COMPUTING & ICT Skills Progression Document

Nursery

Nursery Computing & ICT Vocabulary	
Computer	Buttons
Tablet	Screen
Phone	Mouse
Internet	Keyboard
Website	Paint
Equipment	Technology
	Photograph

	Skill/EYFS Framework Statement	Expected Level	Exceeding/Greater Depth Level
PSED	**Increasingly follow rules, understanding why they are important.**	Pupils follow the rules/routines in the Nursery Pupils can explain/describe some of the rules/routines in the Nursery	Pupils can explain why we have the rules that we do
PD	**Match their developing physical skills to tasks and activities in the setting.**	Pupils begin to demonstrate fine motor skills when engaging with technology *(e.g. touch screens, computer mouse, electronic toys etc)*	
UTW	**Explore how things work.**	Pupils play and engage with mechanical/electrical toys and resources	

Nursery Computing & ICT Knowledge

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Reception

Reception Core Computing & ICT Vocabulary		
Choices	Mouse	Create
Internet	Images	Internet
Website	Keyboard	Collect
Equipment	Paint	Photograph
Buttons	Technology	Count
Screen	Share	Organise

	Skill/EYFS Framework Statement
PSED	**Show resilience and perseverance in the face of a challenge.**
PD	**Develop their small motor skills so that they can use a range of tools competently, safely and confidently.**
	Know and talk about the different factors that support their overall health and wellbeing: (sensible amounts of 'screen time')
EAD	**Explore, use and refine a variety of artistic effects to express their ideas and feelings.**
PSED	***Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.***
	Explain the reasons for rules, know right from wrong and try to behave accordingly.
EAD	***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***

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KS1 (Yrs 1 & 2)

Year 1 Core COMPUTING & ICT Vocabulary

	Skill/NC Statement
Tech	Y2 Recognise common uses of information technology in the home and school environment
	Y1 Recognise common uses of information technology beyond school
ICT	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
	Use technology purposefully to create digital content
E-Safety	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	Use technology safely and respectfully.
	Keeping personal information private.
	Use technology safely and respectfully. Including keeping personal information private and identifying where to go for help and support.
Coding	Use logical reasoning to predict the behaviour of simple programs
	Pupils can understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Create and debug simple programs.
	Pupils can understand what algorithms are.
	Use logical reasoning to predict the behaviour of simple programs
	Create and debug simple programs.
	Pupils can understand what algorithms are.
	Pupils can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

Year 1 Computing Topics			
	(Let's Play Together) **How Computers Work**	(No Place Like Home) **Simple Algorithms**	(We Are Britain – Rights, Rules & Rulers) **Basic Coding**
Know	● That computers can be controlled in different ways – mouse, keyboard and touchscreen. ● How to navigate a screen using a mouse ● How to click and double click using a mouse ● How to click and drag using a mouse ● That characters can be entered using a keyboard. ● How to log onto the school system?	● What an algorithm is (a sequence of instructions) ● That computers need instructions to follow in order to work. ● How to input a sequence of instructions into a BeeBot ● That instructions can be checked and improved.	● How to create simple algorithms using a 'block-based' coding language *Motion Blocks, Event Blocks, Loop Blocks* ● That we can create repeating algorithms suing 'loops' ● What 'Sprites' are ● How to use the 'Pen' tool to create an image ● How to use the 'Fill' tool to colour an image
Skill	● Recognise common uses of information technology in the home and school environment ● Use technology purposefully to create digital content ● Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	● Recognise common uses of information technology in the home and school environment ● Predict the behaviour of simple programs ● Understand what algorithms are and how they are implemented on digital devices.	● Recognise common uses of information technology in the home and school environment ● Predict the behaviour of simple programs ● Understand what algorithms are and how they are implemented on digital devices.
Outcome			Create a simple animation using sprites and code

Year 1 ICT Topics			
	(Let's Play Together) **Mouse & Keyboard Skills**	(No Place Like Home) **Word Processing**	(We Are Britain – Rights, Rules & Rulers) **Online Safety**
Know	● That computers can be controlled in different ways – mouse, keyboard and touchscreen. ● How to navigate a screen using a mouse ● How to click and double click using a mouse ● How to click and drag using a mouse ● That characters can be entered using a keyboard.	● That we use different software or 'apps' for different purposes. ● How to begin using two hands to type ● How to use the space bar ● How to use the backspace key ● How to use the shift key to input capital letters	● How to access programs/apps using desktop shortcuts ● That there is always a record of what we do online ● That we navigate websites using 'links' ● How to stay safe when browsing online ● What to do if they see something upsetting/worrying online

