

Computing Curriculum Overview

Key Stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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

Key Stage 2

- 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, evaluating 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.

| Year 1 | | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| Keeping Information safe and Reporting an incident. Design a poster. | Typing / Word processing (postcard, card etc) link cross curricular | Controlling Floor Turtles | How to search safely Based around topic maybe | Using Paint Package Take photos/record sounds/Video | Coding |
| Lee and Kim (TUK) BBC Staying Safe Online Private or Not Clicky Rap | 2 Type BBC Dance Mat 2 Publish+ | Beebots What is an Algorithm? What is a bug? | Staying Safe Online BBC Safe Search Search Espresso DK Find Out | 2 Paint A Picture/ Paint/Tux Paint Digital Cameras, Easi speaks. Flip Cams | What is code? Espresso Coding Year 1 Scratch Junior? Code Studio? |
| <ul style="list-style-type: none"> I know to tell a grown up if something online makes me unhappy. I can explain why it is important to be safe online. 35. I can share how to stay safe with other people in my school (e.g. poster, song, video...). I know to keep information about me safe (e.g. not sharing personal information). I can explain some dangers when using a digital device (e.g. computer, tablet, mobile phone...). I can list they information I should keep safe and some things I could share. | <ul style="list-style-type: none"> I know that we can use different fonts and size text on a computer. I know we can change the font colours and background colour. I can explain why we may want to use different colours, sizes and types of font in our work. I can change font type, size and colour. I can use bold, italics and underline my work. I can choose a suitable background for the font colour I am using. I know that the keys on a keyboard or touch screen have different functions. I can explain some of the functions on a keyboard (e.g. how to get a capital letter, how to make a £ sign...). I can use a typing program to help me use a keyboard more efficiently. | <ul style="list-style-type: none"> I know what an algorithm is. I know that a computer needs a clear set of instructions because it does exactly as it is told. I know that an algorithm is needed for a computer program to run. 6. I can follow an algorithm using a floor turtle. 10. I can create an algorithm using a floor turtle. I know what a 'bug' is and what we mean by 'debugging' a problem. I can spot (debug) a mistake in my instructions and change it so it will work. | <ul style="list-style-type: none"> I know how to carry out a simple web search to collect information. I can carry out a simple web search and decide which websites to look at. I can carry out a web search and find the relevant information. | <ul style="list-style-type: none"> I know what a digital device is. I can choose the right digital device to carry out my task. I can use a digital device to create a file (e.g. pictures, text, presentation, take a photo...). 66. I can select the right equipment, software or hardware for my task. I know how to save my work. I can retrieve and edit my work to make changes. I can print my work once I am sure it is finished. I can resave my work. | <ul style="list-style-type: none"> I can follow an algorithm on screen using a computer I can create an algorithm on a screen I can create an algorithm on screen with a sequence of steps (five or more). I can create a simple program using at least two algorithms (e.g. in Scratch tell a joke, create a fish tank). I know what code is. I can input the code to my algorithm and see if I was right. |

