code 2Chart  2Publish template 2chart 2Connect 4codension 2Connect 2Wite						Self-image and identity		offerent recomm. They can debug a single program with support.  In United S. Essens of 1, 1994, will need support for settle the assembles to their some design a speciality when using united skills. In United S. Essens of 1, 1994, will need support settle the assembles to their settle skills suppose in the program using the Chairman of the S. Essens of 1, 1994, and us the searpide program and can predict what will. Suppose in the program using the Intelligence of the S. Essens of 1, 1994, and us the recommendation of the S. Essens of 1, 1994, and us the search search settle se
65 T	Text Adventures  Text Adventures	Adventure  Making a Story- based Adventure Game  Coding Comprehension of Text Adventure Game  Debugging and Improving a Text Adventure	*To use ZConnect to plan a "Choose your even Adventure" type story.  *To use ZConnect plans for a story adventure to make the adventure using ZConnect plans for a story adventure to make the adventure using ZConnect of Elley.  *To read and understand given code for a text adventure game.  *To delay a four deventure.  *To delay a four deventure.  *To independently design and implement improvements to a text adventure game.	*Chatasacs***Children can harn a simple stary with 2 or 3 lovels of decision making into largoid advanced for largoid and some star	functions selections selections selections selections regard as the process of the selection of the selectio	2Connect Displayboards  2Publish template 2Code 2Chart  2Publish template 2Code 2Chart  2Chart flotdension/						Self-image and identity		effected received. They can deleting a simple program with support.  Online or control of the properties of the program of the
65 T	Text Adventures  Text Adventures	Adventure  Making a Story- based Adventure  Game  Coding Comprehension of Text Adventure Game  Debugging and bisproving a Text Adventure  The World Wide Wish and No	*To use 2 Connect to plan a Chlorice your even Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Conside a Story.  *To read and understand given code for a text adventure game.  *To delay a tool adventure.  *To delay a tool adventure.  *To delay and implement improvements to a text adventure game.  *To discover what the childrenk room allowed the informed.	Industrian Children can have a simple story with 2 or 3 levels of decision making into larged at depth of the larged at the larged at depth of the larged at	functions salection variables superinted for of central files of central files of central files of central variables repeat World Wide Wide widebate World Wide Wide widebate	2Connect Displayboards  2Publish template 2Code 2Chart  2Publish template 2chart 2Connect 4codension 2Connect 2Wite						Self-image and identity		efforted treatment, and a contribution of the
65 T	Tost Adventures  Tost Adventures  Networks	Adventure  Making a Story- based Adventure  Game  Coding Comprehension of Text Adventure Game  Debugging and bisproving a Text Adventure  The World Wide Wish and No	*To use ZConnect to plan a "Choose your even Adventure" type story.  *To use ZConnect plans for a story adventure to make the adventure using ZConnect plans for a story adventure to make the adventure using ZConnect of Elley.  *To read and understand given code for a text adventure game.  *To delay a four deventure.  *To delay a four deventure.  *To independently design and implement improvements to a text adventure game.	Industrian Children can have a simple story with 2 or 3 levels of decision making into larged at depth of the larged at the larged at depth of the larged at	Service of the servic	2Connect Displayboards  2Publish template 2Code 2Chart  2Publish template 2chart 2Connect 4codension 2Connect 2Wite						Self-image and identity		offerent recent comes. They can debug as single arroyam with support.  In Plant S. Estamen of, They will resting upport reads the assumption to their own mileging, recently when using your shall be a proper to the same of the plant of the
65 T	Tost Adventures  Tost Adventures  Networks	Adventure  Indiang a Stary.  I	*To use 2 Connect to plan a "Choose your earn Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Consta a Story.  *To read and understand given code for a last adventure game.  *To debug a text adventure.  *To discover what the children knew about the interest.	Industrian Children can have a simple story with 2 or 3 levels of decision making into larged action. Children can was the first Executability of 2 Create a Story Adventure mode to create, text and ofdered unity that in the story and the st	Service of the servic	2Connect Displayboards  2Publish Inneplate 2Code 2Chart  2Publish Inneplate 2Code 2Chart 2Chart 2Chart Indeplate 2Code 2Chart 2Chart Indeplate 2Code 2Chart Indeplate In						Self-image and identity		different teams. They can debug as single program with support.  In (In (In Est Statem of 1, 1994) with interest port to the accumples to their control debug as causality when soliday provides, but the control of the accumples to the soliday in t
