

Peel Hall Primary School Computing Knowledge and Skills Progression Map

Computers are now a significant part of everyday life. For most of us, computers and technology are essential to our lives, at home and at work. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology. Through computing, at Peel Hall, we teach skills (including on line safety) so our pupils are ready for a future of possibilities in the home/workplace and able to participate effectively this digital world.

Intent:

At Peel Hall Primary School, we believe that computing is an essential part of the curriculum. Not only is it a subject in its own right but it should also be an integral part of all learning. Technology is changing the world and is now a significant part of everyone's daily life. Computing within schools can therefore provide a wealth of learning opportunities and transferable skills to prepare our children for a future of possibilities. Through the study of Computing, children will be able to develop a wide range of important and fundamental skills, knowledge and understanding that equip them for the rest of their life. Children are taught to develop their 'computational thinking', this allows them to solve problems. Pupils who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future.

Implementation:

In Key Stage 1, the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school.

They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key Stage 2, the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Discussions in Key Stage 2 around e-safety will be undertaken in Talk Time where situations that have been brought up by the class, staff or parents in the school's Parent Forum (relevant to issues in class, school or from the media) and during designated E-Safety Week.

In addition, across Key Stage 1 and Key Stage 2 children will also be taught (using [eAWARE](#)) enhanced online safety objectives that will focus on the following areas:

- Self-Image and Identity;
- Managing Online Information;
- Online Relationships;
- Reputation/Bullying;
- Health, Well-being and Lifestyle/Bullying; □ Copyright and Ownership; □ Privacy and Security.


Impact:

Children at Peel Hall Primary School will be able to use technology and computers safely. They will have some understanding of how computers and computer systems work. As children progress through and develop their understanding of computer science, they will develop their computational thinking; their ability to problem solve, think logically and self-evaluate. As a result of our online safety teaching children will be able to understand how to protect themselves, the consequences of and how to stay safe online.


How Computing is assessed at Peel Hall:

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At Peel Hall computing is assessed through Pupil Voice discussions and conversations to assess retained understanding and knowledge against year group objectives and selected vocabulary.


Assessment – Use Pupil Voice to assess retained knowledge and understanding against year group objectives and highlighted vocabulary.

Year 1	On Line Safety – School has subscribed to eAWARE. Cbeebies games	Multimedia and Word processing 2Create A Story	Digital Media Graphics / Music & Sound Easispeak Microphones/ Soundbuttons	Programming – Bee Bots/ Espresso / Scratch Junior i-tunes –(Daisy the Dinosaur App & Bee Bot)	Communication and Collaboration	Data 2Simple (2 Graph)
	 <ul style="list-style-type: none"> Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. Children know that personal information is as valuable online as offline and that it should not be shared without a parent/carer or teacher's permission. Children discuss, understand and abide by the school's eSafety SMART Rules. For children to understand the importance of talking to a trusted adult about their online experiences. 	<ul style="list-style-type: none"> Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free; Select appropriate images; Begin to select or record a sound to add to my work; Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. 2create A Story; Use pre-defined layouts or templates for presentations; Begin to explain reasons why choices have been made to teacher or talk partner 	<ul style="list-style-type: none"> Use a paint package to create a picture to communicate their ideas Explore shape, line and colour to communicate a specific idea Talk about their use of a paint package and their choice of tools Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made) To print To save with help Recognise that an electronic keyboard can be used to select and control sounds; Experiment with a range of devices which create and record sounds; Understand that devices have stop, record and playback functions; Explore a range of electronic music and sound devices including software and different peripherals Talk about their music when they share their recordings with the rest of the class 	Unit 1 : Bee Bots <ul style="list-style-type: none"> Explore a range of control toys and devices; Follow instructions to move around a course; Create a series instructions to move their peers around a course; Explore outcomes when individual buttons are pressed on a robot; Explore an on screen turtle (or Bee BOT) navigate it around a course or grid; Have experiences of controlling other devices such as sound recording devices; While navigating around a course on a computer predict what will happen once the next command is entered. 	Messaging <ul style="list-style-type: none"> Look at the different ways that messages can be sent, forums, Contribute ideas to a class blog Publishing: (Refer to Multimedia Unit) <ul style="list-style-type: none"> Contribute ideas to a class blog, forum or web page With support use sound recording tools to convey a simple message or introduction With support add pictures they have created onto the learning platform/blog Talk about who can see pages on the learning platform and see their work at home (out of school) 	<ul style="list-style-type: none"> Use ICT to Sort objects into groups according to a given criterion; Identify criteria for sorting objects on screen Use further criterion for grouping the same objects in different ways Understand that ICT can create and modify charts quickly and easily Use pictogram software to represent and interpret simple data Use a pictogram to create and help answer questions


