

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	HoH Computing Curriculum Document	HoH Computing Curriculum Document	HoH Computing Curriculum Document	HoH Computing Curriculum Document	HoH Computing Curriculum Document	HoH Computing Curriculum Document
Summary	Recognising technology in school and using it responsibly.	Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Exploring object labels, then using them to sort and group objects by properties.	Writing short algorithms and programs for floor robots, and predicting program outcomes.	Using a computer to create and format text, before comparing to writing non-digitally.	Designing and programming the movement of a character on screen to tell stories.
Software	https://paintapp/	Microsoft Paint or similar	Google Slides or Microsoft PowerPoint	Bee-Bot, Blue-Bot, or other fixed-movement floor robot	Google Docs or Microsoft Word	ScratchJr
Small Steps	<ul style="list-style-type: none"> <li>- I can explain how these technology examples help us</li> <li>- I can explain technology as something that helps us</li> <li>- I can locate examples of technology in the classroom*</li> <li>- I can name the main parts of a computer</li> <li>- I can identify and name computer parts</li> <li>- I can use a mouse to click and move</li> <li>- I can use a keyboard to type on a computer</li> <li>- To use the keyboard to edit text</li> <li>- To create rules for using technology responsibly</li> </ul>	<ul style="list-style-type: none"> <li>- To describe what different freehand tools do</li> <li>- To identify a computer and its main parts</li> <li>- To use a mouse in different ways</li> <li>- To use a keyboard to type on a computer</li> <li>- To use the keyboard to edit text</li> <li>- To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>- To label objects</li> <li>- To identify that objects can be counted</li> <li>- To describe objects in different ways</li> <li>- To explain why I chose the tools I used</li> <li>- To use a computer on my own to paint a picture</li> <li>- To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>- To explain what a given command will do</li> <li>- To sort out a given word</li> <li>- To combine forwards and backwards commands to make a sequence</li> <li>- To count objects with the same properties</li> <li>- To compare groups of objects</li> <li>- To answer questions about groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>- To use a computer to write</li> <li>- To add and remove text on a computer</li> <li>- To identify that the look of text can be changed on a computer</li> <li>- To combine four direction commands to make sequences</li> <li>- To make careful choices when changing text</li> <li>- To plan a simple program</li> <li>- To find more than one solution to a problem</li> </ul>	<ul style="list-style-type: none"> <li>- To choose a command for a given purpose</li> <li>- To show that a series of commands can be joined together</li> <li>- To identify the effect of changing a value</li> <li>- To explain that each sprite has its own instructions</li> <li>- To design the parts of a project</li> <li>- To use my algorithm to create a program</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- I can draw lines on a screen and explain which tools I used</li> <li>- I can make marks on a screen and explain which tools I used</li> <li>- I can use the paint tools to draw a picture*</li> <li>- I can make marks with the square and line tools</li> <li>- I can use the shape and line tools effectively</li> <li>- I can use the shape and line tools to recreate the work of an artist*</li> <li>- I can choose appropriate shapes</li> <li>- I can make a picture in the style of an artist</li> <li>- I can make appropriate colour choices*</li> <li>- I can make appropriate paint tools and colours to recreate the work of an artist</li> <li>- I can say what a keyboard is for</li> <li>- I can type on a keyboard on a computer*</li> <li>- I can delete letters</li> <li>- I can open my work from a file</li> <li>- I can use the arrow keys to move the cursor*</li> <li>- I can discuss how we benefit from these rules</li> <li>- I can give examples of some of these rules</li> <li>- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home*</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw lines on a screen and explain which tools I used</li> <li>- I can make marks on a screen and explain which tools I used</li> <li>- I can use the paint tools to draw a picture*</li> <li>- I can make marks with the square and line tools</li> <li>- I can use the shape and line tools effectively</li> <li>- I can use the shape and line tools to recreate the work of an artist*</li> <li>- I can choose appropriate shapes</li> <li>- I can make a picture in the style of an artist</li> <li>- I can make appropriate colour choices*</li> <li>- I can make appropriate paint tools and colours to recreate the work of an artist</li> <li>- I can say what tools were helpful and why</li> <li>- I know that different print tools do different jobs*</li> <li>- I can change the colour and brush sizes</li> <li>- I can make dots of colour on the page</li> <li>- I can use dots of colour to create a picture in the style of an artist on my own*</li> <li>- I know that pictures can be made in lots of different ways</li> <li>- I can say whether I prefer painting using a computer or using paper</li> <li>- I can spot the differences between painting on a computer and on paper*</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe objects using labels</li> <li>- I can identify the label for a group of objects</li> <li>- I can match objects to groups*</li> <li>- I can count objects in a group of objects</li> <li>- I can count objects</li> <li>- I can group objects*</li> <li>- I can describe an object</li> <li>- I can describe a property of an object</li> <li>- I can find objects with similar properties*</li> <li>- I can count how many objects share a property</li> <li>- I can group objects in more than one way</li> <li>- I can group similar objects*</li> <li>- I can choose how to group objects</li> <li>- I can describe groups of objects</li> <li>- I can record how many objects are in a group*</li> <li>- I can compare groups of objects</li> <li>- I can decide how to group objects to answer a question</li> <li>- I can record and share what I have found*</li> </ul>	<ul style="list-style-type: none"> <li>- I can match a command to an outcome</li> <li>- I can predict the outcome of a command on a device</li> <li>- I can run a command on a device*</li> <li>- I can follow an instruction</li> <li>- I can give