COMPUTING & DIGITAL LITERACY

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.

Curriculum Intent

Computing INTENT	We INTEND our curriculum to be:	
At Rickleton, we know how important Computing is in the future employment of our pupils therefore we want our children to leave Rickleton with a wide range of transferable skills, that are relevant to local and world-wide contexts. Technology is everywhere; we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be leaders, not simply consumers, and our curriculum encompasses the aims of the National Curriculum in: computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology. We want them to be respectful communicators and to understand that their actions have an impact on others which is why our digital literacy curriculum works alongside our PSHCE learning. We recognise that technology can allow pupils to share their learning in creative ways, which is why pupils are given opportunities to be curious and experiment with different software across the curriculum, which also teaches them to develop the strong basic-skills needed to use this technology to the best of its ability. Our computer science curriculum aims to provide children with the opportunities to be innovative and ambitious problem solvers, learning programming skills but most importantly, the resilience to never give up. We encourage staff to try and embed computing across the whole curriculum to make learning creative and inclusive which allows all to thrive in a supportive environment. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.	Creative	Provide children with opportunities to experiment with a range of technology and programmes.
	Challenging	Provide open ended challenges for children to create opportunities for critical thinking and problem solving (particularly when coding).
	Relevant to local and world-wide contexts.	Children are equipped with the skills to use technology safely so they continue to do so outside of and beyond primary school. Coding and programming allows children to understand how computers work which is beneficial for future employment.
	Develop strong basic skills.	Opportunities to develop basic skills such as internet safety, typing skills, how to look after a computer in KS1 so children can build on these and apply them further in KS2.
	Create transferable skills.	Able to apply skills across a range of technology and programmes. Cross curricular links to PSHE.

Curriculum Implementation

Computing IMPLEMENTATION	Real-world Opportunities	Big ideas:
The National Curriculum is used to ensure correct coverage and progression of the three areas of Computing (digital literacy, information technology and computer science). We have created termly planning overviews to support staff with the teaching of these areas, ensuring that learning is revisited to support pupils understanding whilst building year on year to develop and challenge our learners. Staff use these documents to plan learning that best meets their pupils' needs; working on set objectives rather than tasks. Often, skills are taught discretely to develop learners' understanding and are then applied across the curriculum where appropriate. Our curriculum, is always adapting to best suit our learners and the digital landscape. Our PSHCE curriculum is closely linked to the skills taught in digital literacy and these values are embedded within everyday learning via lessons, class assemblies and safer internet day. The teaching of computer science ensures that pupils develop computational thinking, through a range of unplugged and technology-based opportunities. Within information technology, pupils are taught a range of skills including: presenting, word processing, photography and video creation, augmented reality, sound and web design, in order to ensure that they become digital citizens.	Access to a range of technology to allow pupils to apply their understanding in different ways. Unplugged activities, which allow pupils to use the knowledge of computer science in everyday situations. VEX IQ robotics, allows pupils to experiment with the build and programming of a robot, similar to devices used in the local industrial area. Computer Science curriculum develops knowledge of how digital systems work through programming robots and computer circuit boards. Digital literacy curriculum, which evolves and adapts to support pupils with the ever-changing digital landscape.	Digital Literacy: pupils are equipped with the knowledge to help them stay safe online. Information Technology: Pupils are able use, express themselves and develop their ideas through information and communication technology- at a level suitable for the future work place and as active participants in the digital world. Computer Science: pupils learn the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Curriculum Implementation

