



**Curriculum**

<p><b><u>Educational Programme</u></b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	
<p><b>ELG 13 – Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered, in books read in class and storytelling.</li> </ul>	<p><b>ELG 14 – People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<p><b><u>Purpose</u></b></p> <p>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, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>	
<p>KS1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>	<p>KS2</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>

<ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</li> <li>• communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
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	Pre-school	Nursery	Reception	Links to KS1
<b>Computing links</b>	<ul style="list-style-type: none"> <li>- Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car</li> <li>- Shows an interest in tablets by touching icons/apps of interest</li> <li>- Explores how things work by touching, pressing, pulling or moving parts</li> </ul>	<ul style="list-style-type: none"> <li>- Shows interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets</li> <li>- <i>Can play simple games on the Interactive Whiteboard by dragging and dropping items (NR)</i></li> <li>- Children can take photos on the camera</li> <li>- Knows that information can be retrieved from digital devices and the internet</li> <li>- Knows to ask an adult for help when they are unsure of how to</li> </ul>	<ul style="list-style-type: none"> <li>- Children can independently change games or increase levels of difficulty on games</li> <li>- Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>- Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>- Children know to ask for help if needed</li> <li>- Children know what personal information is and know that it should not be shared online</li> </ul>	<ul style="list-style-type: none"> <li>- Create and debug simple programs.</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> <li>- 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 technology.</li> </ul>

Year	KS1	LKS2	Year 5	Year 6
<p><b>I'M A COMPUTATIONAL THINKER</b></p>	<p>I <b>know</b> what an algorithm is.  I can <b>write down an algorithm</b> for doing something  I can write an algorithm that has steps in the right order and that follows a <b>clear, logical sequence</b> (it makes sense).  I can use a <b>video camera</b>.  I can use basic <b>editing tools</b>.  I can suggest ways my partner can <b>improve</b> their algorithm (for example, by making it more clear or by suggesting a different order of steps).  I can <b>present myself clearly</b>, using a loud voice and by using props to help me explain my algorithm.</p>	<p>I can design and <b>create</b> my own series of challenges within A.L.E.X.  I understand what the different blocks do and am able to place them in different positions to create a series of challenging levels.  I can design a series of challenges that have two possible solutions.  I am able to find the shortest path for each of the challenges I have created.  I can take screenshot pictures using the iPad and can import photos from the camera roll into Strip Designer app.  I have created a series of <b>answer cards</b> which show the two possible solutions to my challenges.  I can upload my finished work to an appropriate place, so that my teacher can print it out.</p>	<p>work a technical device, tablet or toy</p> <p>- Can use the internet with adult supervision to find and retrieve information of interest to them</p> <p>I can identify what is wrong with a programming script and know which blocks to change, add or take out so that the code runs according to the programmers demands (<b>"debugging"</b>).  I understand why certain blocks of code have been used and know what effect these have on the program running the game.  I can think of different ways to change the features of a game.  I can add my own modifications to an existing game, in order to change certain elements of it and improve its playability.  I can 'remix' a game made in Scratch, according to changes I have identified and planned for.  I can explain the modifications that I have made, justifying the reasons behind my choices.</p>	<p>I can create, save and run programs in Idle.  I can use correct mathematical operation syntax (i.e. + - * /)  I can execute code by using the "print" statement  I can declare a variable  e.g. <b>dogs = 12</b>  <b>biscuits = 3</b>  I can write comments within Python code using the <math>\#</math> symbol to help others with understanding and reading my code ( I realise this is not executed as part of the actual code).  e.g. <code>dogs = 12</code>  <math>\#</math><b>the number of dogs</b>  <code>biscuits = 3</code>  <math>\#</math> <b>the number of biscuits each dog will get</b>  <code>total = dogs*biscuits</code>  <code>print total</code>  I can use mathematical operations and "print" statements with variables  e.g. <code>dogs = 12</code>  <code>biscuits = 3</code>  <b>total = children * sweets</b>  <b>print total</b>  I can use the "raw_input (.....)" statement for text, the "_input(.....)" statement for numerical data and print sentences so that the user of my code can input data and the program will respond accordingly  e.g. <b>name = raw_input ("what is your name?") print name ("is a lovely name)</b></p>
	<p>I understand the algorithms used to create different platform games.  I can plan and design my own platform game based on my experiences of playing others.  I can create my own platform game by using my own design ideas.  I can change my game based on my own thoughts and those of my friends.  I have included all the main features and they are appropriate for my game. I have;</p> <ul style="list-style-type: none"> <li>• A catchy name</li> <li>• A genre (e.g. jumping game, side - flying game)</li> <li>• A well designed player</li> </ul>	<p>I can use my prior knowledge to help me predict what will happen when playing different games and apps.  I can break down the different parts of a game and explain the <b>sequence</b> of events that enable it to work.  I can use drama to show that I understand how popular games/apps work.  I can use the iPad to take and annotate screenshot pictures; these annotated screenshots show that I understand how <b>selection</b> and <b>repetition</b> is used in games.  I can suggest my own ideas for how to change and improve games (<b>modifications</b>).</p>		