directions</li> <li>- I can recall words that can be acted out*</li> <li>- I can predict the outcome of a sequence involving forwards and backwards commands</li> <li>- I can start a sequence from the same place*</li> <li>- I can compare left and right turns</li> <li>- I can experiment with turn and move commands to move a robot</li> <li>- I can predict the outcome of a sequence involving up to four commands*</li> <li>- I can choose the order of commands in a sequence</li> <li>- I can debug my program</li> <li>- I can decide what my program should do*</li> <li>- I can identify several possible solutions</li> <li>- I can plan two programs</li> <li>- I can use two different programs to get to the same place*</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify and find keys on a keyboard</li> <li>- I can open a word processor</li> <li>- I can recognise keys on a keyboard*</li> <li>- I can enter text into a computer</li> <li>- I can use backspace to remove text</li> <li>- I can use letter, number, and space keys*</li> <li>- I can predict what keys I have learnt about already do</li> <li>- I can identify the regular and use bold, italic, and underline</li> <li>- I can type capital letters*</li> <li>- I can change the font</li> <li>- I can select all of the text by clicking and dragging</li> <li>- I can select a word by double-clicking*</li> <li>- I can delete a sprite</li> <li>- I can show that a project can include more than one sprite*</li> <li>- I can create appropriate artwork for my project</li> <li>- I can create an algorithm for each sprite</li> <li>- I can decide how each sprite will move</li> <li>- I can explain the differences between typing and writing</li> <li>- I can make changes to text on a computer</li> <li>- I can say why I prefer typing or writing*</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare different programming tools</li> <li>- I can find commands to move a sprite</li> <li>- I can use commands to move a sprite*</li> <li>- I can run my program</li> <li>- I can use a Start block in a program</li> <li>- I can use more than one block by joining them together*</li> <li>- I can find blocks that have numbers</li> <li>- I can say what happens when I change a value*</li> <li>- I can add blocks to each of my sprites</li> <li>- I can show that a project can include more than one sprite*</li> <li>- I can create appropriate artwork for my project</li> <li>- I can create an algorithm for each sprite</li> <li>- I can decide how each sprite will move</li> <li>- I can explain the differences between typing and writing</li> <li>- I can test the programs I have created</li> <li>- I can use sprites that match my design*</li> </ul>
Summary	Identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Creating and debugging programs, and using logical reasoning to make predictions.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	Collecting data in tally charts and using attributes to organise and present data on a computer.
Software	Google Slides or Microsoft PowerPoint	Digital camera	Bee-Bot, Blue-Bot, or other fixed-movement floor robot	<a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>	ScratchJr	<a href="https://www.2e.com/lif/pictogram">https://www.2e.com/lif/pictogram</a>
Small Steps	<ul style="list-style-type: none"> <li>- To recognise the uses and features of information technology</li> <li>- To identify the uses of information technology in the school</li> <li>- To identify information technology beyond school</li> <li>- To explain how information technology helps us</li> <li>- To explain how to use information technology safely</li> <li>- To recognise that choices are made when using information technology</li> </ul>	<ul style="list-style-type: none"> <li>- To use a digital device to take a photograph</li> <li>- To make choices when taking a photograph</li> <li>- To describe what makes a good photograph</li> <li>- To decide how photographs can be improved</li> <li>- To use tools to change an image</li> <li>- To recognise that photos can be changed</li> </ul>	<ul style="list-style-type: none"> <li>- To describe a series of instructions as a sequence</li> <li>- To explain what happens when we change the order of instructions</li> <li>- To use logical reasoning to predict the outcome of a program</li> <li>- To explain that programming projects can have code and artwork</li> <li>- To design an algorithm</li> <li>- To create and debug a program that I have written</li> </ul>	<ul style="list-style-type: none"> <li>- To say how music can make us feel</li> <li>- To identify that there are patterns in music</li> <li>- To experiment with sound using a computer</li> <li>- To use a computer to create a musical pattern</li> <li>- To create music for a purpose</li> <li>- To review and refine our computer work</li> </ul>	<ul style="list-style-type: none"> <li>- To explain that a sequence of commands has a start</li> <li>- To explain that a sequence of commands has an outcome</li> <li>- To create a program using a given design</li> <li>- To change a given design</li> <li>- To create a program using my own design</li> <li>- To decide how my project can be improved</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise that we can count and compare objects using tally charts</li> <li>- To recognise that objects can be represented as pictures</li> <li>- To select objects by attribute and make comparisons</li> <li>- To recognise that people can be described by attributes</li> <li>- To explain that we can present information using a computer</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- I can describe some uses of computers</li> <li>- I can identify examples of computers</li> <li>- I can identify that a computer is a part of IT*</li> <li>- I can identify examples of IT</li> <li>- I can identify that some IT can be used in more than one way</li> <li>- I can identify that some IT is a part of IT</li> <li>- I can find examples of information technology</li> <li>- I can sort IT by where it is found</li> <li>- I can talk about uses of information technology*</li> <li>- I can demonstrate how IT devices work together</li> <li>- I can recognise common types of technology</li> <li>- I can say why we use IT</li> <li>- I can identify the types of information technology</li> <li>- I can say how rules can help keep me safe</li> <li>- I can talk about different rules for using IT*</li> <li>- I can explain the need to use IT in different ways</li> <li>- I can identify the choices that I make when using IT</li> <li>- I can use IT for different types of activities*</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what