| Year 2 / 3 Year A | | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Digital Literacy/IT | IT | Computer Science | Digital Literacy | IT | Computer Science |
| What technology is around us? Typical day what technology do we meet? What do we have at home/school/work? | Create an animated story based on Lit/Hist Data Handling Graphs/Pictograms | Parts of a computer Unplugged Computing | Consider how we communicate online. | Multimedia presentation/animation and Create a game | Coding |
| How do we use computers The Internet Ninas Song How computers have changed? Computers Everywhere Tour of school Parts of a computer | 2 Create Story/Superstory Starting Graph www.ptolemy.co.uk/furbles08 Gordon ITPs/ Top Marks | Scrapyard challenge Jam Sandwich Robot Unplugged Code studio What is the Internet? Roamers/Probot/Big Track? Computer Storage | Hectors World Passwords Bad Netiquette Stinks VC resource (Google Hangout /skype) | Photostory 2Animate/Pivot Stick/ZU3D) 2DIY Create a game. | Espresso Coding Year 2 |
| <ul style="list-style-type: none"> I know that digital devices have inputs and outputs. I know computers have lots of parts. I can explain three input devices I may use (e.g. mouse, keyboard, Beebot...). I can explain how some parts of a computer work. I can create a diagram to explain different parts of a computer. I know how technology can be used in school. I know how technology is used all around us. I can explain some of the advantages and disadvantages with using technology. I can explain different ways technology is used both in school and in | <ul style="list-style-type: none"> I know what a file is. I know information can be presented in different ways on a digital device (e.g. graph, poster, video...etc). I can explain why it is useful to use a computer to do some things. I can create a text document. I can use or create sound in my work. I can use or create images in my work. I can create a graph or pictogram to show information I have collected. | <ul style="list-style-type: none"> I can follow an algorithm without using a computer. 9. I can create a simple algorithm on paper (at least three steps). I know that computers can be connected together to form a network. I know I can save my work to a shared area. I understand that I can print from lots of different computers to the same printer I can explain that I can access the same software on lots of different computers. I can access the same piece of work from lots of different computers. I know my work can be stored in different places. | <ul style="list-style-type: none"> I know how to be kind to other people when online and think carefully about what I say. I can explain the kind of things that would upset someone if I posted something about them. I can create a message that is suitable to post online to someone. I know that there are lots of different ways to communicate with people. (E.g. email, video conference, blog, instant message, text...). I can decide which the best form of communication to use is and who will be able to see it. I can send a message or post a comment online (E.g. blog, forum...). | <ul style="list-style-type: none"> I can create a multimedia presentation. I can create an animation. I can create a game. | <ul style="list-style-type: none"> I understand that sometimes there is more than one solution to solve a problem. I can break down a problem into smaller steps to help me solve it. I can write two different algorithms to achieve the same goal. I can look at a code and explain what I think will happen before testing it. |

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| <p>everyday life. (E.g. hospitals, supermarket).</p> <ul style="list-style-type: none">● I can list different types of technology and how they are used to help us. (E.g. map a journey of technology you see typically in a day).● I know different ways a computer may be used for in school (e.g. alarm, controlling temperature...).● I can explain when it may be better to use the computer and when it may not be. | | <ul style="list-style-type: none">● I know information can be stored on the computer or on portable devices (e.g. school network, usb, SD card, cloud...).● I know files can be saved as different types (e.g. mp3, jpeg, doc).● I know that information is stored in Bytes, Kilobytes, Megabytes and Gigabytes.● I can explain what happens to my work when I save it.● I can explain which type of files take up a lot of space and those that don't. | <ul style="list-style-type: none">● I can take part in a video conference. | | |
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| Year 2 / 3 Year B | | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| Dangers of meeting Online friends | Databases and simulations | Modelling and Simulation | Passwords Phone use Email Create Folders for work | Multimedia media presentations and Paint package in style of an artist. | Coding |
| Smart Crew (Childnet) | Textease CT Textease Branch What is a database Sorting Games Right Move Or Wards search houses Who Durnnit? Greenfield Rd Exploring on screen simulations Hot Air Balloon Car Parking Simulator Why use simulators? | Kodu | Webonauts Password Rap Dinopass Password Lesson Plan Do you play games on Phones Sending emails Email (sending email between schools) Writing Good emails (lesson Plan) How email works | Powerpoint 2 Paint a Picture/ Paint/ Clicker Paint | Espresso Coding Year 3 |
| <ul style="list-style-type: none"> I know how to report an incident. I know I can tell an adult, contact Childline or CEOP if something happens online that makes me unhappy. I can explain the procedure we have in school for reporting an incident. I know that people online are strangers and may not be who they say they are. I know that if someone asks me to meet them, I will talk to an adult first. I can explain the dangers of meeting up with someone online or adding them as a friend. | <ul style="list-style-type: none"> I know what a database is used for. I know a database is made up of records and each record is divided into fields. I can look at the results of a database search and identify inaccurate information. I can explain different situations in which we may use a database. I can search a database to find relevant information. 62. I can create a database. I can make changes to a database to change inaccurate information. I know that a branching database can help me to sort things according to different criteria. | <ul style="list-style-type: none"> I know why it is important to use a sequence of instructions. I know a program is made up of algorithms of code. I know that you need to code each part of a program (e.g. add code to both the cat and a mouse in a game). I can create a program that has a sequence of at least six steps on screen. | <ul style="list-style-type: none"> I can explain the type of messages or comments that would be acceptable and those that wouldn't. I can create a guide to show the type of messages and comments we should and should not use when communicating online. I know that you should keep information about passwords safe. I can explain why we should keep our passwords secret and what may happen if we don't. | <ul style="list-style-type: none"> I know how to present information to my audience in a clear and interesting way. I can evaluate what to changes I need to make with my work to make it better. I can create a multimedia presentation which combines, text, edited audio and photos. I can create a picture in the style of....using a paint package. | <ul style="list-style-type: none"> I can break down a program in to smaller parts to make it easier to program or explain how it works. I can create a program that has a sequence of at least six steps on screen. I can design a simple algorithm using a loop (repeat command). I can change the order of a mixed up algorithm so that it works. I know that a bug is an error and will stop the program running correctly. |