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Year 2	On Line Safety School has subscribed to eAWARE. / CBBC Staysafe	Multimedia and Word processing Microsoft Word	Digital Media 2simple software 2 paint a picture, Easispeak micropnotes	Programming Bee Bots & Espresso / Scratch Junior 2 Control NXT (Lego Education)	Communication and Collaboration Class Blog	Data 2Simple (2Graph)
	 <p>Online Research Children explore a range of ageappropriate digital resources.</p> <p>Children to know that not everything they find online is accurate.</p> <p>Know that some websites contain advertisements (often embedded) and learn how to ignore them.</p> <p>Children to know what to do if they find something inappropriate online.</p> <p>Children discuss, understand and abide by the school's e-Safety SMART Rules</p> <p>E-Safety</p> <p>Communication & Collaboration Children know that passwords help to keep information safe and secure and that they should not be shared</p> <p>E-Awareness Children are aware that not everyone they meet online is automatically trustworthy.</p>	<ul style="list-style-type: none"> • Begin to word process short narrative and non-narrative texts • Develop basic editing skills including different presentational features (font size, colour and style) • Select from different presentational features e.g. title, paragraph, label etc. • Word process short narrative and non-narrative texts • Save, print, retrieve and amend their work • Use the mouse or arrow keys to insert words and sentences • Use appropriate editing tools to improve their work • Make use of graphics, video and sound to enhance their text on screen • Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate • Use different layouts and templates for different purposes 	<p>Graphics</p> <ul style="list-style-type: none"> • Use ICT to source, generate and amend ideas for their art work • Talk about the advantages and disadvantages of using a graphics package over paper based art activities • Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style /effect • Create a stamp to make patterns and designs • Describe to others their use of a paint package and their reason for choice of tools <p>Animation</p> <ul style="list-style-type: none"> • Create a sequence of still images which together form a short animated sequence • Create a simple animation to illustrate a story or idea Upload their images on the class blog. <p>Digital Imagery (i-pads)</p> <ul style="list-style-type: none"> • Begin to select and edit and change images Begin to change or enhance (crop, re-colour) photos. 	<p>Programming / coding</p> <ul style="list-style-type: none"> • Talk about how everyday devices can be controlled • Know that devices and actions on screen may be controlled by sequences of actions and instructions • Create a sequence of instructions to create a right-angled shape on screen • Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) • Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns • instructions to generate simple geometric shapes (oblong /square). • Discuss how to improve/change their sequence of commands. 	<p>Messaging</p> <ul style="list-style-type: none"> • Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages • Contribute and discuss ideas to compose class/group/individual emails, forums, blogs <p>Publishing:</p> <ul style="list-style-type: none"> • Contribute and discuss ideas to compose and respond to discussions and forums on the class blog • Begin to talk about the advantages of using electronic communications in terms of sharing pages and information with a wider audience at home and school • Look and talk about other class blog. 	<ul style="list-style-type: none"> • Develop different criteria and create own pictograms • Use a simple graphing package to record information – add labels and numbers as appropriate • Use ICT to edit and change the information quickly. • Talk about how ICT helps them to organise their information • Save , retrieve and amend their work <p>Branching Database</p> <ul style="list-style-type: none"> • Understand the difference between questions and answers • Ask questions that comply with the rule that it can only have a yes or no answer • Use a branching database to identify objects & answer questions

Assessment – Use Pupil Voice to assess retained knowledge and understanding against year group objectives and highlighted vocabulary.