I did to capture a digital photo</li> <li>- I can recognise what devices can be used to take photographs</li> <li>- I can talk about how to take a photograph*</li> <li>- I can identify the process of taking a good photograph</li> <li>- I can explain why a photo looks better in portrait or landscape format</li> <li>- I can identify the best way to take a photo in portrait or landscape format*</li> <li>- I can discuss how to take a good photograph</li> <li>- I can identify what is wrong with a photograph</li> <li>- I can improve a photograph by retaking it*</li> <li>- I can experiment with different light sources</li> <li>- I can explain why a picture may be unclear</li> <li>- I can explain the effect that light has on a photo*</li> <li>- I can recognise that images can be changed</li> <li>- I can use a tool to achieve a desired effect*</li> <li>- I can apply a range of photography skills to capture a photo</li> <li>- I can identify which photos are real and which have been changed</li> <li>- I can recognise which photos have been changed*</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose a series of words that can be enacted as a sequence</li> <li>- I can follow instructions given by someone else</li> <li>- I can identify simple differences in pieces of music</li> <li>- I can say what I do and don't like about a piece of music*</li> <li>- I can create a rhythm pattern</li> <li>- I can change the outcome of a sequence of commands</li> <li>- I can use an algorithm to program a sequence on a floor robot</li> <li>- I can use the same instructions to create different algorithms*</li> <li>- I can compare my prediction to the program outcome</li> <li>- I can follow a sequence*</li> <li>- I can relate an idea to a piece of music</li> <li>- I can relate ideas to a piece of music</li> <li>- I can use a computer to experiment with pitch*</li> <li>- I can predict the outcome of a sequence*</li> <li>- I can explain the choices I made for my mat design</li> <li>- I can identify different routes around my mat</li> <li>- I can test my mat to make sure that it is useable</li> <li>- I can create an algorithm to meet my goal</li> <li>- I can explain what my algorithm should achieve</li> <li>- I can use my algorithm to create a program*</li> <li>- I can plan algorithms for different parts of a task</li> <li>- I can put together the different parts of my program</li> <li>- I can test and debug each part of the program*</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe music using adjectives</li> <li>- I can follow instructions given by someone else</li> <li>- I can identify simple differences in pieces of music</li> <li>- I can say what I do and don't like about a piece of music*</li> <li>- I can create a rhythm pattern</li> <li>- I can change the outcome of a sequence of commands</li> <li>- I can use an algorithm to program a sequence on a floor robot</li> <li>- I can use the same instructions to create different algorithms*</li> <li>- I can compare my prediction to the program outcome</li> <li>- I can follow a sequence*</li> <li>- I can relate an idea to a piece of music</li> <li>- I can relate ideas to a piece of music</li> <li>- I can use a computer to experiment with pitch*</li> <li>- I can predict the outcome of a sequence*</li> <li>- I can explain the choices I made for my mat design</li> <li>- I can identify different routes around my mat</li> <li>- I can test my mat to make sure that it is useable</li> <li>- I can create an algorithm to meet my goal</li> <li>- I can explain what my algorithm should achieve</li> <li>- I can use my algorithm to create a program*</li> <li>- I can plan algorithms for different parts of a task</li> <li>- I can put together the different parts of my program</li> <li>- I can test and debug each part of the program*</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify that a program needs to be started</li> <li>- I can identify the start of a sequence</li> <li>- I can record data in a tally chart</li> <li>- I can represent a tally count as a total*</li> <li>- I can enter data onto a computer</li> <li>- I can use a computer to view data in a different format</li> <li>- I can use a computer to answer simple questions about objects*</li> <li>- I can explain what the pictogram shows</li> <li>- I can organise data in a tally chart</li> <li>- I can use a tally chart to create a pictogram*</li> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can answer 'more than', 'less than' and 'most/least' questions about an attribute</li> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can tally objects using a common attribute*</li> <li>- I can use a computer to tally objects to compare people</li> <li>- I can create my own tally chart</li> <li>- I can create a pictogram and draw conclusions from it*</li> <li>- I can give simple examples of why information should not be shared</li> <li>- I can share what I have found out using a computer</li> <li>- I can use a computer program to present information in different ways*</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare totals in a tally chart</li> <li>- I can record data in a tally chart</li> <li>- I can represent a tally count as a total*</li> <li>- I can enter data onto a computer</li> <li>- I can use a computer to view data in a different format</li> <li>- I can use a computer to answer simple questions about objects*</li> <li>- I can explain what the pictogram shows</li> <li>- I can organise data in a tally chart</li> <li>- I can use a tally chart to create a pictogram*</li> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can answer 'more than', 'less than' and 'most/least' questions about an attribute</li> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can tally objects using a common attribute*</li> <li>- I can use a computer to tally objects to compare people</li> <li>- I can create my own tally chart</li> <li>- I can create a pictogram and draw conclusions from it*</li> <li>- I can give simple examples of why information should not be shared</li> <li>- I can share what I have found out using a computer</li> <li>- I can use a computer program to present information in different ways*</li> </ul>
Summary	Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Creating sequences in a block-based programming language to make music.	Building and using branching databases to group objects using yes/no questions.	Creating documents by modifying text, images, and page layouts for a specified purpose.	Writing algorithms and programs that use a range of events to trigger sequences of actions.