	<ul style="list-style-type: none"> <li>• Platforms</li> <li>• Backgrounds</li> </ul> <p>When I have uploaded my game, I have written a clear, description, which will help players understand how to play it.</p>	<p>I can use a range of multimedia (e.g. a screencast video), to show my understanding of the 'hidden mechanisms' used to program popular games and apps.</p>		<p>I can use conditional statements "if" "else if" ("elif") and "else" and comparison operators e.g. <b>¶ Declare feeling variable using number input from user feeling = input ("How are you feeling today? Excited = 1, Happy = 2, Miserable = 3, Nervous = 4")</b></p>
<b>I'M A COMPUTER PROGRAMMER</b>	<p>I know what algorithms are. I can <b>write</b> an algorithm that guides an object around a route. I can <b>follow</b> an algorithm that guides an object around a route. I can spot problems with my algorithm and work out a way of fixing it. I understand words such as "Forward", "Left", "Right", "Backwards", "Stop", "Go", "Forward5", "Left2."</p>	<p>I can produce a clear, detailed story board or plan. I can use the paint tools to draw my own <b>backdrop</b> and <b>sprite(s)</b>. I can think through the steps of my animation carefully and can demonstrate this by snapping together blocks of script (<b>for every sprite that I have</b>). My scripts run in a <b>logical sequence</b>. I can work towards creating an interesting, informative animation which combines <b>graphics, text</b> and possibly <b>sound</b>. <b>I have created a number of scenes and will be able to link them together.</b> I can spot problems with my algorithm and work out a way of fixing it (debugging).</p>	<p>I can <b>create a world</b> that has basic terrain, hills/mountains, water and trees. I am making good progress on <b>creating a game</b> with a specific audience in mind (e.g. it allows the user to control a character and they follow a path). I can add extra features to my game such as the ability to <b>score points</b> and <b>collect items</b>. <b>I have added a range of more advanced features to my game, such as multiple characters, objects and other elements.</b> I understand the visual programming language of Kodu, for example <b>'When'</b> and <b>'Do'</b> (e.g. "When coin is collected Kodu scores one point").</p>	<p>I can analyse a program and am able to show that I understand how it works. I can create an introduction that welcomes the player to my quiz. I can program a series of commands to achieve a specific outcome and have put these into a sequence that controls more than one thing (<b>selection</b>). I can create <b>variables</b> in order to construct a score. <b>I can create a variable to define the different levels within my quiz.</b> <b>I can create a variable that takes away a "life" for each incorrect answer.</b> I have used <b>repetition</b> in my game. My game ends when the player reaches a certain score or has lost all their lives.</p>