Year 3	On Line Safety - School has subscribed to eAWARE (includes questionnaire)	Multimedia and Word processing Microsoft Word	Digital Media Audacity/Podium	Programming Espresso, Scratch & Logo	Communication and Collaboration Class Blog/ Web Site	Data 2Simple (2Graph)
	 <p>E-Safety Online Research Use child-friendly search engines independently to find information through key words. Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. E-Safety Communication & Collaboration Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). Be able to discern when an email should or should not be opened. E-Safety E-Awareness Develop awareness of relevant e-Safety issues, such as cyber bullying. Children understand and abide by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online. Understand what personal information should be kept private. Know that passwords keep information secure and that they should be kept private</p>	<ul style="list-style-type: none"> Evaluate a range of printed and electronic texts, appropriate to task e.g. newspaper, poster, webpage, and recognise key features of layout and design Select and import graphics from digital cameras, i-pads, graphics packages and the Internet if multimedia, select suitable sounds (including recording with a microphone) and visual effects organise and present information for a specific audience Through peer assessment and selfevaluation, evaluate design and make suitable improvements Recognise the difference and the advantages and disadvantages between electronic media and printed media and select key features when designing publications <p>When word processing children should:</p> <ul style="list-style-type: none"> use font sizes and effects appropriately to fit purpose of text recognise key features of layout and design such as text boxes, columns, borders, WordArt develop further basic drafting and editing skills cut, copy and paste between applications use spell checker delete, insert and replace text using mouse or arrow keys begin to use more than two fingers to enter text 	<p>Digital Imagery</p> <ul style="list-style-type: none"> To take photographs with a digital microscope To evaluate quality of footage taken To understand the need to frame shots and keep the camera still To download still images and video (I-pad) to sequence still images and video and use simple editing techniques to create a presentation create a simple animation either by using stop-motion techniques with a webcam, or by using animation software <p>Music and Sound</p> <ul style="list-style-type: none"> use ICT to select and record sounds in multimedia software use music software to organise and reorganise sounds locate, record, save and retrieve sounds To begin to layer sounds using music composition software, Audacity or Podium Add sounds from different sources. 	<p>Programming : Scratch – Animation</p> <ul style="list-style-type: none"> Navigate the Scratch programming environment. Create a background and sprite for animation Change background after a specific time. Add inputs to control their sprite. Change position of sprite on screen. <p>Programming 2: Logo</p> <ul style="list-style-type: none"> Write a simple program in Logo to produce a line drawing. Use more advanced Logo programming, including pen up, pen down etc. Write a program to reproduce a defined problem, e.g. geometric shape/pattern. 	<p>Messaging</p> <ul style="list-style-type: none"> In online discussion: start new threads and contribute to others relevant to the topic; consider relevance of contributions Begin to experience other forms of online discussion, such as blogs, wikis, quizzes, surveys and video conferencing <p>Publishing</p> <ul style="list-style-type: none"> Begin to personalise your own Class Blog, adding a photo and favourite web links Access a shared space to follow web links and read instructions for work upload work to a shared space 	<ul style="list-style-type: none"> To choose, print and annotate appropriate graphs, to answer simple questions e.g. bar charts, or pie charts and interpret data <p>Database</p> <ul style="list-style-type: none"> Collect information by designing and using a simple questionnaire to record numbers, text and choices. As a class, design what information needs to go on record cards Create record cards to store collected information Use a database to generate bar charts and graphs to answer questions Answer questions by searching and sorting the database

Assessment – Use Pupil Voice to assess retained knowledge and understanding against year group objectives and highlighted vocabulary.