65 T	Tost Adventures  Tost Adventures  Networks	Adventure  2 Making a Stary- based Adventure Game  Coding Coding Comprehension of True Adventure Clane  4 Debugging and Simproving a Text Adventure The World Wide Web Simproving a Text Adventure  2 Our School Network and	*To use 2 Connect to plan a "Choose your earn Adventure" type story.  *To use 2 Connect plans for a story adventure to make the adventure using 2 Consta a Story.  *To read and understand given code for a last adventure game.  *To debug a text adventure.  *To discover what the children knew about the interest.	**Challers can use the first functionality of 20-sale a Story Adventure mode to create,  **Children can use the first functionality of 20-sale a Story Adventure mode to create,  that and oldeous vising their plan.  **Children can use the first functionality of 20-sale a Story Adventure mode to create,  that and oldeous vising their plan.  **Children can use the first functionality of 20-sale a Story Adventure mode to create  **Children can explain the functions and purpose of cools within a given text adventure.  **Children can explain the functions and purpose of cools within a given text adventure.  **Children can explain the functions and purpose of cools within a given text adventure.  **Children can make topical attimisets to debug more complete cools involving a  **Children can make topical attimisets to debug more complete cools involving a  **Children can make topical attimisets to debug more complete cools involving a  **Children can make topical attimisets to further develop the program.  **Children can make topical attimisets the further develop the program.  **Children Children is an approvise examples of the difference between the World  **Volk Wild and the International Children is the Children in the Children in the Children is the Children in	finish   American  salarizan  sal	2Connect Displayboards  2Publish Inneplate 2Code 2Chart  2Publish Inneplate 2Code 2Chart 2Chart 2Chart Indeplate 2Code 2Chart 2Chart Indeplate 2Code 2Chart Indeplate In						Self-image and identity		efforted received. They can delabog a simple program with support.  While SE all states by the simple program with support.  While SE all states by the simple program with support.  While SE all states by the simple program and can predict what of blagon in the program uning the discussed.  Disclaim can relate the example design to the example program and can predict what of blagon in the program uning the discussed.  While SE all states in SE all states are simple program and can predict what of the lates program in the program uning the discussed.  While SE all states in SE all states are simple program and program has begind the sign but will kneed support to the side for a search of the simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple program has been program and the simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple program and search of the simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple program and search of the simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple stary with 2 or 3 levels of decision making into a logical design nimp 2-Convect (EM 65 SE all states) are simple stary with 2 or 3 levels of decision and 2 levels of decisio
6.5 T	Tost Adventures  Tost Adventures  Networks	Adventure  2 Making a Stary- based Adventure Game  Coding Coding Comprehension of True Adventure Clane  4 Debugging and Simproving a Text Adventure The World Wide Web Simproving a Text Adventure  2 Our School Network and	*To use 2 Connect to plan a *Choose your earn Adventure" type story.  To use 2 Connect plans for a story adventure to make the adventure using 2 Connect a Story.  *To read and understand given code for a text adventure game.  *To read and understand given code for a text adventure game.  *To dislog a stort adventure.  *To find and what is LNI and WOWI was.  *To find and what is LNI and WOWI was.  *To find and what is LNI and WOWI was.	Inclusions Children can when a simple stary with 2 or 3 lovels of decision making into a logical design. Children can use the first functionality of 20-sate a Stary Adventure mode to create, that and oldeon using their sides.  **Children can use the first functionality of 20-sate a Stary Adventure mode to create, that and oldeon using their sides when the canada control of the start of the sides of the start of the sides of the start of the sides of the start of the st	finish   American  salarizan  sal	2Connect Displayboards  2Publish Inneplate 2Code 2Chart  2Publish Inneplate 2Code 2Chart 2Chart 2Chart Indeplate 2Code 2Chart 2Chart Indeplate 2Code 2Chart Indeplate In						Self-image and identity		bit (1) Set Learner (1) they will ender larger the richet the assignates their own despit, respectively when using variables. It could be seen that the larger than the control of the con

6	6.7 0	Duizzina	1 Introducing 2DIY	To create a picture-based quiz for young children.	Children have used the 2DIY activities to create a picture-based quiz.	quiz	2DIY				П	Emerging
-	- 1	,,			•Children have considered the audience's ability level and interests when setting the		Displayboard				"	With support throughout, children can plan, design and create simple quizzes using given software- 2DIY, 2Quiz and 2Investigate.