	<p>I can programme a sprite to say something.</p> <p>I have added voice recordings to my animation.</p> <p>I can use the built in camera.</p> <p>I can make an algorithm (set of instructions), by snapping together different blocks and <b>the blocks I choose, are put into an order that makes sense.</b></p> <p>I can add a <b>new scene</b>, which gives new information.</p> <p>I can spot problems with my script and can work out a way of fixing it.</p> <p>I can link my final, completed scenes together using a red 'loop' block, so that they play continuously.</p>	<p>I can find the correct commands from the coloured sets and put them in a <b>logical order</b> (so that my sprites do what I want them to do).</p> <p>I can use the correct 'Looks' and 'Sounds' blocks and place them in the correct place within a script.</p> <p>I can use "Control" blocks such as "Forever", "If" and "Repeat until", so that my program runs properly and in the <b>correct sequence.</b></p> <p>I can add extra commands to make my program run better, such as, making a "Variable" (called Score), and adding "Sensing" blocks.</p> <p>I can spot problems with my algorithm and can work out a way of fixing it (<b>debugging</b>).</p>	<p>I can spot problems with my algorithm and can work out a way of fixing it (<b>debugging</b>).</p> <p>I have made a <b>screencast</b>, which explains the game that I have made, the thought process behind it and how it works.</p>	<p><b>I can add a few different backgrounds and can program these to change when a question is answered correctly or incorrectly.</b></p> <p>I can test and refine my series of commands, evaluating them and making changes where necessary so that my program runs correctly.</p> <p>I have not just copied somebody else script, but have adapted other peoples work, in order to create my own game.</p>
<p><b>I'M A CREATIVE USER OF TECHNOLOGY</b></p>	<p>I can <b>take photos</b> on either a digital camera or on the iPad.</p> <p>I can <b>find images</b> safely and responsibly online and then save them.</p> <p>I can <b>select</b> the images to use in my photo story.</p> <p>I have planned what I will <b>say</b> for my narration.</p> <p>I can <b>record</b> my voice and have spoken clearly.</p> <p>I can <b>add music</b>.</p> <p>I have used the set <b>audio mix</b> feature to create the right balance between the volume of my voice and the volume of the music track</p> <p>I have added a <b>filter effect</b> to my images.</p> <p>I can <b>share</b> my work to the iPad camera roll.</p>	<p>I can find images online in a safe and responsible manner.</p> <p>I can add text to my flyer and I have tried my best to include a good standard of writing.</p> <p>I have used text formatting tools, such as <b>Bold, Italics, Underline, Bullet Points</b> and <b>Numbers</b> to make certain parts of my text stand out.</p> <p><b>I have included hyperlinks.</b></p> <p>I have changed the background, colours and fonts so that my design matches my theme.</p> <p>I have used the right click button to edit and check my text (e.g. to check spellings and change fonts).</p> <p><b>I have included some more advanced features, such as videos and embedded forms.</b></p>	<p>I can find relevant information from the internet about a particular topic.</p> <p>I can capture and record information that I find by either writing it down or storing it digitally.</p> <p>I have thought about how I am going to search for information on the internet and know which internet services I will use.</p> <p><b>I have considered possible bias and issues with accuracy in selecting information from the Internet.</b></p> <p><b>I have credited sources of information that I have used.</b></p> <p>I can evaluate the usefulness of the information that I have found and am selective about what I choose to save.</p> <p>I can use sound recording software to record audio.</p>	<p>I can choose a relevant template, linked to the theme of my movie trailer.</p> <p>I can find appropriately sourced, good quality, well-sized images relevant to my movie trailer and have saved them to the iPad camera roll.</p> <p>I can add text relevant to my trailer and have tried my best to include a good standard of writing.</p> <p>I can create a movie which is eye catching and maintains the viewers attention throughout.</p> <p><b>I have made and added videos as well as images to my trailer; these videos enhance the video and ultimately, make it better.</b></p> <p>I can edit and refine my work based on my own feedback and that of my peers.</p>

	<p>I can <b>find</b> images online.  I can <b>save</b> the images I find.  I can <b>add images</b> for my <b>background</b> scenes.  I can <b>stretch</b> my background image to fill the screen.  I can <b>set my background</b> so that it doesn't move.  I can <b>add images of the characters</b> I want to use.  I can use the <b>crop</b> button to cut carefully around my characters and add these to my scene.  I can make my characters the right <b>size</b>.  I can use the <b>record</b> button to record my voice.  I can go to a <b>new page</b>.  I can <b>save</b> and share my work.</p>	<p>I can plan and design an <b>educational</b> game similar to the ones I have played in Tiny Tap; my game has an appropriate amount of challenge for children in EYFS and is based on a skill or topic that they need to know.  I can find online images safely and responsibly and can either save these to a useful place on the iPad or import them straight into my game.  I can import images (and stickers) into pages of my game.  I can re-size images and position them appropriately; I have used an appropriate number of images on each page.  I can add text to my game.  I have recorded the right type of questions (i.e. ones which will enable to player to respond appropriately).  I have recorded feedback for each question response, so that players remain interested in my game throughout.  Once my game is complete, I can fill in relevant details about it (a detailed description, age range and subject category) and I have uploaded it to our Tiny Tap account.</p>	<p>I can edit my podcast by splitting and rearranging tracks, mixing tracks and adding relevant sound effects.</p>	<p><b>I can use the app Aurasma to link my completed videos with an accompanying piece of work that I have produced.</b></p>
<p><b>I'M A DATA PRODUCER</b></p>	<p>I can identify technology that is around me.  <b>I understand how some of this technology works and what it does.</b>  I can take a good photograph.  <b>I can add the photos that I have taken to a shared folder.</b>  I can import images into the Pic Collage app.</p>	<p>I can plan and design a poll.  I can open up a new browsing page when on the internet by using the 'new tab' function.  I can filter an image search in Google to return only images that I have permission to use.  I can filter an image search in Google to return only medium and/ or icon sized images.</p>	<p>I can reference cells in a spreadsheet.  I can enter formulae into a spreadsheet.  I can enter fields (headings) and numbers into a spreadsheet.  I can use the SUBTOTAL function to count cells within a certain range and according to specific criteria</p>	<p>I can create an online questionnaire/survey, which includes questions that are relevant, useful and purposeful to the task.  I know how to stay safe when submitting online content.  I can share my questionnaire/survey (either by emailing, posting links on Twitter, creating a QRcode link or by</p>