Software	Painting program (any)	iMotion (app for iOS)	Scratch	<a href="https://databranch.com">data Branch and Pictogram</a>	<a href="https://canva.com">Canva.com</a>	Scratch
Small Steps	<ul style="list-style-type: none"> <li>- To explain how digital devices function</li> <li>- To recognise how digital devices can change the way we work</li> <li>- To explain how a computer network can be used to share information</li> <li>- To explore how digital devices can be connected</li> <li>- To recognise the physical components of a network</li> </ul>	<ul style="list-style-type: none"> <li>- To explain that animation is a sequence of drawings or photographs</li> <li>- To identify the movement with a sequence of images</li> <li>- To plan an animation</li> <li>- To identify the need to work consistently and carefully</li> <li>- To review and improve an animation</li> <li>- To change the appearance of my project</li> <li>- To evaluate the impact of adding other media to an animation</li> </ul>	<ul style="list-style-type: none"> <li>- To explore a new programming environment</li> <li>- To identify a sequence of commands to collect data about an object</li> <li>- To explain that a program has an outcome</li> <li>- To create a branching database</li> <li>- To explain why it is helpful for a database to be well structured</li> <li>- To change the appearance of my project</li> <li>- To create a project from a task description</li> </ul>	<ul style="list-style-type: none"> <li>- To create questions with yes/no answers</li> <li>- To identify a sequence of commands to collect data about an object</li> <li>- To create a branching database</li> <li>- To explain why it is helpful for a database to be well structured</li> <li>- To change the appearance of my project</li> <li>- To independently create an identification tool</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how text and images convey information</li> <li>- To identify a sequence of commands to collect data about an object</li> <li>- To create a branching database</li> <li>- To add content to a desktop publishing publication</li> <li>- To plan the structure of a branching database</li> <li>- To consider how different layouts can suit different purposes</li> <li>- To independently create an identification tool</li> </ul>	<ul style="list-style-type: none"> <li>- To explain how a sprite moves in an existing project</li> <li>- To identify a sequence of commands to move in four directions</li> <li>- To adapt a program to a new context</li> <li>- To develop my program by adding features</li> <li>- To identify and fix bugs in a program</li> <li>- To design and create a maze-based challenge</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- I can explain that digital devices accept inputs</li> <li>- I can explain that digital devices produce outputs</li> <li>- I can follow a process*</li> <li>- I can classify input and output devices</li> <li>- I can describe a simple process</li> <li>- I can design a digital device*</li> <li>- I can explain how I use digital devices for different activities</li> <li>- I can recognise similarities between using digital devices and non-digital tools</li> <li>- I can recognise differences between using digital devices and non-digital tools*</li> <li>- I can discuss why we need a network switch</li> <li>- I can explain how messages are passed through multiple connections</li> <li>- I can recognise different connections*</li> <li>- I can demonstrate how information can be passed between devices</li> <li>- I can explain the role of a switch, server, and wireless access point in a network</li> <li>- I can recognise that a computer network is made up of a number of devices*</li> <li>- I can identify how devices in a network are connected together</li> <li>- I can identify networked devices around me</li> <li>- I can identify the benefits of computer networks*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create an effective flip book-style animation</li> <li>- I can draw a sequence of pictures</li> <li>- I can identify the objects in a Scratch project (sprites, backdrops)</li> <li>- I can explain how an animation/flip book works*</li> <li>- I can create an effective stop-frame animation</li> <li>- I can explain why little changes are needed for each frame</li> <li>- I can predict what an animation will look like*</li> <li>- I can break down a story into settings, characters and events</li> <li>- I can create a storyboard</li> <li>- I can recognise similarities between using digital devices and non-digital tools</li> <li>- I can recognise differences between using digital devices and non-digital tools*</li> <li>- I can evaluate the quality of my animation</li> <li>- I can review a sequence of frames to check my work</li> <li>- I can use onion skinning to help me make small changes between frames*</li> <li>- I can evaluate another learner's animation</li> <li>- I can explain ways to make my animation better</li> <li>- I can improve my animation based on feedback*</li> <li>- I can add other media to my animation</li> <li>- I can evaluate my final film</li> <li>- I can explain why I added other media to my animation*</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain that objects in Scratch have attributes (listed to)</li> <li>- I can make up a yes/no question about a collection of objects*</li> <li>- I can recognise that commands in Scratch are represented as blocks*</li> <li>- I can choose a word which describes an on-screen action for my plan</li> <li>- I can create a program following a design</li> <li>- I can identify that each sprite is controlled by the commands I choose*</li> <li>- I can create a sequence of connected commands</li> <li>- I can explain what my program will respond exactly to the code</li> <li>- I can select or combine objects into groups*</li> <li>- I can group objects using my own yes/no questions</li> <li>- I can combine objects in a branching database</li> <li>- I can test my branching database to see if it works*</li> <li>- I can compare two branching database structures</li> <li>- I can create yes/no questions using given attributes</li> <li>- I can explain that questions need to be ordered carefully to split objects into similarly sized groups*</li> <li>- I can create a physical version of a branching database</li> <li>- I can decide the actions for each sprite in a program</li> <li>- I can make design choices for my artwork*</li> <li>- I can identify and name the objects I will need for a project</li> <li>- I can implement my algorithm as code</li> <li>- I can relate a task description to a design*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create two groups of objects separated by one attribute</li> <li>- I can investigate questions with yes/no answers</li> <li>- I can make up a yes/no question about a collection of objects*</li> <li>- I can recognise that text and images can communicate messages clearly*</li> <li>- I can arrange objects into a tree structure</li> <li>- I can identify a group of objects with the same starting group</li> <li>- I