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| <ul style="list-style-type: none"> ● I know that some websites can be harmful and show unpleasant things. ● I know that I must open messages online that are safe. ● I can evaluate if the message I receive is genuine or may be unsafe to open. only | <ul style="list-style-type: none"> ● I understand that questions need to be either 'yes' or 'no' when creating a branching database. ● I can explore a branching database to sort information and answer questions. ● I can create my own branching database. ● (KS1) I know that some things are simulated. ● (KS1) I can give examples of when simulations may be used when it is too dangerous to carry it out for real. (E.g. train a pilot by flying a helicopter in a snowstorm using a simulator). ● (KS1) I can explore simulations and use logical reasoning. (E.g. Kent ICT Games, BBC Science clips, completing a circuit did not work so try a different solution...). ● I know that some jobs are better completed by computers than humans (e.g. production line...). ● I can explain that advantages and disadvantages of using simulations. ● I can give examples of jobs which use computers rather than humans. <p>I can explore a range of simulations and evaluate how realistic they are</p> | | | | |
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Year 4 / 5 / 6 Year A

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| Effective Searching Web Research | Word Processing Skills (tables, wrapping text etc) Create a talking booking (2 Create) or animation | Coding and Bugs | Cyberbullying, creating shared documents | Data logging Data Handling creating and analysing graphs | Coding |
| Welcome to the Web work through modules Dog Island , Tree Octopus , All About Explorers Website Validity Welcome to The Web Flying Penguins | Ms Word/ Publisher 2Publish+ 2 Create | Scratch 2DIY Create a game Logic Bug What is a bug | BBC Computing KS2 Different ways to communicate Padlet /Google doc Espresso Online Bullying Online Bullying Quiz | Logit Explorers Textease CT/ Excel Photostory (linked with science) | Espresso Coding Year 4 |
| <ul style="list-style-type: none"> 20. (UKS2) I know what a web browser (e.g. Google, Safari) is for [i.e. software on the computer to help access information on the Internet]. 22. (UKS2)I can list some of the web browsers that we may use to search the World Wide Web. (UKS2) I can explain the different features of a web page (e.g. URL, hyperlinks etc...). I know that not all information online may be true. I can evaluate if a website is appropriate for me to use. I can explore some spoof websites and identify the inaccurate information by comparing this with alternative sites | <ul style="list-style-type: none"> I know that sometimes it is better to make changes to something before publishing it. I know how to present information to my audience in a clear and interesting way. I can evaluate what to changes I need to make with my work to make it better. I can create a multimedia presentation which combines, text, audio and images. | <ul style="list-style-type: none"> I can break down a program in to smaller parts to make it easier to program or explain how it works. I can create a program that has a sequence of at least six steps on screen. I can design a simple algorithm using a loop (repeat command). I can change the order of a mixed up algorithm so that it works. I can create a program that controls more than one thing (e.g. two or more sprites in Scratch or similar software or App). I know that a bug is an error and will stop the program running correctly. I can look at an algorithm and explain what I think | <ul style="list-style-type: none"> 30. I know that I should be kind to people I communicate with online. I know there are lots of different ways we may communicate and collaborate with people. I can explain some of the different ways we could communicate and which may be most useful for the task. I can explain the advantages and disadvantages of sharing a document online. I can take part in a Video Conference. I can create my own blog post or reply to a discussion board. I can use a wiki, or shared area to | <ul style="list-style-type: none"> I know that I can use computers to create graphs. 69. I know that there are different types of graphs to display information. I understand that some graphs are better than others to present the information. 71. I can select the most appropriate type of graph to display my findings. I can explain why line graphs are better for showing how something changes. I can create at least two different types of graphs to show my information I have collected. I know that a data logger can be used to collect useful data. I can explain what the graph or data shows. I can spot any unusual features. | <ul style="list-style-type: none"> I can create a program that controls more than one thing (e.g. two or more sprites in Scratch or similar software or App). I can look at an algorithm and explain what I think will happen before testing it. I can debug a program/game that doesn't work. I know that sometimes we need to ask a computer to make choices. I can explain where in a game a choice is being made by the computer. I can create a game or activity which |