Computing IMPACT	The IMPACT of our curriculum will create pupils who are:	
The successful approach at Rickleton Primary results in an engaging, challenging and high-quality computing curriculum, that provides children with the foundations and knowledge for understanding the world but also allows them the opportunity to be critical thinkers! Pupil voice, collaborative powerpoints and saved evidence demonstrates the ability of children to use core basic skills and then advance their outcomes with their own ideas and solutions to challenges. Our pupils ask 'why?' and 'how?' so that they understand the purpose of their creations as well how useful their learning is outside of our school community. They discuss their ideas and work collaboratively to reflect and evaluate upon their learning so they can appreciate their successes and next steps. Older pupils are keen to work as 'computing ambassadors' supporting younger children to learn basic skills. Their confidence and ability to share their own knowledge embodies the impact that our computing curriculum has on pupils as they progress through school. Our computing curriculum gives pupils the opportunity to experiment with technology in a safe environment whilst teaching pupils the skills needed to be responsible digital citizens, who are ready for the next step in their education and the outside world. Children enjoy working with a range of visitors, such as police and other community representatives and are impressive in their knowledge of how to be safe, particularly when it comes to reporting concerns about the use of technology.	Curious	Ensuring engaging lessons are planned so that children engage better in learning and can share what they have learnt confidently. Children will be supported to ask better questions demonstrating the curiosity they have in computing and lesson planning will allow children time to explore technology and software.
	Innovators	Children will be given time to explore technology to enable them to use it creatively.
	Problem Solvers	Through developing problem solving skills, children will become more resilient and this will show in other subjects for example, maths. Collaborative learning powerpoints will show children explaining their learning and how they can to solve a problem.
	Respectful communicators	Children will be able to explain what it means to be a respectful communicator and be able to make links to previous learning in digital literacy. Collaborative PowerPoints will contain pupil voice and show that children are comfortable discussing online issues.
	Ambitious	Lessons will provide opportunities to develop children's passions, talents, and interests.

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.

Rickleton Primary School Curriculum

To be a Computer Scientist, I...				
Use a range of technology to communicate ideas in fast, effective and engaging ways.	Use technology to gather, store and manage information easily.	Effectively search the internet to safely find and share information for a range of uses.	Create step-by-step instructions which overcome problems.	Use analytical and resilience skills to improve the effective-ness of instructions.

To be a Computer Scientist, I...

Can use a computer to share ideas in different ways.

Write instructions to make things happen.

Use the internet to find information I need.

Save my work carefully and find my work quickly.

Think of ideas to solve problems.

Software Developer	Web designer	Security Analyst	Computer Engineer	Game developer

To be a Computer Scientist, I...				
Use a range of technology to communicate ideas in fast, effective and engaging ways.	Use technology to gather, store and manage information easily.	Effectively search the internet to safely find and share information for a range of uses.	Create step-by-step instructions which overcome problems.	Use analytical and resilience skills to improve the effective-ness of instructions.

To be a Computer Scientist, I...

Use a range of technology to communicate ideas in fast, effective and engaging ways.

Use technology to gather, store and manage information easily.

Create step-by-step instructions which overcome problems.

Effectively search the internet to safely find and share information for a range of uses.

Use analytical and resilience skills to improve the effectiveness of instructions.

Software Developer	Web designer	Security Analyst	Computer Engineer	Game developer