Year 4	On Line Safety - School has subscribed to eAWARE (includes questionnaire)	Multimedia and Word processing Microsoft Word, Photostory,	Digital Media Audacity	Programming Espresso, Scratch, Kodu	Communication and Collaboration	Data - Excel- Textease Branch – Create branching databases
	 <p>E-Safety Online Research Be aware of different search engines and discuss their various features (e.g. Google image & video search). Understand the importance of framing questions into search criteria when conducting web searches. Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.</p> <p>E-Safety Communication & Collaboration Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities. Use sensitive and appropriate language when using online communication tools. Use email as a form of communication, use the "To" box and add a subject heading. Add an attachment to an email. Develop understanding of when it is unsafe to open an email or an email attachment.</p> <p>E-Safety E-Awareness Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. Children understand that a password can keep information secure and the need to keep it a secret</p>	<ul style="list-style-type: none"> Evaluate a range of electronic multimedia, appropriate to task e.g. website, photostory, leaflet, and recognise key features of layout and design With support, plan structure and layout of document/ presentation Select and import graphics from digital cameras, graphics packages and other sources and prepare it for processing using ICT If project is multimedia, select and import sounds (e.g. own recording, sound effects bank created by teacher) and video/ visual effects Through peer assessment and selfevaluation, evaluate work both during and after completion, and make suitable improvements Develop increasing sense of audience <p>When word processing children should:</p> <ul style="list-style-type: none"> choose freely from a range of text styles, to suit audience hold two hands over different halves of the keyboard <p>use more than two fingers to enter text</p>	<p>Graphics</p> <ul style="list-style-type: none"> import a photograph and explore the effects which can be created use a range of visual effects such as filters, hues and painting over photographs. Create patterns and montages select areas and manipulate to give different effects. <p>Music and Sound</p> <ul style="list-style-type: none"> listen to a variety of radio programmes, evaluating their style write a script for a radio programme plan and record audio for a radio program, e.g. interview, news broadcast, advert, cookery programme evaluate and re-record (maybe editing) maybe <p>publish work online as a podcast</p>	<p>Programming: Scratch Simple Game</p> <ul style="list-style-type: none"> Navigate the Scratch programming environment. Create a background and sprite for a game. Add inputs to control their sprite. Use conditional statements (if... then) within their game. <p>Programming: Kodu</p> <ul style="list-style-type: none"> Navigate the Kodu macro environment using keyboard and mouse Create a 3D digital world for a game with land, water and scenery. Add a sprite to their world. Program their sprite to navigate their 3D world with an input. Create paths on which sprites will move. <p>Use conditional statements ('if...then') to give objects behaviours</p>	<ul style="list-style-type: none"> select from your best work to save and share through an eportfolio use at least two online communication methods (e.g. online discussion, surveys, quizzes, blogs, wikis, shared online folders, web quests) discuss advantages and disadvantages of these communication methods To start to think about the different styles of language layout and format of online communications sent to different people (e.g. when it is appropriate to use "text language"). 	<p>Graphing</p> <ul style="list-style-type: none"> Have regular opportunities to enter data into a graphing package and use it to create a range of graphs, and to interpret data across all subjects To compare how different graphs can be used for different purposes <p>Branching Databases</p> <ul style="list-style-type: none"> search a branching database create and use a branching database to organise, reorganise and analyse information compare the use of graphing software, branching database and card-based database for organising and interpreting data explore some real-life examples of branching databases, such as keys for animal identification

Assessment – Use Pupil Voice to assess retained knowledge and understanding against year group objectives and highlighted vocabulary.

