



National Curriculum Aims			
<ul style="list-style-type: none"> -Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. -Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. -Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. -Are responsible, competent, confident and creative users of information and communication technology. 			
National Curriculum Subject Content			
<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -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, valuating and presenting data and information. -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 			
Information Technology			
Laptop skills and Word Processing	Presentations, Web Design and eBook Creation	Video Creation	Data Handling
<ul style="list-style-type: none"> -Can format text to suite a purpose. -Can choose the best application to demonstrate learning. -Can discuss the audience and purpose of content. 	<ul style="list-style-type: none"> -Can choose an appropriate app to communicate to an audience. -Can include a variety of media in their project including hyperlinks to link pages together. -Can evaluate their content and consider ways to improve it. 	<ul style="list-style-type: none"> -Can use the green screen masking tool with more than one character. -Can add animated subtitles to a film -Can create videos using a range of media (green screen, film and image) 	<ul style="list-style-type: none"> -Can write spreadsheet formula to solve more complex problems -Can create and publish their own online questionnaire and analyse the results.
Computer Science			
Computational Thinking and Coding/ Programming		Computer Networks	
<ul style="list-style-type: none"> -Can identify variables needed and their use in selection and repetition -Use a range of sequence, selection and repetition commands combined with variables to implement a design. -Can identify and write generic code 		<ul style="list-style-type: none"> -Understand what HTML is and recognise HTML tags. -Use a website to write HTML code 	



Digital Literacy				
Self Image and Identity	Online relationships	Managing online information	Health and Wellbeing	Privacy
<ul style="list-style-type: none"> -Can describe how media can shape ideas about gender and gender. -Can challenge and explain why it is important to reject inappropriate messages about gender online. -Know why they should keep asking for help until they get it 	<ul style="list-style-type: none"> -Can explain how impulsive and rash communications online may cause problems. -Can demonstrate how they would support others online and how they would report problems online for both themselves and others -Can talk about how to build a positive online reputation. -Know how systems are in place to keep us safe Know that what they are posting online is creating an online reputation that other people will use to form an opinion about them. -Know a range of ways to report bullying and how to save evidence (screen shot). 	<ul style="list-style-type: none"> -Can use search technologies effectively. -Can demonstrate the strategies they would use to evaluate accuracy of digital content. <p>Can use the terms influence, manipulation, persuasion and how they may encounter these (advertising, ad targeting.)</p>	<ul style="list-style-type: none"> -Know common systems that help keep them safe (age restrictions, parental warnings) -Know how to limit negative impact of technology (regular breaks, correct posture, nightshift mode, monitoring time online) 	<ul style="list-style-type: none"> -Can use different passwords for a range of online service. -Describe effective strategies for managing passwords (password managers, acronyms etc) -Explain what to do if their password is lost or stolen. -Explain what app permissions are and can give examples from technology they use. -Describe strategies to identify scams and fishing.