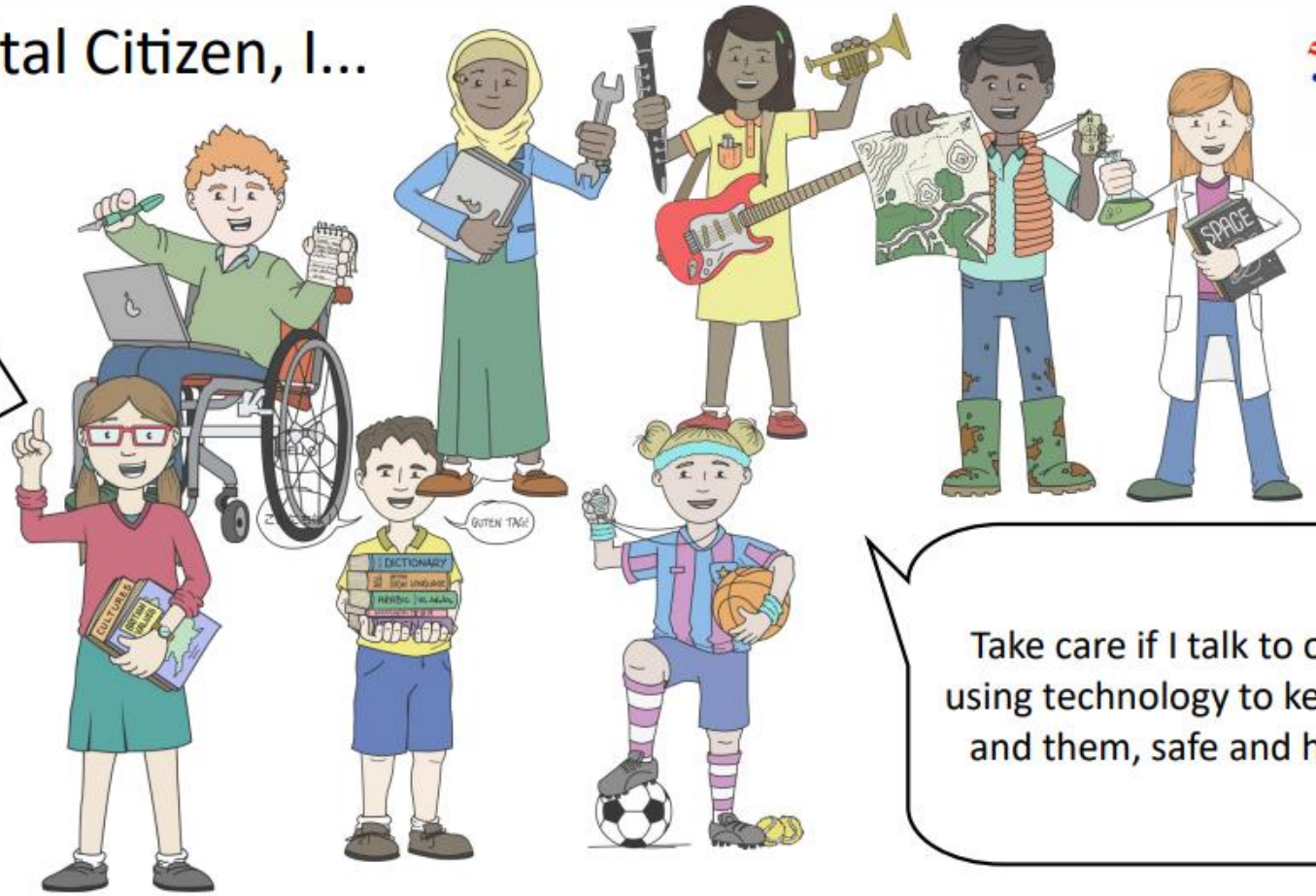
To be a positive Digital Citizen, I...

Protect myself and my equipment from the physical and mental dangers of making bad choices on the internet.

Communicate positively over the internet, making good decisions to keep myself safe.

To be a positive Digital Citizen, I...

Make good choices when using technology which keep me safe and happy.



Take care if I talk to others using technology to keep me, and them, safe and happy.

DIGITAL LITERACY
Avoid suspicious emails, websites, and online advertisements.

DIGITAL PRIVACY
Review privacy settings. Know what to share and with whom.

DIGITAL RESPONSIBILITY
Report problems, abusive behavior, and inappropriate images or content.

DIGITAL SECURITY
Make passwords easy to remember, but hard to guess.

DIGITAL COMMERCE
Be respectful and always have permission before you hit "buy."

DIGITAL DOWNTIME
Remember to digitally disconnect and spend time with others.

DIGITAL ETIQUETTE
Apply real world behavioral standards to the digital world.

DIGITAL HEALTH
Know when to stay connected and when to turn off devices.

DIGITAL INTEGRITY
Examine the source of online information to determine credibility.

To be a positive Digital Citizen, I...

Protect myself and my equipment from the physical and mental dangers of making bad choices on the internet.