can select or combine objects into groups*</li> <li>- I can group objects using my own yes/no questions</li> <li>- I can explain that text can be changed to communicate more clearly*</li> <li>- I can create a template for a particular purpose</li> <li>- I can change font style, size, and colours for a given purpose</li> <li>- I can choose a suitable size for a character in a maze</li> <li>- I can program movement*</li> <li>- I can choose blocks to set up my program</li> <li>- I can use a computer to real world problem solving design choices</li> <li>- I can use a programming version*</li> <li>- I can build more sequences of commands to make my design work</li> <li>- I can choose keys to turn on additional features</li> <li>- I can use a computer to real world problem solving design choices</li> <li>- I can use a programming version*</li> <li>- I can build more sequences of commands to make my design work</li> <li>- I can choose keys to turn on additional features</li> <li>- I can paste text and images to create a magazine cover*</li> <li>- I can choose a suitable layout for a given purpose</li> <li>- I can create questions that will enable objects to be uniquely identified</li> <li>- I can independently create questions to use in a branching database*</li> <li>- I can compare two branching database structures</li> <li>- I can create yes/no questions using given attributes</li> <li>- I can explain that questions need to be ordered carefully to split objects into similarly sized groups*</li> <li>- I can create a physical version of a branching database</li> <li>- I can decide the actions for each sprite in a program</li> <li>- I can make design choices for my artwork*</li> <li>- I can identify and name the objects I will need for a project</li> <li>- I can implement my algorithm as code</li> <li>- I can relate a task description to a design*</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose the difference between text and images</li> <li>- I can explain the relationship between an event and an action</li> <li>- I can identify a way to improve a program*</li> <li>- I can choose a character for my project</li> <li>- I can choose a suitable size for</li></ul>	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Skills	<ul style="list-style-type: none"> <li>- I can demonstrate how information is shared across the internet</li> <li>- I can describe the internet as a network of networks</li> <li>- I can discuss why a network needs protecting</li> <li>- I can describe networked devices and how they connect</li> <li>- I can explain that the internet is used to provide many services</li> <li>- I can recognise that the World Wide Web contains websites and web pages*</li> <li>- I can describe how to access websites on the WWW</li> <li>- I can explain the types of websites that are included in the WWW</li> <li>- I can explain the type of media that can be shared on the WWW*</li> <li>- I can explain that internet services can be used to create content online</li> <li>- I can explain what media can be found on websites</li> <li>- I can recognise that I can add content to the WWW*</li> <li>- I can explain that there are rules to protect content</li> <li>- I can explain that websites and their content are created by people</li> <li>- I can suggest who owns the content on websites</li> <li>- I can explain that not everything on the World Wide Web is true</li> <li>- I can explain why I need to think carefully before I share or reshare content</li> <li>- I can explain why some information I find online may not be honest, accurate, or legal.</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose a data set to answer a given question</li> <li>- I can identify data that can be gathered in real time</li> <li>- I can suggest questions that can be answered using a given data set*</li> <li>- I can explain what data can be collected using sensors</li> <li>- I can identify that data from sensors can be recorded</li> <li>- I can use data from a sensor to answer a given question*</li> <li>- I can identify the intervals used to collect data</li> <li>- I can recognise that a data logger collects data at given points</li> <li>- I can talk about the data that I have captured*</li> <li>- I can explain that there are different ways to view data</li> <li>- I can sort data to find information</li> <li>- I can view data at different levels of detail*</li> <li>- I can plan how to collect data using a data logger</li> <li>- I can propose a question that can be answered using logged data</li> <li>- I can use a data logger to collect data*</li> <li>- I can draw conclusions from the data that I have collected</li> <li>- I can explain the benefits of using a data logger</li> <li>- I can interpret data that has been collected using a data logger*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a code snippet for a given purpose</li> <li>- I can explain the effect of changing a value of a command</li> <li>- I can program a computer by typing commands*</li> <li>- I can test my algorithm in a text-based language</li> <li>- I can use a template to create a design for my program</li> <li>- I can write an algorithm to produce a given outcome*</li> <li>- I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dancing moves</li> <li>- I can identify patterns in a sequence</li> <li>- I can choose when to use a count-controlled and an infinite loop</li> <li>- I can modify loops to produce a given outcome</li> <li>- I can recognise that some programming languages enable more than one process to be run at once*</li> <li>- I can choose which action will be repeated for each object</li> <li>- I can evaluate the effects of the repeated sequences used in my program</li> <li>- I can explain what the outcome of the repeated action should be*</li> <li>- I can choose which values to change in a loop</li> <li>- I can identify the effect of changing the number of times a task is repeated</li> <li>- I can predict the outcome of a program containing a count-controlled loop*</li> <li>- I can explain that a computer can repeatedly call a procedure</li> <li>- I can identify 'chunks' of actions in the real world</li> <li>- I can use a data logger to collect data*</li> <li>- I can draw conclusions from the data that I have collected</li> <li>- I can design a program that includes count-controlled loops</li> <li>- I can interpret data that has been collected using a data logger*</li> </ul>	<ul style="list-style-type: none"> <li>- I can list an everyday task as a set of instructions including repetition</li> <li>- I can modify a snippet of code to create a given outcome</li> <li>- I can predict the outcome of a snippet of code*</li> <li>- I can choose when to use a count-controlled and an infinite loop</li> <li>- I can modify loops to produce a given outcome</li> <li>- I can recognise that some programming languages enable more than one process to be run at once*</li> <li>- I can choose which action will be repeated for each object</li> <li>- I can evaluate the effects of the repeated sequences used in my program</li> <li>- I