Skill	● Recognise common uses of information technology in the home and school environment ● Use technology purposefully to create digital content ● Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	● Recognise common uses of information technology in the home and school environment ● Use technology purposefully to create digital content ● Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	● Recognise common uses of information technology in the home and school environment ● Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies
Outcome		Create an E-Book	

Year 2 Computing Topics			
	(Is it because I'm a Londoner?) **Creating E-Books**	(Into the Unknown) **Bee-Bot Explorers**	(How to Change the World) **Animating Figures**
Know	• What an e-book is • How to add text to an e-book • How to change font and font size • How to draw using the mouse with the pen tool • How to record and play sounds	• That algorithms vary in complexity • How to create an algorithm to achieve a goal • What debugging is (finding problems in an algorithm and fixing them)	• That we can create the appearance of movement through animation • That we can create animation by using multiple sprites • How to create simple animations using a wider range of 'block-based' coding commands *Motion Blocks, Size Blocks, ??? Blocks*
Skill	• Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology purposefully to create digital content comparing the benefits of different programs	• Use logical reasoning to predict the behaviour of simple programs • Create simple programs • Create and debug simple programs. • Debug simple programs by using logical reasoning to predict the actions instructed by the code. • Understand that programs execute by following precise and unambiguous instructions.	• Use logical reasoning to predict the behaviour of simple programs • Create simple programs • Create and debug simple programs. • Debug simple programs by using logical reasoning to predict the actions instructed by the code. • Understand that programs execute by following precise and unambiguous instructions.
Outcome			Animated Figure with pop up Speech Bubbles

Year 2 ICT Topics			
	(Is it because I'm a Londoner?) **Desktop Publishing - Posters**	(Into the Unknown) **Digital Photography**	(How to Change the World) **Desktop Publishing**
Know	• How to use the spacebar, backspace, delete, arrow keys, return. • Develop use of two hands when typing. • How to save, retrieve and print work within MS Word/Google Docs • How to import pictures into a document	• How to use a digital camera/tablet camera app • How to effectively frame a photograph • How to export/share a photo from one device to another • How to crop photos/images within a document • How to position/format photos/images within a document	• How to use the bold, italic and underline buttons to format text • How to use the justification tools to position text on the page • How to change the size, font and colour of text • How to use 'control z' to 'undo' errors

Skill	● Recognise common uses of information technology beyond school ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Use technology purposefully to create digital content comparing the benefits of different programs	● Recognise common uses of information technology beyond school ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Use technology purposefully to create digital content comparing the benefits of different programs ● Use technology safely and keep personal information private. ● *Use other input devices such as cameras or sensors*	● Recognise common uses of information technology beyond school ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Use technology purposefully to create digital content comparing the benefits of different programs
Outcome		Labelled photo journal of an activity/area	

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LKS2 (Yrs 3 & 4)

Year 3 Core COMPUTING & ICT Vocabulary

	Skill/NC Statement
Tech	Recognise familiar forms of input and output devices and how they are used.
	Y3 Make efficient use of familiar forms of input and output devices.
	Y4 Use other input devices such as cameras or sensors.
Networks	Understand that computer networks enable the sharing of data and information.
	Understand that the internet is a large network of computers and that information can be shared between computers.
	Understand what servers are and how they provide services to a network.
ICT	With support select and use a variety of software to accomplish goals.
	With support select and use a variety of software on a range of digital devices.
	With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.
E-Safety	Use technology safely and respectfully, keeping personal information private.
	Use technology responsibly and understand that communication online may be seen by others
	Use technology responsibly and understand that communication online may be seen by others
Web Searching	Use simple search technologies.
	Use simple search technologies and recognise that some sources are more reliable than others
	Use simple search technologies and recognise that some sources are more reliable than others
Coding	Design, write and debug programs that control or simulate virtual events.
	Use logical reasoning to explain how some simple algorithms work.
	Decompose programs into smaller parts.
	Use logical reasoning to detect and correct errors in algorithms and programs.
	Select, use and combine a variety of software, systems and content that accomplish given goals