					quiz.	copylpaste						Throughout the unit, children begin to consider their audience, their ability and interests and make decisions based upon this. Children
					Children have shared their quiz and responded to feedback.	setfie						sometimes choose appropriate software for the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to
						undo/redo						feedback, although this may be at a basic level, and they can make simple edits to their quizzes (Unit 6.7 Lesson 1).
						audio						Expected  Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz and 2Investigate. Throughout the unit,
						clipart						Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz and Zinvestigate. Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this. Children choose appropriate software for
	6.7 Q		2 Using 2Quiz	•To learn how to use the question types within 2Quiz.	Children understand the different question types within 2Quiz.	image	20.0	 $\vdash$	 		 	chioren consider their audience, their ability and interests and make decisions based upon this. Uniterenchoose appropriate software for the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback; they edit and redesign their quizzes
0	6.7   4	juizzing	2 Using 2 Quiz	*10 Main 110 W to take the question types within 2 quit.	Children have ideas about what sort of questions are best suited to the different.	case-sensitive	2Quiz 2Blon				"	
					ruestion types	rione	Luloy					Most children can create purposeful online quizzes for an intended audience using the ZDIY salte of applications. With ease, they combine text with images and audio to enhance their quizzes. The question types used are fit for audience and serve to add additional enhancement
					Children have used 2Quiz to make and share a science quiz (or another subject).							text with images and audio to enhance their guizzes. The question types used are fit for audience and serve to add additional enhancement
					. Children have considered the audience's ability level and interests when setting the							for the intended user. Extra features such as using the instruction window and time limit are applied aptly (Unit 6.7. Lessons 1 to 3).
					quiz.							Exceeding
	-	Quizzing	3 Using 2Quiz	To learn how to use the question types within 2Quiz.	Children understand the different question types within 2Quiz.		20.0	 _		_		Children demonstrating greater depth see the links between the variety of software- 2DIY, 2Quiz and 2Investigate. They select the software-
	1	auting	J Osnig z qui		Children have ideas about what sort of questions are best suited to the different.	case-sensitive	2Blon				"	based on whether it is appropriate for the task and can give reasons to justify their choice (Unit 6.7 Lesson 2 and 3). Children give and
					question types.							respond to feedback; they edit and redesign their quizzes accordingly (Unit 6.7 Lesson 1).
					Children have used 2Quiz to make and share a science quiz (or another subject).							
					. Children have considered the audience's ability level and interests when setting the							
					quiz.							
	6.7 Q			•To explore the grammar quizzes.	Children have tried out the different types of grammar games.							
6	6.7 9	Juizzing	4 Exploring Grammar	• To explore the grammar quizzers.	Children have chosen an appropriate grammar tool to make their own grammar	ctoze	Word Spot				"	
			Quuzes		exected		(Ostional)					
					Security.		Sentence Pairs.					
							Word Combos					
6	6.7 Q	Quizzing	5 A Database Quiz	To make a quiz that requires the player to search a database.	Children have used a 2hvestigate quiz to answer quiz questions.	database	2Investigate Displayboard				п	
					Children have designed their own quiz based on one of the 2Investigate example	record	Displayboard					
					databases.	field						
	67.0	Duizzina	6 Are you Smarter	•To make a quiz to test your teachers or parents.	Children have used their knowledge of guiz types to create a guiz show guiz based.	statistics	2Ouiz	 _	 		 	<del> </del>
0	6.7   4	juizzing	than a 10- (or 11-)	• To make a quiz to test your teachers or parents.	on a curriculum area.		zquiz				"	
			Year-Old?		on a curriculum area.							