can explain what the outcome of the repeated action should be*</li> <li>- I can choose which values to change in a loop</li> <li>- I can identify the effect of changing the number of times a task is repeated</li> <li>- I can predict the outcome of a program containing a count-controlled loop*</li> <li>- I can explain that a computer can repeatedly call a procedure</li> <li>- I can identify 'chunks' of actions in the real world</li> <li>- I can use a data logger to collect data*</li> <li>- I can draw conclusions from the data that I have collected</li> <li>- I can design a program that includes count-controlled loops</li> <li>- I can interpret data that has been collected using a data logger*</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain that the person who records the sound can say who is allowed to use it</li> <li>- I can identify the input and output devices used to record and play sound</li> <li>- I can use a computer to record audio*</li> <li>- I can inspect the soundwave view to know where to trim my recording</li> <li>- I can re-record my voice to improve my recording*</li> <li>- I can explain how sounds can be combined to make a podcast more engaging</li> <li>- I can plan appropriate content for a podcast</li> <li>- I can remove parts of an image using cloning*</li> <li>- I can experiment with tools to select and copy part of an image</li> <li>- I can explain why photos might be edited</li> <li>- I can use a range of tools to copy between images*</li> <li>- I can choose suitable images for my project</li> <li>- I can describe the image I want to create</li> <li>- I can combine text and my image to complete the project</li> <li>- I can review images against a given criteria</li> <li>- I can use feedback to guide making changes*</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why I might crop an image</li> <li>- I can improve an image by rotating it</li> <li>- I can use photo editing software to crop an image*</li> <li>- I can experiment with different colour effects</li> <li>- I can explain that different colour effects make you think and feel different things</li> <li>- I can explain why I chose certain colour effects*</li> <li>- I can add to the composition of an image by cloning</li> <li>- I can identify how a photo edit can be improved</li> <li>- I can remove parts of an image using cloning*</li> <li>- I can experiment with tools to select and copy part of an image</li> <li>- I can explain why photos might be edited</li> <li>- I can use a range of tools to copy between images*</li> <li>- I can choose suitable images for my project</li> <li>- I can describe the image I want to create</li> <li>- I can combine text and my image to complete the project</li> <li>- I can review images against a given criteria</li> <li>- I can use feedback to guide making changes*</li> </ul>
	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>
	Year 5 - Computing	Year 5 - Computing	Year 5 - Computing	Year 5 - Computing	Year 5 - Computing	Year 5 - Computing
Focus	<b>Module 1</b> Systems and Searching Computing Systems and Networks	<b>Module 2</b> Vector Drawing Creating Media	<b>Module 3</b> Video Production Creating Media	<b>Module 4</b> Flat-File Databases Data and Information	<b>Module 5</b> Selection in Physical Computing Programming A	<b>Module 6</b> Selection in Quizzes Programming B
Summary	Recognising IT systems in the world and how some can enable searching on the internet.	Creating images in a drawing program by using layers and groups of objects.	Planning, capturing, and editing video to produce a short film.	Using a database to order data and create charts to answer questions.	Exploring conditions and selection using a programmable microcontroller.	Exploring selection in programming to design and code an interactive quiz.
Software	Google Slides	Google Drawings	Microsoft Photos (for Microsoft Windows 10)	SQLite Database	Crumble controller + starter kit + motor	Scratch
	<ul style="list-style-type: none"> <li>- To explain that computers can be connected together to form systems</li> <li>- To recognise the role of computer systems in our lives</li> <li>- To experiment with search engines</li> <li>- To describe how search engines select results</li> <li>- To explain how search results are ranked</li> <li>- To recognise why the order of results is important, and to whom</li> </ul>	<ul style="list-style-type: none"> <li>- To identify that drawing tools can be used to produce different outcomes</li> <li>- To explain what makes a video effective</li> <li>- To create a vector drawing by combining shapes</li> <li>- To use tools to achieve a desired effect</li> <li>- To recognise that vector drawings consist of layers</li> <li>- To group objects to make them easier to work with</li> <li>- To apply what I have learned about vector drawings</li> </ul>	<ul style="list-style-type: none"> <li>- To explain what makes a video effective</li> <li>- To identify digital devices that can record video</li> <li>- To capture video using a range of techniques</li> <li>- To create a storyboard</li> <li>- To identify that video can be improved through reshooting and editing</li> <li>- To consider the impact of the choices made when making and sharing a video</li> </ul>	<ul style="list-style-type: none"> <li>- To use a form to record information</li> <li>- To compare paper and computer-based databases</li> <li>- To outline how you can answer questions by grouping and then sorting data</li> <li>- To explain that tools can be used to select specific data</li> <li>- To explain that computer programs can be used to compare data visually</li> <li>- To use a real-world database to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>- To control a simple circuit connected to a computer</li> <li>- To write a program that includes count-controlled loops</li> <li>- To explain how a loop can stop when a condition is met</li> <li>- To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>- To design a physical project that includes selection</li> <li>- To create a program that controls a physical computing project</li> </ul>	<ul style="list-style-type: none"> <li>- To explain how selection is used in computer programs</li> <li>- To relate that a conditional statement connects a condition to an outcome</li> <li>- To explain how selection directs the flow of a program</li> <li>- To design a program which uses selection</li> <li>- To create a program which uses selection</li> <li>- To evaluate my program</li> </ul>