Year 5	On Line Safety - School has subscribed to eAWARE (includes questionnaire)	Multimedia and Word processing Authoring packages: PowerPoint – WordArt, Microsoft Word, Photostory 3 (as whole class) & BBC Bitesize	Digital Media Audacity, EasiSpeak Microphone, 2 Simple Music Toolkit, Windows Movie Maker, Green Screen & 2Animate	Programming Espresso, Kodu & Scratch	Communication and Collaboration Google Drive	Data Microsoft - Excel
	 <p>Online Research When using the Internet to research their work, children recognise the need to ask appropriate questions to find appropriate answers.</p> <p>Children know that good online research involved interpreting information, rather than copying.</p> <p>Children are able to carry out more refined web searches by using key words.</p> <p>Children evaluate search results and refine as necessary for the best results.</p> <p>Know that information found on websites may be inaccurate or biased and to check the validity of a website.</p>	<ul style="list-style-type: none"> Evaluate a range of electronic multimedia, and understand the implications appropriate to their given task e.g. key features of layout and design Plan structure and layout of presentation evaluate and select suitable information and media from a range of electronic resources to use a multimedia authoring program to organise, refine and present information for a specific audience Create a range of hyperlinks to produce a non-linear presentation Through peer assessment and selfevaluation children should evaluate their design and make suitable improvements <p>When word processing children should:</p> <ul style="list-style-type: none"> format text to indicate relative importance. justify text where appropriate. cut and paste between applications. delete/insert and replace text to improve clarity and mood. make corrections using a range of tools (e.g. spell check, find and replace) develop confidence using both hands when typing - Touch Typing Course – which includes BBC Dance Mat Typing (www.bbc.co.uk/schools/typing) 	<p>Digital Imagery</p> <ul style="list-style-type: none"> To use different filming techniques and camera angles e.g. zoom, panning, wide shot etc to create different mood/perspective Plan a video or animation by drawing a storyboard Use a range of sound effects, music and voice-overs to create mood/ atmosphere Select and edit sounds, text, movie clips and other effects to suit purpose and audience Evaluate and improve work with a view to purpose and audience <p>Music and Sound</p> <ul style="list-style-type: none"> record sounds using sound editing software collect sounds from a variety of sources (online, digital sound recorder) import sounds into sound editing software layer and edit sounds plan, create and refine either a radio programme or play with sound effects or a sonic postcard Save as a web compatible format for uploading and podcasting; share online 	<p>Programming - Kodu</p> <ul style="list-style-type: none"> Create more complex games – building on work from Year 4 Create a user-controlled sprite, automated sprites and peripheral characters with different behaviours. Use copying and creatable to create multiple characters. Shift camera angles in settings and in the code. Use timers, health monitors and power ups. <p>Programming Scratch: Creating more challenging games</p> <ul style="list-style-type: none"> Design their own game including sprites, backgrounds, scoring and/or timers. Their game uses conditional statements, loops, variables and broadcast messages. Their game finishes if the player wins or loses and the player knows if they have won or lost. Evaluate the effectiveness of their game and debug if required. 	<p>Internet research Use advanced search functions in Google, e.g. quotations.</p> <p>Understand websites such as Wikipedia are made by users (link to E-Safety)</p> <p>Use strategies to check the reliability of information, e.g. cross-checking with books.</p> <p>Use their knowledge of domain names to aid their judgment of the validity of websites.</p> <p>Cloud computing Understand files may be saved off their device in 'clouds' (servers).</p> <p>Upload/download a file to the cloud on different devices.</p> <p>Understand about synchronizing files using cloud-computing folders.</p>	<p>Modelling and Simulation</p> <ul style="list-style-type: none"> to change variables in a spreadsheet to solve problems to make predictions and changes and check results. to enter formulae for the four operations (+-x/) into a spreadsheet to use 'SUM' to calculate the total of a set of numbers in a range of cells to change data in a spreadsheet to answer 'what if...?' questions and check predictions Using a simple layout demonstrated by the teacher, create a simple spreadsheet model and use it to solve problems <p>Data logging</p> <ul style="list-style-type: none"> Plan an investigation using data logging technology Make predictions for this investigation and understand how to make

	<p>Develop strategies to ignore or cancel unsolicited advertising (popups, banners, videos or audio).</p> <p>Children use websites where resources can be downloaded without infringing copyright.</p> <p>Acknowledge sources used in their work.</p> <p>E-Safety Communication & Collaboration Be aware of the different forms of technology that can be used to access the Internet and communicate with others.</p> <p>E-Safety E-Awareness Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users. What is regarded as illegal activity.</p>					<p>it a fair test</p> <ul style="list-style-type: none"> • Carry out the investigation, ensuring accuracy • Interpret results, draw conclusions and analyse the effectiveness of the technology
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Assessment – Use Pupil Voice to assess retained knowledge and understanding against year group objectives and highlighted vocabulary.