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| | | <p>will happen before testing it.</p> <ul style="list-style-type: none">● I can debug a program/game that doesn't work. | <p>collaborate with other people.</p> | <ul style="list-style-type: none">● I can explore measuring temperature, sound or light with a data logger.● I can create a graph using a data logger.● I know how to present information to my audience in a clear and interesting way.● I can evaluate what to changes I need to make with my work to make it better. | <p>uses a selection command (e.g. if, then or else).</p> |
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| Year 4 / 5 / 6 Year B | | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| How to stay safe online. Profiles, Cyberbullying, meeting online friends. | Animation and Editing Create and animation/ radio play/Movie | Controlling or simulating Physical Systems | Copyright, creating blogs/discussion boards/sharing a file | 3d Modelling Green Screen (possibly animation) | Coding and how search works. World Wide Web |
| Online Chat Spacebook Play Like Share Guy Fawkes Privacy .Jigsaw (TUK) Meeting Up with Online Friends- Wonderwebworld Sometimes What Seems Like Fun If you see scary stuff | 2Animate/Pivot stick ZU3D? Movie Maker and Flipcams Audacity and Easi Speaks Hyperlink a video, sound file or animation into a PowerPoint . | Controlling Physical systems Lego Wedo 5 Models set up – pupils program them to work. Rotate around groups to try different challenges. One unmade model for pupils to create own. Lego Wedo Lego NXT Traffic lights etc | Online Behaviour Digital Etiquette AllyK@tz Plagiarism AllyK@tz Copyright AllyK@tz Illegal Downloading Espresso Online Sharing Skooville (reviews) | Homebase/wicks plan of kitchen Google Sketch Up (see we are architects) Creating visual effects using code. Dr.Who ZU3D Animation Green screen ? | Espresso Coding Year 5 How search works Video Google Data Centre BBC Video Bing it On How Search works Paul with his Kit tour of school How The Internet works |
| <ul style="list-style-type: none"> I know what I do online will leave a digital footprint about me and that information could be used later in life. (I.e. think before I post). I know about the importance of privacy settings on digital devices (e.g. phones, games consoles, computers, tablets...). I know what cyberbullying is. I can explain what information to use and which information to keep private when creating a safe online identity I can explain what may happen if I post certain things on line I can explain the difference between | <ul style="list-style-type: none"> I can edit an audio file. I can edit a video file. I know that video and audio can be edited. I can review my work and make changes. I can edit and combine a number of audio files. I can edit and combine a number of video files. I know what hyperlinks are. I can explain how hyperlinks may be used to help us share our information. I can create hyperlinks or link pages within presentations or a web page. I know that you can produce work for | <ul style="list-style-type: none"> I know that I can control things by connecting them to a computer. I can explain and use some of the things we connect and control with a computer (e.g. data logger, Lego Wedo etc, motor, lights, Makey Makey). I can create a simulation of a physical system (E.g. make a set of traffic lights). I can write a program to control or simulate something attached to my computer (e.g. Lego, motor, sensor, Makey Makey). | <ul style="list-style-type: none"> I know that some websites have age restrictions to help keep us safe. I can explain why some websites have age restrictions and some of the dangers we may be exposed to. I know what netiquette is (i.e. online behaviour). I know that there are laws that stop me copying online content. I can explain some of the things we should not do when sharing our work online. I know what a blog is for. I know what a wiki is for. 67. I can explain the things I need to consider when creating my own | <ul style="list-style-type: none"> I know that sometimes we create models to simulate what we want to create or build. I can explain a number of situations when we may create a model or plan of something. (E.g. new school, house, building....). I can create a 3D model. 112. I know that sometimes special effects are used to change the background in a film or animation (Such as Green Screening). I can explain what green screening is and how we could use it. I can create an advert, news or weather report or animation using green screening. | <ul style="list-style-type: none"> I know how to detect errors in algorithms. (Debugging) I can look at an algorithm to explain what should happen. I can change the code in a program to fix errors and solve a problem. (debugging) I know the World Wide Web is made up of content(e.g. video, music, docs etc...) I know the Internet is made of lots of servers and cables linked together. I can explain how the Internet works. I can explain what the World Wide Web is. |