- 6	68 11	Inderstanding Binary	1 What is Binary?	Overarching Aim	Overacrching Criteria	innut	2Cornert				rs	Emerica
ĭ	2010			Examine how whole numbers are used as the basis for representing all types	Children understand binary as a number system and its purpose and application in	decimal	2Write					Emerging  With support throughout, children will begin to understand how within digital systems, whole numbers are used as the basis of
				of data in digital systems through:	computing.	binary	2Quiz					representing all types of data and that this is known as a binary format. Children will begin to know that binary codes contain only the dig
				•To examine how whole numbers are used as the basis for representing all	•Children can explain how all data in a computer is saved in the computer memory in	integer	2Question					0 and 1.
				types of data in digital systems.	a binary format.	denary						When looking at binary, children will begin to be able to relate 0 to an 'off' switch and 1 to an 'on' switch (Lesson 1).
				types of data in digital systems.  To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is	•Children can explain that binary uses only the integers 0 and 1.	base 10						Some children will show an understanding of the system in order to be able to count up from 0 in binary, as well as converting simple decimal numbers into binary, using visual aids and support (Lesson 2 & 3).
				codes that ultimately are patterns of 1s and 0s (called binary digits, which is	Children can relate 0 to an 'off' switch and 1 to and 'on' switch.	base 2						decimal numbers into binary, using visual aids and support (Lesson 2 & 3).
						transistor						Expected
				•To understand that binary represents numbers using 1s and 0s and these		microprocessor						Throughout the unit, children will examine and understand how within digital systems, whole numbers are used as the basis of represents
				represent the on and off electrical states respectively in hardware and		chip						all types of data and that this is known as a binary format. Children will know that binary codes contain only the digits 0 and 1.
				robotics.		nanotechnology						all types of data and that this is known as a binary format. Children will know that binary codes contain only the digits 0 and 1.  When looking at binary, children will be able to relate 0 to an 'off' switch and 1 to an 'on' switch and know that these represent the on and
						bit						off electrical states respectively in hardware and robotics (Lesson 1).
						nibble						Most children will show an understanding of the system in order to be able to count up from 0 in binary, as well as converting decimal
						byte						Most children will show an understanding of the system in order to be able to count up from 0 in binary, as well as converting decimal numbers into binary, using visual aids if necessary (Lessons 28.3). Children will understand the 'division by two' method as a way of
	5011	Indenstanding Binary	2 Complete to Process	0	0		20.4	 _	_	_	 	converting numbers from decimal to binary (Lesson 3).
6	68 0	moers unding binary	2 Counting in Binary	Overarching Aim Examine how whole numbers are used as the basis for representing all type:	Overacrching Criteria Children understand binary as a number system and its purpose and application in	sequence	2Code 2Dublish				LS .	Children will be able to use their knowledge of binary and of code to make their own program which represents the state of an object as
				bxamine how whole numbers are used as the basis for representing all types of data in digital systems through:	Children understand binary as a number system and its purpose and application in computing.	Switch	z Publish template					active or inactive, using the respective binary values or 1 or 0 (Lesson 4).
				or data in digital systems through:	Children can count up from 0 in binary using visual aids if needed.		temptate					Exceeding  Children demonstrating greater depth will understand and confidently explain how the binary system works within a wide variety of digita
	50.0	Inderstanding Binary	3 Converting from	Overarching Aim	Overacrching Criteria	remainder	2Quiz	 _	 _	_	 	Children demonstrating greater depth will understand and confidently explain how the binary system works within a wide variety of digital
٥	0.0 0	inderstanding binary	Decimal to Binary	Examine how whole numbers are used as the basis for representing all types	Children understand binary as a number system and its purpose and application in	remander	2Code				10	systems
			Decinal to binary				20000					Children will show a deep understanding of the system in order to be able to count up from 0 in binary, as well as converting decimal numbers into binary using the 'division by two' method, (Lesson 3).
				To examine how whole numbers are used as the basis for representing all	computing.  •Children can convert numbers to binary using the division by two method.							numbers into binary using the 'division by two' method. (Lesson 3).
				types of data in digital systems.	Children can check their own answers using the converter tool.							Children will be able to use their knowledge of binary and of code to design, make and evaluate their own programs which represents the
				To recognise that the numbers 0, 1, 2 and 3 could be represented by the	Citizen can cinex own own answers using the convention tool.							state of an object as active or inactive, using the respective binary values or 1 or 0 (Lesson 4).