Small Steps	<ul style="list-style-type: none"> <li>- I can describe that a computer system features inputs, processes, and outputs</li> <li>- I can explain that computer systems communicate with other devices</li> <li>- I can explain how a computer system is made up of a number of parts*</li> <li>- I can explain the benefits of a given computer system</li> <li>- I can identify tasks that one managed by computer systems</li> <li>- I can identify the human elements of a computer system*</li> <li>- I can compare results from different search engines</li> <li>- I can use a web search to find specific information</li> <li>- I can refine my web search*</li> <li>- I can explain why we need tools to find things online</li> <li>- I can recognise the role of web crawlers in creating an index</li> <li>- I can relate a search term to the search engine's index*</li> <li>- I can explain that a search engine follows rules to rank results</li> <li>- I can give examples of criteria used by search engines to rank results</li> <li>- I can order a list by rank*</li> <li>- I can describe some of the ways that search results can be influenced</li> <li>- I can explain how search engines make money</li> <li>- I can recognise some of the limitations of search engines*</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss how vector drawings are different from paper-based drawings</li> <li>- I can experiment with the shapes and line tools</li> <li>- I can recognise that vector drawings are made using shapes*</li> <li>- I can explain that each element added to a vector drawing is an object</li> <li>- I can identify the shapes used to make a vector drawing</li> <li>- I can move, resize, and rotate objects I have duplicated*</li> <li>- I can explain how alignment grids and resize handles can be used to improve consistency</li> <li>- I can modify objects to create a new image</li> <li>- I can use the zoom tool to help me add detail to my drawings*</li> <li>- I can change the order of layers in a vector drawing</li> <li>- I can identify that each added object creates a new layer in the drawing</li> <li>- I can use layering to create an image*</li> <li>- I can explain how to improve a video by reshooting and editing</li> <li>- I can copy part of a drawing by duplicating several objects</li> <li>- I can recognise when I need to group and ungroup objects</li> <li>- I can reuse a group of objects to further develop my vector drawing*</li> <li>- I can compare vector drawings to freehand paint drawings</li> <li>- I can make edits to my video and improve the final outcome</li> <li>- I can create a vector drawing for a specific purpose</li> <li>- I can reflect on the skills I have used and why I have used them*</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare features in different videos</li> <li>- I can explain that video is a visual media format</li> <li>- I can experiment with different camera angles</li> <li>- I can identify and find features on a digital video recording device</li> <li>- I can make use of a microphone*</li> <li>- I can capture video using a range of filming techniques</li> <li>- I can review how effective my video is</li> <li>- I can suggest filming techniques for a given purpose*</li> <li>- I can use the zoom tool to help me add detail to my drawings*</li> <li>- I can change the order of layers in a vector drawing</li> <li>- I can identify that each added object creates a new layer in the drawing</li> <li>- I can use layering to create an image*</li> <li>- I can explain how to improve a video by reshooting and editing</li> <li>- I can copy part of a drawing by duplicating several objects</li> <li>- I can recognise when I need to group and ungroup objects</li> <li>- I can reuse a group of objects to further develop my vector drawing*</li> <li>- I can compare vector drawings to freehand paint drawings</li> <li>- I can make edits to my video and improve the final outcome</li> <li>- I can recognise that my choices when making a video will impact on the quality of the final outcome*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a database using cards</li> <li>- I can explain how information can be recorded</li> <li>- I can experiment with different camera angles</li> <li>- I can identify which field to sort when answering a given question</li> <li>- I can make use of a microphone*</li> <li>- I can navigate a flat-file database to compare different views of information</li> <li>- I can combine grouping and sorting to answer specific questions</li> <li>- I can explain that data can be grouped using chosen values</li> <li>- I can group information using a database*</li> <li>- I can choose multiple criteria to answer a given question</li> <li>- I can choose which field and value are required to answer a given question</li> <li>- I can outline how 'AND' or 'OR' can be used to refine data selection*</li> <li>- I can select the correct tools to make edits to my video</li> <li>- I can refine a chart by selecting a particular filter</li> <li>- I can select an appropriate chart to visually compare data*</li> <li>- I can ask questions that will need more than one field to answer</li> <li>- I can present my findings to a group</li> <li>- I can refine a search in a real-world context*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a simple circuit and connect it to a microcontroller</li> <li>- I can explain how an infinite loop does</li> <li>- I can program a microcontroller to make an LED switch on*</li> <li>- I can program a microcontroller with a selection*</li> <li>- I can identify more than one component to a microcontroller</li> <li>- I can design sequences that use count-controlled loops</li> <li>- I can identify a condition and outcomes in an 'if... then... else...' statement</li> <li>- I can design the flow of a program which contains 'if... then... else...'</li> <li>- I can explain that program flow can branch according to a condition</li> <li>- I can show that a condition can direct program flow in one of two ways*</li> <li>- I can identify the outcome of user input in an algorithm</li> <li>- I can outline a given task</li> <li>- I can use a design format to outline my project*</li> <li>- I can implement my algorithm to create the first section of my program</li> <li>- I can share my program with others</li> <li>- I can test my program*</li> <li>- I can extend my program further</li> <li>- I can identify the setup code I need in my program</li> <li>- I can identify why the program could be improved*</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify conditions in a program</li> <li>- I can modify a condition in a program</li> <li>- I can recognise how conditions are used in selection*</li> <li>- I can implement a program with different outcomes using selection</li> <li>- I can identify more than one component to a microcontroller</li> <li>- I can identify a condition and outcomes in an 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Skills	<ul style="list-style-type: none"> <li>- I can describe that a computer system features inputs, processes, and outputs</li> <li>- I can explain that computer systems communicate with other devices</li> <li>- I can explain how a computer system is made up of a number of parts*</li> <li>- I can explain the benefits of a given computer system</li> <li>- I can identify tasks that one managed by computer systems</li> <li>- I can identify the human elements of a computer system*</li> <li>- I can compare results from different search engines</li> <li>- I can use a web search to find specific information</li> <li>- I can refine my web search*</li> <li>- I can explain why we need tools to find