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| <p>acceptable and unacceptable behaviour when using technology</p> <ul style="list-style-type: none"> • I can evaluate how safe someone's behaviour is when using technology, (e.g. look at example profile, is the information safe to post?). 49. I can explain the advantages and disadvantages of using the Internet to communicate. • I can create some advice for people who want to stay safe online. • I can create an example of a good profile to have. • I can create an example of a poor profile to have. • I can create something that explains how we should behave online (e.g. video, presentation, podcast, song...). | <p>different audiences and the language and content may need to vary.</p> <ul style="list-style-type: none"> • I understand the need to consider purpose and audience in presenting ideas. • I can create a multimedia resource (including animation) | | <p>blog (e.g. who sees it, who can comment on it, who moderates it...).</p> <ul style="list-style-type: none"> • I can create my own blog. • I can create my own Wiki or collaboration space. | | <ul style="list-style-type: none"> • I can explain the main differences between the WWW and the Internet. • I can create something that illustrates how the Internet and WWW are different. • I know that search engines use web crawlers to retrieve search results [i.e. searches the words you type in to the web browser]. 24. I know how search engines rank search results. • I can explain how a search engine lets you find useful websites on the internet. (E.g. by using web browsers). • I can create a diagram or explanation of how information is searched for using the Wide World Web. |
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| Year 4 / 5 / 6 Year C | | | | | |
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| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Digital Literacy | IT | Computer Science | Digital Literacy | IT | Computer Science |
| Effective searching, bias. Viruses and spam Online Gaming | Create school trip/party using spreadsheets. Taking and editing Photos | Understanding Networks and how information is stored and sent (CS) | Changes in Technology Pioneers, How things work | Multimedia based on Memories of the school | Coding and different languages (HTML and Java) |
| Online Search Using a search engine Evaluating Content Viruses and Lady Jane Grey The Three Cyber Pigs Hooked Game On Online Gaming | Textease CT or Excel Spreadsheet Planning Ideas Digital Cameras Photo editing (GIMP/Paint.Net) | Peter Packet Digitalisation Draw a simple network and Identify parts. Binary Numbers | Alan Turing Ada Lovelace How Barcodes work How a key fob works How can robots be used to help us with our daily lives? Colossus Computer BBC Robots Robots Espresso News Video Conferencing – Google Hangouts/Skype | Combination of Powerpoint/Movie Maker/Audacity/Animation | Espresso Coding Year 6 HTML and Python Star Wars |
| <ul style="list-style-type: none"> I know how to decide whether the information is relevant or suitable for my needs. I know sometimes I need to refine my search as I don't always get the information I was expecting. I can skim-read web pages, and compare the quality of the information. I can decide whether the information I have found is relevant or suitable for my needs by looking at the summary. I know that sometimes people misuse the Wide World Web and try to trick or mislead us. | <ul style="list-style-type: none"> 53. I can edit a photograph or image file. I can filter information within a database or spreadsheet. I know how information is stored as data. I know what data is. I know what information is. I know what a spreadsheet is. I know how to use SUM to add up numbers in column and row. I know how to enter formulae, change data and predict the results. I know how to format cells. | <ul style="list-style-type: none"> I know that information is stored in many different forms and can be accessed in a number of different ways. I can explain some of the multiple services the internet provides (e.g. Learning Platform, Google Drive, Drop box etc...). I can explain how I can retrieve my work remotely. I know some of the hardware and vocabulary associated with computers (e.g. router, hub, html...). I know all digital devices have an IP address. | <ul style="list-style-type: none"> I know that there are many famous people who have influenced how computers are used. I can explain the important role some famous people have had in developing the computers we have today (such as Alan Turing, Tim Berners Lee, Ada Lovelace and Mark Zuckerberg). I can research a famous pioneer of the computing world and the difference it has made to our lives. | <ul style="list-style-type: none"> I know that you can produce work for different audiences and the language and content may need to vary. I understand the need to consider purpose and audience in presenting ideas. I can create a multimedia resource (including animation) taking into account the audience. I know that there are lots of different applications to communicate my ideas. I can choose the appropriate software or digital device to achieve a given goal. I can independently select appropriate software or resources necessary to communicate my ideas. | <ul style="list-style-type: none"> I know why we use variables in algorithms. I know that there are many different types of code/computer languages (e.g. java, html, etc...). I can explain what is meant by a variable and give some examples. I can create a game or an activity which uses variables (e.g. create a timer, lives, score...) I can create a game with multiple algorithms (E.g. Maths quiz). I can create an activity that uses 'what if' or 'else' statements. |