	$\rightarrow$		4 Game States	patterns of two binary digits of 00, 01, 10 and 11					_	_		<u>-</u>
6	6.8 U	Inderstanding Binary	4 Game States	Overarching Aim Examine how whole numbers are used as the basis for representing all types	Overacrching Criteria Children understand binary as a number system and its purpose and application in	game states variable	2Code				lcs	
					Children understand binary as a number system and its purpose and application in	variable	ZQuiZ					
				of data in digital systems through: •To examine how whole numbers are used as the basis for representing all	computing.							
				types of data in digital systems.	Children can make use or a variable set to 0 or 1 to control game states.							
				To represent the state of an object in a same as active or inactive using the								
6	6.9 S	preadsheets with MS Excel	1 What is a	To know what a spreadsheet looks like.	Children know some uses of a spreadsheet tool.	spreadsheet	MS Excel					Emerging
			Spreadsheet?	<ul> <li>To navigate and enter data into cells.</li> </ul>	Children can navigate around a spreadsheet using cell references.	cell						Emerging  With support, children can save and open workbooks and navigate to different sheets within a workbook (Lesson 1). Children can enter
					Children can enter data into cells.	cell reference						data into cells (Lesson 1) and find specific cell locations within a spreadsheet (lesson 1).
					Children understand new vocabulary relating to spreadsheets: cells, columns, rows,	data						Children understand some of the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. Children
					cell names, sheets, workbook.	column						might need support navigating the different menus and icons within the software.
						row						With specific guidance, children can use a spreadsheet to carry out basic calculations including some of the operators (addition, subtractio
						workbook					п	multiplication and division) using formulae (lesson 2). They might need support when deciding where to use them and what the informatic
6	6.9 S	preadsheets with MS Excel	2 Basic Calculations	To introduce some basic data formulae in Excel.	Children can use a spreadsheet to carry out basic calculations including addition,	formula	MS Excel					shows.
				•To demonstrate how the use of Excel can save time and effort when	subtraction, multiplication and division formulae.	formulae						With step-by-step assistance, children can create a spreadsheet to model a specific situation and calculate the answer to a one-step
				performing calculations.	Children can use the series fill function.	calculation						problem (lesson 3 & lesson 7).
					Children recognise how using formulae allows the data to change and the	formula bar					п	Children have explored features such as flash fill, convert text to tables and splitting cells and have an understanding that this can make
6	6.9 S	preadsheets with MS Excel	3 Modelling	To use a spreadsheet to model a situation.	Children can use a spreadsheet to model a situation.	computational model	MS Excel					data clearer. They need support to use these functions and interpret the data (lesson 4).
					Children can use a spreadsheet to solve a problem.	template						Children know that a spreadsheet can create graphs from data. With specific instructions, children can make a graph from data and use it to
					Children can use the SUM function	budget						answer a simple question (lesson 6).
						expense						NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and can be useful as the basis for assessment.
		ipreadsheets with MS Excel	4 Owner Street	To demonstrate how Excel can make complex data clear by manipulating	Children can use a variety of methods including flash fill, convert text to tables and	formatting	MS Excel				III.	
ь	P.2 2	presonneits with MS Excet	4 Organising Data	<ul> <li>To demonstrate how Excet can make complex data clear by manipulating the way it is presented.</li> </ul>	<ul> <li>Children can use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet.</li> </ul>	delimiter	M5 Excet					Expected  Children have a good understanding of a variety of purposes for using spreadsheets. Children appreciate the advantage of using a
				was way is a presented.	Spatting cets for organising and presenting their data in a spreadsheet.      Children know what is meant by a delimiter.	sorting flash fill						Senather nave a good understanding or a variety or purposes for using spreadanteets. United each appreciate the advantage of using a senathheat for northin tasks over a naver, housel method.
		ipreadsheets with MS Excel	F 4445 :	T	Children In the Indian Control of	Class	MS Excel			_	П	spreadsheet for cartain tasks over a paper-based method, or cart in a paper based method.  Children understand and use the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. They can
ь	P.2 2	presonneits with MS Excet	and Rio Comulae	•To use formulae for percentages, averages, max and min in spreadsheets.	Children know how to incorporate formulae for percentages, averages, max and win into their specialistics.	nictor .	M5 Excet					locate frequently used functions and tools and tones have how to find the functions that they need
			and Big Data		min into their spreadsheets.  •Children pain familiarity with range notation in Excel.	average						locate frequently used functions and tools and know how to find the functions that they need.  Children can use a spreadsheet to carry out basic calculations including all the operators (addition, subtraction, multiplication and division)
					Children gain familiantly with range notation in Excel.     Children know some shortcuts that help to make data meaningful.	minimum maximum						using formulae (lesson 2).