Year 3 Computing Topics			
	(Conflict & Compromise) **Simulation**	(Life is a Journey) **Augmented Reality & VR**	(We Are Britain – Out with the Old, In with the New) **Autonomous Machines**
Know	● That we can use computers to simulate different situations and where/why this might be done. ● The pros and cons of simulating something compared to doing it real life ● That most games are simulations of one sort or another, but vary in realism ● That we can use Minecraft to simulate the life of early humans	● What the term 'Augmented Reality' means ● What the term 'Virtual Reality' means ● How to interact with an AR/VR environment ● The advantages and drawbacks of using AR/VR as learning tools.	● How to follow instructions to build simple machines using lego Spike resources (DT linked) ● Why robots are often used to do repetitive or dangerous jobs ● That sensors can be used to help robots navigate their surroundings
Skill	● Recognise familiar forms of input and output devices and how they are used. ● Make efficient use of familiar forms of input and output devices. ● With support select and use a variety of software to accomplish goals.	● *Use other input devices such as cameras or sensors.* ● With support select and use a variety of software to accomplish goals. ● Use simple search technologies. ● Use simple search technologies and recognise that some sources are more reliable than others	● Design, write and debug programs that control or simulate virtual events. ● Use logical reasoning to explain how some simple algorithms work. ● *Use other input devices such as cameras or sensors.*
Outcome			

Year 3 ICT Topics			
	(Conflict & Compromise) **Online Gaming & E-Safety**	(Life is a Journey) **Creating Presentations**	(We Are Britain – Out with the Old, In with the New) **History of Computing - Early Computers**
Know	• The potential dangers of gaming and communicating online • How to recognise online behaviours that would be unfair/unkind • How to make good judgments in order to stay safe, whilst communicating with others online. • What to do if their worried about someone's conduct towards them on line. • The S.M.A.R.T. Rules	● How to create linear presentations using slide-based software (PowerPoint/Google Present) *How to add new slides, create text boxes, import and format images.* ● How to carry out effective/focused image searches online using filters.	● That the first computers were mechanical, not electrical ● The names and contributions of early computing pioneers - *Ada Lovelace & Charles Babbage* ● How computers have developed over time *(This unit is an opportunity for pupils to more independently apply the presentation skills taught previously)*

		● How to combine oracy and computing skills to give an effective presentation	
Skill	● Understand that computer networks enable the sharing of data and information. ● Understand that the internet is a large network of computers and that information can be shared between computers. ● Use technology safely and respectfully, keeping personal information private. ● Use technology responsibly and understand that communication online may be seen by others	● With support select and use a variety of software to accomplish goals. ● Use simple search technologies. ● Use simple search technologies and recognise that some sources are more reliable than others	● With support select and use a variety of software to accomplish goals. ● Use simple search technologies. ● Use simple search technologies and recognise that some sources are more reliable than others
Outcome	S.M.A.R.T. Rules Presentation – Poster, Rap, Rhyme etc…	Topic Presentation to an audience	History of Computing Slide Show

Year 4 Topics			
	(Myths, Legends & Monsters) **Coding Maze Games**	(When Disaster Strikes) **mBot Chariot Races**	(We Are the World – Global Connections) **Networks & The Internet**
Know	●That we can use combinations of algorithms/block based scripts to create simple games ●How to create simple animated sprites using multiple images ●How to use conditional terms when coding *'IF', 'THEN', 'AND' & 'ELSE'* ●How to use 'sensing' blocks to input conditional information into a script	● The different components that comprise a simple robot *Motor, CPU, RGB Sensor & Ultrasonic Sensor* ● That sensors can be used to give input to a robot/algorithm ● That we can create algorithms to respond to external inputs ● How to program/code movements with increasing levels of precision and why precision is important.	●The main components of a LAN Network ●The main components of as Wireless Network ●How Networks work and function ●What a browser is and how they work ●The difference between 'The Internet' and the 'World Wide Web' ●How to send an e-mail
Skill	●Decompose programs into smaller parts. ●Use logical reasoning to detect and correct errors in algorithms and programs. ●Select, use and combine a variety of software, systems and content that accomplish given goals	●Decompose programs into smaller parts. ●Use logical reasoning to detect and correct errors in algorithms and programs. ●Select, use and combine a variety of software, systems and content that accomplish given goals ●Use other input devices such as cameras or sensors.	●*Understand that computer networks enable the sharing of data and information.* ●*Understand that the internet is a large network of computers and that information can be shared between computers.* ●Understand what servers are and how they provide services to a network. ●Use technology responsibly and understand that communication online may be seen by others
Outcome	Pupils Code their own Maze Based games for peers to play.	Class Competition – whose chariot can complete a set course the fastest?	