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| <ul style="list-style-type: none"> • I can explain why I only open up emails I know that are safe (e.g. viruses, spam, etc). • I can explain why it is important to read the information before signing up online to things. • I can explain some of the problems with apps • (additional costs, adverts etc). • I can create something that highlights the potential risks when using technology. | <ul style="list-style-type: none"> • I can explain why a spreadsheet is useful when data may change (e.g. petrol prices go up). 92. I can create a spreadsheet. • I am able to develop a hypothesis and create a spreadsheet model to test it. • I can generate a graph from my spreadsheet. • I know that mistakes can be made when entering data. • I can interpret and analyse information in graphs. • I can identify and correct implausible or inaccurate data. • I can create two graphs, one show the inaccurate information and one with the data corrected. | <ul style="list-style-type: none"> • I can understand how a simple network works in a school. • I create something which illustrates how a simple network works. • I know computers use binary to represent all data. • I know that data is broken down into packets when it is exchanged over the Internet. • I can explain how data is transferred (e.g. information is broken down into numbers before information it can be sent or received). • I can explain what a 'cookie' is. • I know a computer uses binary to represent data and it is made up of 0 and 1s. • I can explain how binary works. • I can represent different numbers in binary. | | <ul style="list-style-type: none"> • I can communicate my ideas using the best software or resources to achieve my goal. | <ul style="list-style-type: none"> • I know that websites usually use html or html5. • I know if you right click on a website and click views source code or page code (using Internet Explorer or Chrome) you can see how the page has been created. • I can look at the source code on web pages and explain what some bits refer to. • I can change the html on a web page to change the colour of the text and background. |
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