	<p>I can change the size of an image and position it somewhere else on my page.</p> <p>I can make my poster look good by choosing an attractive template and by changing the text fonts.</p> <p><b>I can add text to my poster that gives information about my images.</b></p> <p>I can save my work to the iPad camera roll.</p> <p><b>I can then upload that image to a shared area.</b></p> <p><b>I can print out my work in colour.</b></p>	<p>I can save an image to a specific folder.</p> <p>I can upload images to use in my poll.</p> <p><b>I can embed my survey into a new blog post.</b></p> <p><b>I can copy and paste the url address of my poll into the body of an email address and send this to my contacts.</b></p> <p><b>I can create a QR code image using the web address of my poll.</b></p> <p><b>I have printed this out to display around school.</b></p> <p>I can find and analyse my poll responses.</p> <p>I can take a screenshot picture of my responses. I have uploaded this to a shared area with a note or presentation to explain my results.</p>	<p>I can use the conditional formatting tool to set the text colour according to the cell value being met.</p> <p>I can use the filter tool to sort data according to a specific criteria.</p> <p>I can use “SUM”, “AVERAGE”, “MIN” AND “MAX” to calculate various formulae of a set of numbers in a range of cells.</p> <p>I can add cell borders and background colours to improve how my spreadsheet table looks. <b>I can present my data as a table or chart.</b></p>	<p>embedding the form into a blog or website).</p> <p>I have collected a range of responses.</p> <p>I can use the information and data I've collected to form opinions and draw conclusions.</p> <p>I can present the findings of the information and data I have collected, in a formal presentation.</p>
	<p>I can collect data in the form of a <b>tally chart</b>.</p> <p>I can take a <b>good quality photograph</b> so that my template fits the full iPad screen and the labels and outlines on the template can be clearly seen.</p> <p>I can use the tools within Doodle Buddy in order to transfer the data from my tally chart into a graph, chart or table on the iPad.</p> <p>I can <b>present my information</b> clearly and carefully; It is well set out and accurately shows my data.</p> <p><b>I can make a variety of graphs, charts or tables in Doodle Buddy.</b></p> <p><b>I can then import these into Pic Collage, to make a poster about my work.</b></p>	<p>I <b>understand</b> how a branching tree works and can use a branching tree to find out information.</p> <p>I have <b>written a tree diagram</b> and have decided whether I will use either images taken myself, images imported from within PowerPoint itself or images that I will find safely and responsibly online.</p> <p>If using images found online, I have <b>searched safely and responsibly</b> and have only used images that the creator has given permission to use.</p> <p>I can add/insert <b>text</b> to the appropriate place within a PowerPoint slide.</p> <p>I can add <b>images</b> to a PowerPoint slide and position these in an appropriate place.</p> <p>I can add <b>hyperlinks</b> that link the text on my slides to the next correct slide in my non-linear presentation.</p>		