Year 4 Topics			
	(Myths, Legends & Monsters) **Digital Portraits**	(When Disaster Strikes) **Online Research**	(We Are the World – Global Connections) **Social Media & E-Safety**
Know	• How to use layers within a graphics programme • How to change tool settings within a graphics programme • The difference between 'pen', 'brush', 'spray' and 'fill' tools within a graphics programme • How to change tool settings within a graphics programme	● How 'Search Engines' function and present results ● How to evaluate the relevance and reliability of search engine results ● How to use search modifiers to increase the relevance/reliability of results.	● What 'Social Media' is and why people use it ● The rules around joining common social media sites ● How to keep private information private ● How to judge the reliability/accuracy of social media posts and content.

			● What to do if you think you're being trolled or bullied online
Skill	● With support select and use a variety of software on a range of digital devices. ● With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. ●	● With support select and use a variety of software on a range of digital devices. ● With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. ● Use simple search technologies and recognise that some sources are more reliable than others	● *Understand that the internet is a large network of computers and that information can be shared between computers.* ● Understand what servers are and how they provide services to a network. ● Use technology responsibly and understand that communication online may be seen by others
Outcome	Digital Portrait in the style of Julian Opie	Own Research into an element of Wider Topic (e.g. History or Geography) Produce 'A Digital Immigrants Guide to Searching Online'	

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UKS2 (Yrs 5 & 6)

Year 5 Core COMPUTING & ICT Vocabulary

	Skill/NC Statement
Networks	Begin to use internet services to share and transfer data to a third party.
	Understand how computer networks enable computers to communicate and collaborate.
	Begin to use internet services within his/her own creations to share and transfer data to a third party
ICT	Independently select and use appropriate software for a task.
	Independently select, use and combine a variety of software to design and create content for a given audience.
	Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.
	Design and create a range of programs, systems and content for a given audience
	Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.
E-Safety	Understand the need to only select age appropriate content
	Use technology respectfully and responsibility.
	Identify a range of ways to report concerns about content and contact in and out of school
Web	Use filters in search technologies effectively.
	Use filters in search technologies effectively and appreciates how results are selected and ranked
	Be discerning when evaluating digital content.
	Use filters in search technologies effectively and is discerning when evaluating digital content
Coding	Design, input and test an increasingly complex set of instructions to a program or device.
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
	Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.
	Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user
	Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency
	Solves problems by decomposing them into smaller parts.
	Create programs which use variables
	Use variables, sequence, selection, and repetition in programs.

	Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently

Year 5 Computing Topics			
	(Conflict & Compromise) **Coding Multiplayer Games**	Explorers or Intruders **Lego Spike Moon Buggies**	(We Are Britain – What Makes Britain Great) **3D Modelling**
Know	● How to plan and create a game for more than one player ● How to make a game within a 3D environment ● How to use simple tools to edit 3D terrain ● What a variable is ● How to create variables that update/change based on player actions	● How to design and build more complex machines using Lego Spike resources ● How to use sensors to use create/input variables ● How to create algorithms which automatically respond to external inputs	● How/Why people use 3D Modelling ● That 3D models are created from polygons ● How to use 3D modelling software tools to navigate in 3 dimensions ● How to use 3D modelling software tools to create and combine polygons and 3D shapes ● How to use 3D modelling software tools to add textures to surfaces
Skill	● Independently select and use appropriate software for a task. ● Design, input and test an increasingly complex set of instructions to a program or device. ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems ● Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. ● Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user ● Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency	● Design, input and test an increasingly complex set of instructions to a program or device. ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems ● Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. ● Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user ● Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency ● Understand how to use more complex mechanical and electrical systems (DT) ● Apply his/her understanding of computing to program, monitor and control his/her product. (DT)	● Begin to use internet services to share and transfer data to a third party. ● Independently select and use appropriate software for a task. ● Independently select, use and combine a variety of software to design and create content for a given audience. ●
Outcome		Lunar Surface Rover Challenge	