											п	Children know that tools such as series fill exist and can make use of the assistance they provide.
6	6.9 S	preadsheets with MS Excel	6 Charts and Graphics	To create a variety of graphs in Excel.	Children benin to develop a critical evel when it comes to the conclusions that can be     Children know that there are ways to represent their data graphically and that Excel	graph	MS Excel				- 1"	Children understand the idea of union a connectional to model a citation Given a province duration and evidence on learned they are constraint.
					can make these calculations for them.	chart						useful model. They can use it to answer questions (lesson 3 & lesson 7).  With direction, children can use flash fill, convert text to tables, splitting cells and sorting for organising and presenting their data in a
					Children gain an understanding of how a graphical representation can make data	horizontal axis						With direction, children can use flash fill, convert text to tables, splitting cells and sorting for organising and presenting their data in a
					easier to interpret.	vertical axis						spreadsheet (lesson 4).
					Children make a chart using Excel recommendations.  Children can understand how a spreadsheet can be used to plan an event.	conditional formatting					п	Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets (lesson 5). They are beginning
6	6.9 S	preadsheets with MS Excel	7 Using a	•To use a spreadsheet to model a real-life situation.	Children can understand how a spreadsheet can be used to plan an event.	budget	MS Excel					to develop a critical our value it comes to the conductors that one has made from data flaccors E. step 211
			Spreadsheet to Plan		Children understand the advantages of using formulae when data is subject to	profit						Children can use graphic functionality within a spreadsheet program to make their data clearer and use this to answer questions (lesson 6)  NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and can be useful as the
			a Cake Sate		change						п	NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and can be useful as the
6	6.9 S	preadsheets with MS Excel	8 Using a	•To apply spreadsheet skills to solving problems.	To apply all new spreadsheet skills to solving problems and presenting data.		MS Excel				-	basis for assessment
	69.5	preadsheets with Google	1 What is a	•To know what a spreadsheet looks like.	Children know some uses of a spreadsheet tool.	spreadsheet	Google Sheets				17	Suscellan Francisco
0	33/5	iheats	Spreadshort?	To navigate and enter data into cells.  To navigate and enter data into cells.	Children can navigate around a spreadsheet using cell references.	cell	- Joyne J. Nett				"	Emerging  With support, children can save and open workbooks and navigate to different sheets within a workbook (Lesson 1). Children can enter
	3			The death of the second of the	Children can enter data into cells.	cell reference						data into cells (Lesson 1) and find specific cell locations within a spreadsheet (lesson 1).
					Children understand new vocabulary relating to spreadsheets: cells, columns, rows,	data						data into cests (Lesson 1) and find specific cest locations within a spreadsheet (lesson 1).  Children understand some of the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. Children
					Children understand new vocabulary relating to spreadsheets: cess, columns, rows, cell names, sheets, workbook.	column						Children understand some of the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. Unidren might need support navigating the different menus and icons within the software.
					Section of all the section of the se	row						might need support navigating the different menus and icons within the software.  With specific guidance, children can use a spreadsheet to carry out basic calculations including some of the operators (addition, subtractio
						10#						With specific guidance, children can use a spreadsheet to carry out basic calculations including some of the operators (addition, subtraction multiplication and division) using formulae (lesson 2). They might need support when deciding where to use them and what the informatic
6	6.9 S	preadsheets with Google	2 Basic Calculations	To introduce some basic data formulae in Sheets.	Children can use a spreadsheet to carry out basic calculations including addition.	formula	Google Sheets				п	mutopication and division) using formutae (tesson 2). They might need support when deciding where to use them and what the information
	s	iheets		•To demonstrate how the use of Sheets can save time and effort when	subtraction, multiplication and division formulae.	formulae						shows.  With step-by-step assistance, children can create a spreadsheet to model a specific situation and calculate the answer to a one-step
				performing calculations.	Children can use the series fill function.	calculation						With step-by-step assistance, children can create a spreadsheet to model a specific situation and calculate the answer to a one-step problem (lesson 7).