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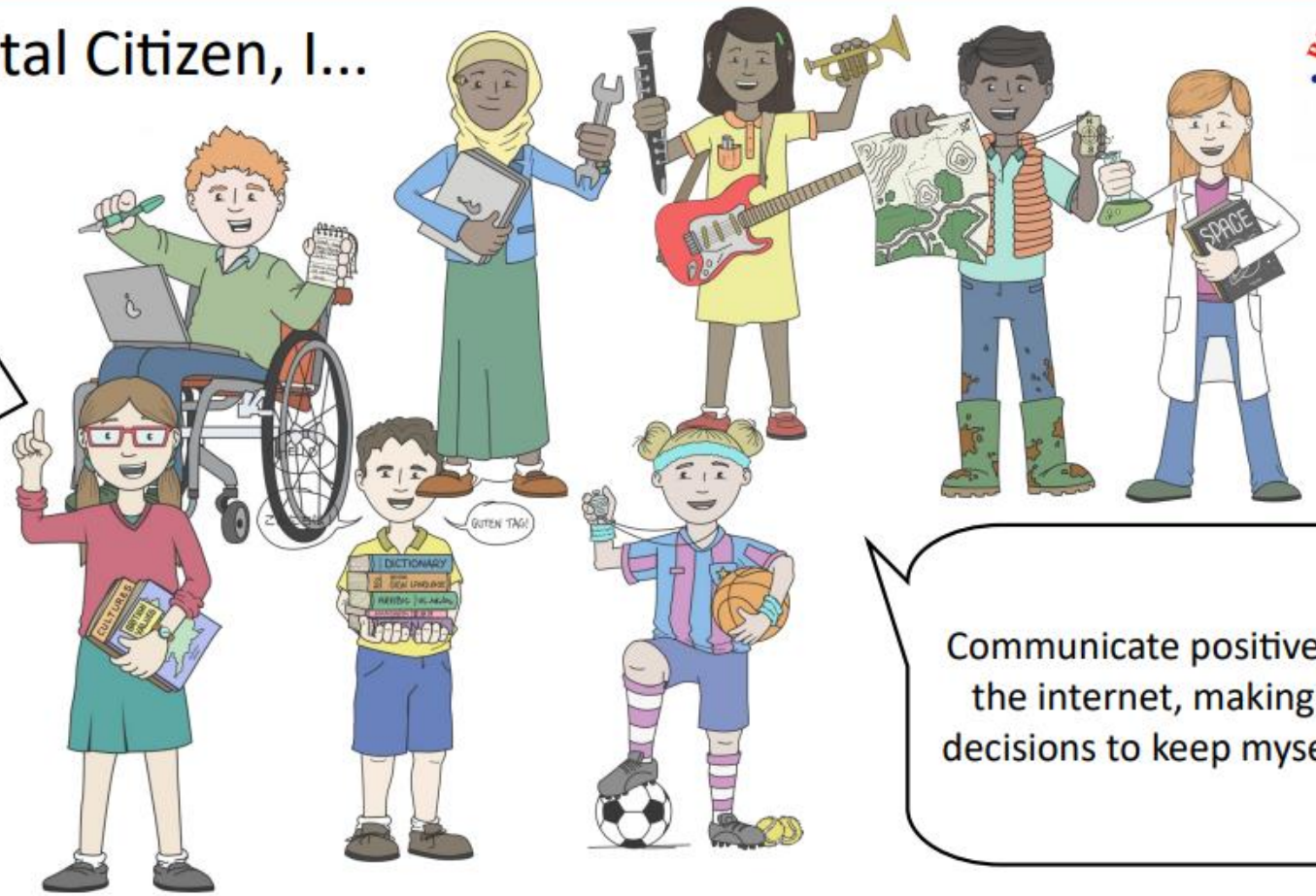

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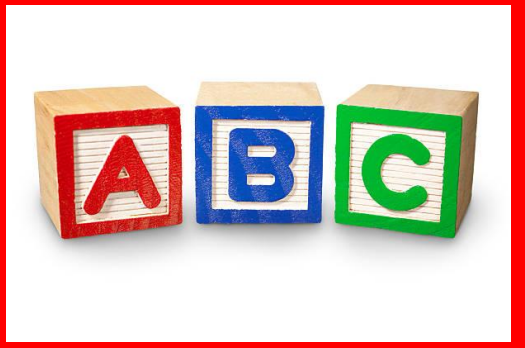
Building from the Early Years

Rickleton Primary School Curriculum

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effective build on prior learning.



Computing in the EYFS

In the EYFS, foundational skills that support later Computing education are developed through activities that promote logical thinking, pattern recognition and an introduction to technology. Although Computing is not formally taught in EYFS, children interact with technology in simple, engaging ways, such as using tablets, interactive whiteboards or basic programmable toys like Bee-Bots, torches and cause-and-effect toys. These experiences help them build an understanding of cause and effect, sequencing and basic commands, all of which are essential for later learning in Computing.

Communication and Language development in EYFS supports Computing by helping children describe processes, follow step-by-step instructions and begin to use computing-related vocabulary, such as “click,” “swipe,” and “program.” Problem-solving and logical thinking are also encouraged through activities that require sequencing or simple coding concepts, such as pressing buttons to make a toy move in a specific direction, which lays the groundwork for algorithmic thinking. Understanding the World, introduces children to technology’s role in everyday life, helping them recognise its usefulness but also how to use technology safely both at school and at home.