things online</li> <li>- I can recognise the role of web crawlers in creating an index</li> <li>- I can relate a search term to the search engine's index*</li> <li>- I can explain that a search engine follows rules to rank results</li> <li>- I can give examples of criteria used by search engines to 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<li>- I can make use of a microphone*</li> <li>- I can navigate a flat-file database to compare different views of information</li> <li>- I can combine grouping and sorting to answer specific questions</li> <li>- I can explain that data can be grouped using chosen values</li> <li>- I can group information using a database*</li> <li>- I can choose multiple criteria to answer a given question</li> <li>- I can choose which field and value are required to answer a given question</li> <li>- I can outline how 'AND' or 'OR' can be used to refine data selection*</li> <li>- I can select the correct tools to make edits to my video</li> <li>- I can refine a chart by selecting a particular filter</li> <li>- I can select an appropriate chart to visually compare data*</li> <li>- I can ask questions that will need more than one field to answer</li> <li>- I can present my findings to a group</li> <li>- I can refine a search in a real-world context*</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a simple circuit and connect it to a microcontroller</li> <li>- I can explain how an infinite loop does</li> <li>- I can program a microcontroller to make an LED switch on*</li> <li>- I can program a microcontroller with a selection*</li> <li>- I can identify more than one component to a microcontroller</li> <li>- I can design sequences that use count-controlled loops</li> <li>- I can identify a condition and outcomes in an 'if... then... else...' statement</li> <li>- I can design the flow of a program which contains 'if... then... else...'</li> <li>- I can identify that program flow can branch according to a condition</li> <li>- I can show that a condition can direct program flow in one of two ways*</li> <li>- I can identify the outcome of user input in an algorithm</li> <li>- I can outline a given task</li> <li>- I can use a design format to outline my project*</li> <li>- I can implement my algorithm to create the first section of my program</li> <li>- I can share my 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	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>	<a href="#">HoH Computing Curriculum Document</a>
	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing	Year 6 - Computing
Focus	<b>Module 1</b> Webpage Creation Creating Media	<b>Module 2</b> Introduction to Spreadsheets Data and Information	<b>Module 3</b> Communication and Collaboration Computing Systems and Networks	<b>Module 4</b> Variables in Games Programming A	<b>Module 5</b> Sensing Movement Programming B	<b>Module 6</b> 3D Modelling Creating media
Summary	Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Answering questions by using spreadsheets to organise and calculate data	Exploring how data is transferred by working collaboratively online.	Exploring variables when designing and coding a game.	Designing and coding a project that captures inputs from a physical device.	Planning, developing, and evaluating 3D computer models of physical objects.
Software	Google Sites	Google Sheets or Microsoft Excel	Google Slides	Scratch	micro:bit and MakeCode	Tinkercad
	<ul style="list-style-type: none"> <li>- To overview an existing website and consider its structure</li> <li>- To plan the features of a web page</li> <li>- To consider the ownership and use of images (copyright)</li> <li>- To recognise the need to preview pages</li> <li>- To outline the need for a navigation path</li> <li>- To recognise the implications of linking to content owned by other people</li> </ul>	<ul style="list-style-type: none"> <li>- To create a data set in a spreadsheet</li> <li>- To build a data set in a spreadsheet</li> <li>- To explain that formulas can be used to produce calculated data</li> <li>- To apply formulas to data</li> <li>- To outline the need for a navigation path</li> <li>- To choose suitable ways to present data</li> </ul>	<ul style="list-style-type: none"> <li>- To define the importance of internet addresses</li> <li>- To recognise how data is transferred across the internet</li> <li>- To explain how sharing information online can help people to work together</li> <li>- To evaluate different ways of working together online</li> <li>- To recognise how we communicate using technology</li> <li>- To use my design to create a project</li> <li>- To evaluate different methods of online communication</li> </ul>	<ul style="list-style-type: none"> <li>- To define a 'variable' as something that is changeable</li> <li>- To explain why a variable is used in a program</li> <li>- To explain how sharing information online can help people to work together</li> <li>- To choose how to improve a game by using variables</li> <li>- To design a project that builds on a given example</li> <li>- To recognise that we communicate using technology</li> <li>- To use my design to create a project</li> <li>- To evaluate my project</li> </ul>	<ul style="list-style-type: none"> <li>- To create a program to run on a controllable device</li> <li>- To explain that selection can control the flow of a program</li> <li>- To update a variable with a user input</li> <li>- To use a conditional statement to compare a variable to a value</li> <li>- To design a project that uses inputs and outputs on a controllable device</li> <li>- To develop a program to use inputs and outputs on a controllable device</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise that you can work in three dimensions on a computer</li> <li>- To identify that digital 3D objects can be modified</li> <li>- To recognise that objects can be combined in a 3D model</li> <li>- To create a 3D model for a given purpose</li> <li>- To plan my own 3D model</li> <li>- To create my own digital 3D model</li> </ul>
Small Steps	<ul style="list-style-type: none"> <li>- I can discuss the different types of media used on websites</li> <li>- I can explore a website</li> <li>- I know that websites are written in HTML*</li> <li>- I can draw a web page layout that suits my purpose</li> <li>- I can recognise the common features of a web page</li> <li>- I can identify the different ways of navigating a page</li> <li>- I can describe what is meant by the term 'fair use'</li> <li>- I can find copyright-free images</li> <li>- I can say why I should use copyright-free images*</li> <li>- I can add content to my own web page</li> <li>- I can preview what my web page looks like*</li> <li>- I can describe why navigation paths are useful</li> <li>- I can explain what a navigation path is</li> <li>- I can make multiple web pages and link them using hyperlinks*</li> <li>- I can create hyperlinks to link to other people's work</li> <li>- I can evaluate the user experience of a website</li> <li>- I can explain the 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