	<p>I can <b>save</b> my work to the iPad camera roll.</p> <p>I can <b>upload</b> my work to a shared area. <b>I can print my work out from a computer.</b></p>	<p>This matches the branching tree that I designed in lesson one.</p>		
<p><b>I'M A ONLINE COMMUNICATOR AND COLLABORATOR</b></p>	<p>I <b>understand</b> what email is.</p> <p>I can create content using <b>text, drawings and stamps.</b></p> <p>I can change the <b>background</b> of my page.</p> <p>I can take a good <b>photo</b> of my work using the camera tool</p> <p>I know how to <b>go back</b> to the previous toolbar.</p> <p>I can <b>select</b> the people that I want to send an email to.</p> <p>I can find emails that have been sent to me in my <b>inbox</b>. <b>I can tell you how many I haven't yet read.</b></p> <p>I can <b>reply</b> back to a contact who has sent me an email.</p>	<p>I have planned my quiz questions. I have researched carefully on the internet to check my answers.</p> <p>I have typed my questions into <a href="http://www.qrstuff.com">www.qrstuff.com</a></p> <p>I have typed my answers into <a href="http://www.qrstuff.com">www.qrstuff.com</a></p> <p>I have made sure that both my QR codes (question and answers) are the right colour</p> <p>I can download a QR code and save this image to my desktop.</p> <p>I can copy and paste my QR code image into a Word document.</p> <p>I can add text to my Word document. <b>I can use the formatting toolbar to make this stand out.</b></p> <p>I can print out both my sheets (questions and answers) in colour.</p>	<p>I know the <b>success criteria</b> for an effective blog post and can apply this to writing my own blog.</p> <p>I understand how the internet makes blogging possible.</p> <p>I have commented respectfully on other people's blog posts.</p> <p>I know how to report concerns about posts or comments on blogs.</p> <p>I know what is acceptable and unacceptable behaviour when commenting on other people's posts and when using other people's work.</p> <p>I have commented respectfully on other people's blog posts.</p> <p>I have written my own blog posts and tried my best to include a high standard of writing.</p> <p>I have added my own images, audio and video to a blog post. <b>If I have used other people's work on the internet, I have checked that they have given permission and have referenced them or provided links to their work.</b></p>	<p>I have chosen a relevant <b>theme</b> for my site and if applicable, have changed the overall colour theme too.</p> <p>I have given my site a relevant <b>title</b> using the subdomain of _____weebly.com</p> <p>Using the pages tab, I have set up the pages of my site by <b>naming</b> them and choosing the <b>layout</b> theme for each page (at least 5 main pages). <b>I have created some drop down pages too.</b></p> <p>I have added <b>text</b> to my pages. I have made sure that the standard of my writing is good and have used the formatting tools to change the different style features of my text (e.g. <b>bold</b>, underline). <b>I have added a link to some of my text (e.g. a hyperlink to a related website).</b></p> <p>I have added various other <b>elements</b> to my site such as;</p>
<p>I can choose a sensible <b>username</b> and <b>password</b> that I will remember.</p> <p>I haven't shared my <b>username</b> or <b>password</b> with anyone else (other than a trusted adult).</p> <p>I know what's appropriate when chatting and sending <b>notes</b> to others.</p> <p>I know what to do if someone sends me inappropriate content.</p> <p>I can change my <b>profile settings</b> to keep me safe online (e.g. change my password if I think that somebody else might know it).</p> <p>I know how to <b>search</b> for images online in a safe and responsible way.</p> <p>I can attach an <b>image</b> to a note.</p>	<p>I can add <b>pages</b> to my Wiki.</p> <p>I can add relevant and interesting <b>content</b> to the pages I've created within my Wiki.</p> <p>I can add subcategories to my Wiki and create direct <b>links</b> to these.</p> <p>I can change the <b>fonts</b> and styles of my text, therefore showing an awareness of design and layout.</p> <p>I can add <b>other media</b> to my Wiki, such as images, attachments, video content, creating discussion pages and other more advanced effects.</p> <p>I work well and <b>communicate</b> effectively with others in my group</p>		<ul style="list-style-type: none"> <li>• Images</li> <li>• Slideshow or Gallery</li> <li>• Youtube video(s)</li> <li>• Map</li> </ul> <p>I have created a survey using <b>Google Forms</b> and embedded this into my website.</p>	