Year 5 ICT Topics			
	(Conflict & Compromise) **Hackers & Cyber Crime**	Explorers or Intruders **Creating Interactive Presentations**	(We Are Britain – What Makes Britain Great) **Using Spreadsheets**
Know	• Types and Forms of Cyber Crime and how to recognise them *(Phishing, ID Fraud, Hacking, Pop Up Scams & E-Mail Scams)* •What to do if you think you encounter suspicious content online • What to do if you think you are being targeted/a victim of cyber crime	● How to use hyperlinks to create non-linear presentations using slide-based software (PowerPoint/Google Present) *How to add text hyperlinks, how to add hyperlinks to images* ● How to plan a non-linear presentation (link mapping)	● Why and where Spreadsheets might be used ● How to format cells for different purposes ● How to enter data into cells ● How to create simple formulae within a spreadsheet ● How to create graphs and charts using spreadsheet software
Skill	●Understand the need to only select age appropriate content ●*Use technology respectfully and responsibility.* ●*Identify a range of ways to report concerns about content and contact in and out of school* ●*Be discerning when evaluating digital content.* ●*Use filters in search technologies effectively and is discerning when evaluating digital content*	● Independently select and use appropriate software for a task. ● Independently select, use and combine a variety of software to design and create content for a given audience. ● *Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.* ● *Design and create a range of programs, systems and content for a given audience* ● *Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information*.	● Independently select and use appropriate software for a task. ● Independently select, use and combine a variety of software to design and create content for a given audience. ● *Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.* ● *Design and create a range of programs, systems and content for a given audience* ● *Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information*.
Outcome			Spreadsheet linked to another area of curriculum content (e.g. Science of History)

Year 6 Topics			
	(Our Ever Changing World) **AI and Machine Learning**	(Light in the Darkness) **Astro Pi Project**	(We Are The World – Take a Stand, Make a Change) **Video Editing**
Know	● What the terms 'Artificial Intelligence' and 'Machine Learning' mean ● How machine learning is changing the world we live in now. ● How to spot if you're speaking to a 'Bot' rather than a person. ● How complicated it is to code a machine to act like a human	● That most programming is done using a range of different coding 'languages' ● How to code using a text-based language (Python) ● How computers understand colours a RGB values ● That screen-based images are created using pixels	● How to use basic non-linear video editing software to cut and combine video clips ● How to add titles to video ● How to add transitions to videos
Skill	● Solves problems by decomposing them into smaller parts. ● Create programs which use variables ● Use variables, sequence, selection, and repetition in programs. ● Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently ● Understand how to use more complex mechanical and electrical systems (DT) ● Apply his/her understanding of computing to program, monitor and control his/her product. (DT)	● Solves problems by decomposing them into smaller parts. ● Create programs which use variables ● Use variables, sequence, selection, and repetition in programs. ● Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently ● Understand how to use more complex mechanical and electrical systems (DT) ● Apply his/her understanding of computing to program, monitor and control his/her product. (DT)	●Understand how computer networks enable computers to communicate and collaborate. ●Begin to use internet services within his/her own creations to share and transfer data to a third party ●Design and create a range of programs, systems and content for a given audience ●Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.
Outcome			Info video about a cause pupils care about

Year 6 Topics			
	(Our Ever Changing World) **History of Computing – The Internet**	(Light in the Darkness) **Bletchley Park Code Breakers**	(We Are The World – Take a Stand, Make a Change) **Blogging**
Kn	• Names and contributions of early web pioneers - Tim Burners-Lee • How the internet has grown and developed since its inception	• How early computers were instrumental in hastening the end of WW2 • The life, work and achievements of Alan Turing • How to use a systematic approach to solve a problem	● What blogs and blogging are ● How to evaluate blog content for reliability/accuracy ● How to set up a blog ● How to add content to a blog

ow	• How computing has impacted life and work in a range of areas *(This unit is also a chance for pupils to apply all their skills around word processing)*	*(This unit is also a chance for pupils to apply all their skills around creating presentations)*	● That we have a responsibility to be truthful online ● How to deal with negative comments
Skill	● Use filters in search technologies effectively. ● Use filters in search technologies effectively and appreciates how results are selected and ranked ● Be discerning when evaluating digital content. ● Use filters in search technologies effectively and is discerning when evaluating digital content ● Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information. ● Design and create a range of programs, systems and content for a given audience ● Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.	● Use filters in search technologies effectively. ● Use filters in search technologies effectively and appreciates how results are selected and ranked ● Be discerning when evaluating digital content. ● Use filters in search technologies effectively and is discerning when evaluating digital content ● Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information. ● Design and create a range of programs, systems and content for a given audience ● Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.	● Understand how computer networks enable computers to communicate and collaborate. ● Begin to use internet services within his/her own creations to share and transfer data to a third party ● Design and create a range of programs, systems and content for a given audience ● Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information. ● Use technology respectfully and responsibility. ● Identify a range of ways to report concerns about content and contact in and out of school
Outcome	Published piece of work about how computers have changed our lives over the years	Film Pitch Presentation about someone they feel would be a good subject for a film	