					Children recognise how using formulae allows the data to change and the	formula bar						
6	6.9 S	preadsheets with Google	3 Modelling	•To use a spreadsheet to model a situation.		computational model	Google Sheets				п	Children have explored features such as flash fill, convert text to tables and splitting cells and have an understanding that this can make
	s	iheets			Children can use a spreadsheet to model a situation. Children can use a spreadsheet to solve a problem.	template						data clearer. They need support to use these functions and interpret the data (lesson 4).  Children know that a spreadsheet can create graphs from data. With specific instructions, children can make a graph from data and use it to
					Children can use the SUM function	budget						Unitarian know that a preadsheet can create graphs from data. With specific instructions, children can make a graph from data and use it to
						expense						answer a simple question (lesson 6).  NB Lesson 8 provides an opportunity for children to demonstrate many of the skills taught in the previous lessons and can be useful as the
						formatting						
6	6.9 S	preadsheets with Google	4 Organising Data	To demonstrate how spreadsheets can make complex data clearer by	Children can use a variety of methods including flash fill, convert text to tables and	delimiter	Google Sheets				п	basis for assessment
	s	iheets		manipulating the way it is presented.	splitting cells for organising and presenting their data in a spreadsheet.	flash fill						Expected  Children have a good understanding of a variety of purposes for using spreadsheets. Children appreciate the advantage of using a
					Children know what is meant by a delimiter.	auto-fit						Chitation have a good understanding of a variety of purposes for using spreadsheets. Children appreciate the advantage of using a
6	6.9 S	ipreadsheets with Google iheets	5 Advanced Formulae	*To use formulae for percentages, averages, max and min into spreadsheets.	Children know how to incorporate formulae for percentages, averages, max and	filter	Google Sheets				п	spreadsheet for certain tasks over a paper-based method.
	s	iheets	5 Advanced Formulae and Big Data		min into their spreadsheets.  -Children gain familiarity with range notation.							Children understand and use the new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook. They can locate frequently used functions and tools and know how to find the functions that they need.
					Children gain familiarity with range notation.							locate frequently used functions and tools and know how to find the functions that they need.  Children can use a spreadsheet to carry out basic calculations including all the operators (addition, subtraction, multiplication and division)
					Children know some shortcuts that help to make data meaningful.  Children begin to develop a critical eve when it comes to the conclusions that can be							Ohidren can use a spreadsheet to carry out basic calculations including all the operators (addition, subtraction, multiplication and division) using formulae (lesson 2).
					Children begin to develop a critical eve when it comes to the conclusions that can be							and totaline teach 2.

									 _	_	_	 _	 	_	_		
6	6.9	Spreadsheets with Google	6	Charts and Graphics	To create a variety of charts and graphs to understand data.		graph	Google Sheets					1 1			π	
		Sheets					chart						- 1			1 1	
						Children gain an understanding of how a graphical representation can make data	horizontal						- 1			1 1	
						easier to interpret.	vertical						- 1			1 1	
							avislaves										
6	6.9	Spreadsheets with Google	7	Using a	To use a spreadsheet to model a real-life situation.	Children can understand how a spreadsheet can be used to plan an event.	budget	Google Sheets					- 1			п	
		Sheets		Spreadsheet to Plan		Children understand the advantages of using formulae when data is subject to	profit						- 1			1 1	
				a Cake Sale		change.											
6	6.9	Spreadsheets with Google	8	Using a	*To apply spreadsheet skills to solving problems.	To apply all new spreadsheet skills to solving problems and presenting data.		Google Sheets								п	

Undown how that bests such as serves to exist and can make use of the associance they perceive.

Children when the class of using a prescribent to model a struction. Given a procise studies and guidance on layout, they can create a counter function. They can use the answer questions the latest and the counter that the counter that the class splinting colds and entering for organizing and presenting their dide in a second counter that the counter that the class splinting colds and entering for organizing and presenting their dide in a second counter that the cou