	<p>I can attach a <b>file</b> to a note.  I have turned in an <b>assignment</b>.  I have completed a <b>poll</b>.  I have completed a <b>quiz</b>.  I have joined at least one new <b>group</b>.  I have deleted <b>photos</b> I have stored to the camera roll (if no longer needed) and logged off from Edmodo at the end of the lesson.</p>	<p>and have contributed fully towards the creation of my groups Wiki.</p>		
<p><b>I'M A RESPONSIBLE DIGITAL CITIZEN</b></p>	<p>I know that people might not be who they say they are on the internet.  I know that information about me is really important and that it should not be shared online without a parent, carer or teacher's permission.  I always talk to an adult I trust about what I do online. If I see something that makes me feel confused or scared, I know to tell a trusted adult (e.g. parent, carer, relative or teacher).  I know what to do if I find something inappropriate online or if somebody says or does something that worries me.  I know how to behave when I am online.  I can add <b>text</b> to my poster.  I can add <b>images</b> to my poster.  I can edit my images and text so that they are the <b>right size</b> and <b>in the right place</b>.  I can make my work look nice by changing things such as the <b>text fonts</b>.  I can make my work look nice by choosing an attractive <b>template</b> and changing things such as the <b>colours</b>.  I can <b>share</b> my work.</p>	<p>I understand what the internet is.  I understand the different parts of a URL.  I understand how search results are selected and ranked.  I can search effectively online.  I can safely search for images online and I only use images that I have permission to use.  I can evaluate websites based on;  1. How <b>relevant</b> the content is (based on what I actually want to find out).  2. How easy it is to <b>find</b> what I'm looking for (there might be lots of pop-up adverts that make this difficult, for example).  3. How <b>reliable</b> the information in the website is (done by cross - referencing it with other similar websites).  I can present my work effectively.</p>	<p>I understand the rules for staying safe on the web.  I know what the schools acceptable use policy is and can present ideas and tips to help others follow this.  I have a good understanding of a range of e-safety issues and topics.  I understand the potential risks of providing personal information when using online technologies both within and outside school.  I can evaluate how safe I am when using online technologies. I have changed my online behaviour if appropriate, in response to this.  I have communicated and presented my knowledge and understanding of e-safety to others.  I have created a high quality piece of work using ICT. This work meets the needs of the design brief: to create an IT based e-safety document for a chosen audience.</p>	<p>I have planned the <b>design</b> of my app by deciding on the name of each of my 5 tabs, what icons will be within each one and what they will link to. I have planned what my splash screen will look like.  I have created my app by giving it a <b>name, writing a description, choosing a category and uploading an icon</b> image (that I have permission to use).  My first tab is the <b>home screen</b> (with the tab name "home"). Within this tab I have created a number of icons and have assigned various actions to each one.  I have created <b>4 other tabs, which include content which links to something else</b>.  My icons are all the <b>same size</b> and fit in with the theme of my app.  One of my tabs includes a link to a <b>map</b> and has map points linked to the theme of my app.  On one of my tabs, I have created a <b>standard screen</b> which links to relevant <b>YouTube videos</b> (that I have found responsibly online).</p>

	<p>I can use the web <b>safely</b> and find images that I have <b>permission</b> to use.</p> <p>I know what to do if I come across any images that cause concern.</p> <p>I can save images that I need <b>(to a cloud based storage space)</b>.</p> <p>I can <b>import images</b> into Haiku Deck.</p> <p>I can <b>add text</b> to go with the images that I have imported.</p> <p>In my presentation I have;</p> <ul style="list-style-type: none"> <li>• chosen a good <b>theme</b></li> <li>• chosen the right <b>layout</b> for each slide</li> <li>• included a <b>title page</b></li> <li>• included <b>many slides</b> (I might have changed the order of some of these)</li> <li>• turned the <b>background colour</b> on or off, where appropriate</li> <li>• included <b>lower case</b> and <b>all capital letter</b> text, where appropriate</li> </ul> <p><b>I have added a chart(s) to my slide(s).</b></p> <p>I have shared my presentation to be viewed by others.</p>	<p>I can name some of the hardware that connects computers.</p> <p>I can take part in simulation of how data is transmitted via the internet.</p> <p>I can describe some of the <b>functions</b> of the different hardware used to connect computers.</p> <p><b>I can discuss some of the hardware involved in connecting a classroom computer to a web server in another country.</b></p> <p>I can describe how data is transmitted via the internet.</p> <p><b>I can discuss some of the protocols involved in transmitting data via the internet.</b></p> <p>I can describe the different uses of ping, ifconfig, tracer and nslookup commands.</p> <p><b>I can discuss the output produced by ping, ifconfig, tracer and nslookup commands.</b></p> <p>I understand some of the ways in which safety or privacy may be compromised by using the internet.</p>		<p><b>I have added a link to a related twitter feed. I have also set up a link to a related RSS feed. I have added a gallery and other images. I have also added other features such as sound, videos, files and extensions.</b></p> <p>I have <b>shared and installed</b> my app onto a mobile device.</p>
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