Year 6	On Line Safety - School has subscribed to eAWARE (includes questionnaire/surveys)	Multimedia and Word processing Authoring packages: PowerPoint – WordArt, Microsoft Word, Photostory 3 (as whole class), BBC Bitesize	Digital Media Audacity, EasiSpeak Microphone, 2 Simple Music Toolkit, Windows Movie Maker, Green Screen & 2Animate	Programming Espresso, Scratch, Python, HTML Tutorial	Communication and Collaboration kidblog	Data Excel, Textease
	 <p>Online Research</p> <ul style="list-style-type: none"> Children use a range of sources to check the validity of a website. Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so. Children are aware of the issues of plagiarism, copyright and data protection in relation to their work. Children select copyright free images and sounds from sources <p>E-Safety Communication & Collaboration</p> <ul style="list-style-type: none"> Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents. Discuss issues to do with Social Networking e.g. giving too much information, people using information online, not knowing who is at the other end of the conversation 	<ul style="list-style-type: none"> Select appropriate software for the task/audience Plan structure and layout of presentation evaluate and select suitable information and media from a range of electronic resources organise, refine and present information for a specific audience Create a range of hyperlinks to produce a non-linear presentation Through peer assessment and selfevaluation, make suitable improvements choose appropriate techniques to create an effective and polished presentation considering the intended audience. Discuss and evaluate the presentations and give reasons for the chosen styles and techniques <p>When word processing children should:</p> <ul style="list-style-type: none"> be able to use various display features to communicate to an audience: e.g. fact/definition boxes, annotated illustration, leaflet layout. delete/insert and replace text to improve clarity and mood. make corrections using a range of tools (e.g. spell check, find and replace, thesaurus etc) develop confidence using both hands when typing - Touch Typing Course – which includes BBC Dance Mat Typing (www.bbc.co.uk/schools/typing) 	<p>Digital Imagery</p> <ul style="list-style-type: none"> explore all the features of a given video editing or animation package plan a storyboard for a video or animation to suit a purpose film, create, edit and refine to ensure quality; present to an audience 	<p>Programming : Introduction to Python</p> <ul style="list-style-type: none"> Navigate Python programming environment Idle Declare variables Use a range of statements Use selection algorithms Use comparison and numerical operators <p>Programming : - HTML</p> <ul style="list-style-type: none"> Create a basic page with head and body sections. Open and test pages in internet explorer Add frames to give the page structure Add text, pictures and video and be able to change these. <p>Create hyperlinks to other pages and websites.</p>	<p>Blogging (kidblog.org)</p> <ul style="list-style-type: none"> Register for a blog: selecting a url and navigate to their blog once it is created. Alter the theme and appearance of their blog, adding background images etc. Create a new post, save it as a draft and publish it. Embed photos, hyperlinks and videos into posts. Reorganise posts and remove posts they no longer want. Like/follow other blogs and build up their blog content over the year – my highlights of Y6 	<p>Database</p> <ul style="list-style-type: none"> to identify a problem which can be solved by collecting data to identify which data to collect to collect data in an efficient and accurate way to organise data by designing fields and records in a database to interpret data by using a range of searches and graphs to draw conclusions from data to use conclusions to solve the original problem to present findings to a specified audience to justify reasons for their choices and explain why other methods were not appropriate Simulation To identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them

Peel Hall Skills and Knowledge Progression in Computing and Digital Literacy

	<p>E-Safety E-Awareness</p> <ul style="list-style-type: none">• Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content – relate to U.K. law.• Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.					<ul style="list-style-type: none">• To identify formulae and enter them into a spreadsheet Copy formulae to create tables of results to use a spreadsheet to draw a graphs and answer questions• to change the data and formulae in a spreadsheet to answer 'what if ...?' questions and check predictions
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