Children are also taught how to stay safe both on and offline. These early experiences link directly to the Computing curriculum in the National Curriculum, where in Key Stage One, children begin to learn about algorithms, simple programming, and digital literacy. By building familiarity with technology and introducing basic sequencing and logic skills in EYFS, children are well-prepared for Computing lessons that require them to understand, create, and debug simple programs, as well as use technology safely and responsibly.

Rickleton Primary School Curriculum - Art

EYFS Curriculum Links

Curriculum Skill Progression

EYFS Computing Skills

Digital Literacy			Computer Science	Information Technology
Technology awareness	**Digital Safety Awareness**	**Exploring Digital Tools**	**Computational Thinking**	**Basic Input Skills**
Recognise different devices like computers, tablets and smart phones Learn how to use simple digital devices e.g. touchscreen navigation, using a mouse. Understand how to turn on and turn off a device Recognise visual cues and app icons e.g. Youtube, Ten Town	Know not to click on unfamiliar links Only use apps that have been approved and are age appropriate Use technology with adult guidance and support Recognise how technology is used in daily life Know not to share personal information Know the importance of screen time Begin to know how to stay safe when using the internet Know what to do when I need help using the internet	Engage with age-appropriate, educational programs Use simple software to draw or write letters Use the torches, knowing to turn them on and off and put them on to recharge so they come back on tomorrow. Use the Bee-Bots to learn direction and sequencing to solve problems and begin to understand basic programming. Use the Yoto to listen to stories	Identify simple patterns in games and puzzles Arrange object or steps in logical order Predict what will happen next in a sequence Experiment with solutions to simple challenges e.g. puzzles and block building	Name a keyboard Identify letters and numbers and begin to know about the space bar Develop touchscreen skills e.g. tapping, swiping and pinching Access the interactive whiteboard to utilise apps and games. Engage with digital storybooks and Music Use the camera to take pictures

EYFS Computing Knowledge

Autumn

<u>Digital Literacy</u>

- I can name different types of technology e.g. tablets, computers
- I can use the touchscreen when using the interactive whiteboard
- I can use buttons to make things happen on a device
- I know how to turn on and off devices

I am curious about how devices work and what they can do

<u>Computer Science</u>

- I can recognise patterns and relationships
- I understand basic sequencing

I can sort and classify objects

<u>Information Technology</u>

- I begin to know how to stay safe when using the internet.
- I know what to do when I need help using the internet
- I can turn devices on and off, understanding how to interact with basic interface elements e.g. volume buttons on Yoto, icons on the laptop

I can swipe and tap on a device e.g. iPad

Spring		
Digital Literacy • I can name different types of technology and identify them from an image • I understand that torches, iPads and lights need to be charged • I can recognise apps such as Ten Town and websites such as Tiny Tweeties	Computer Science • I can solve problems using logical steps I can sequence and order a series of pictures	Information Technology • I can recognise some letters or symbols on a keyboard • I can type simple letters • I recognise the play and pause button • I can take photos on an iPad
• I know to have regular breaks when using technology • I tell a grown up when I see a pop up • I seek help when something goes wrong • I know the internet can be used in and out of school for different purposes I know I must not talk to strangers online		• I can use the buttons on the Bluetooth speaker to play music outdoors I can listen to songs and stories on educational platforms e.g. Youtube Kids
Summer		
Digital Literacy • I know not to lean on the board when I am forming letters • I can use simple software/apps for drawing or learning e.g. Ten Town • I can navigate age-appropriate websites and apps e.g. Ten Town, Hit the Button • I am beginning to understand the concept of privacy I understand basic rules for screen time limits and why it is important to take breaks.	Computer Science • I can use tools like simple algorithms e.g. giving instructions to a toy robot • I can follow a series of steps to reach an outcome e.g. playing a board game, building mobile models using the guides. I can make up simple verbal algorithms e.g. ask my friend to move the toy card forward two boxes.	Information Technology • I can use basic directions to programme the Bee Bot • I can drag items into the correct place when playing a game on the interactive whiteboard I can take photos on a digital camera

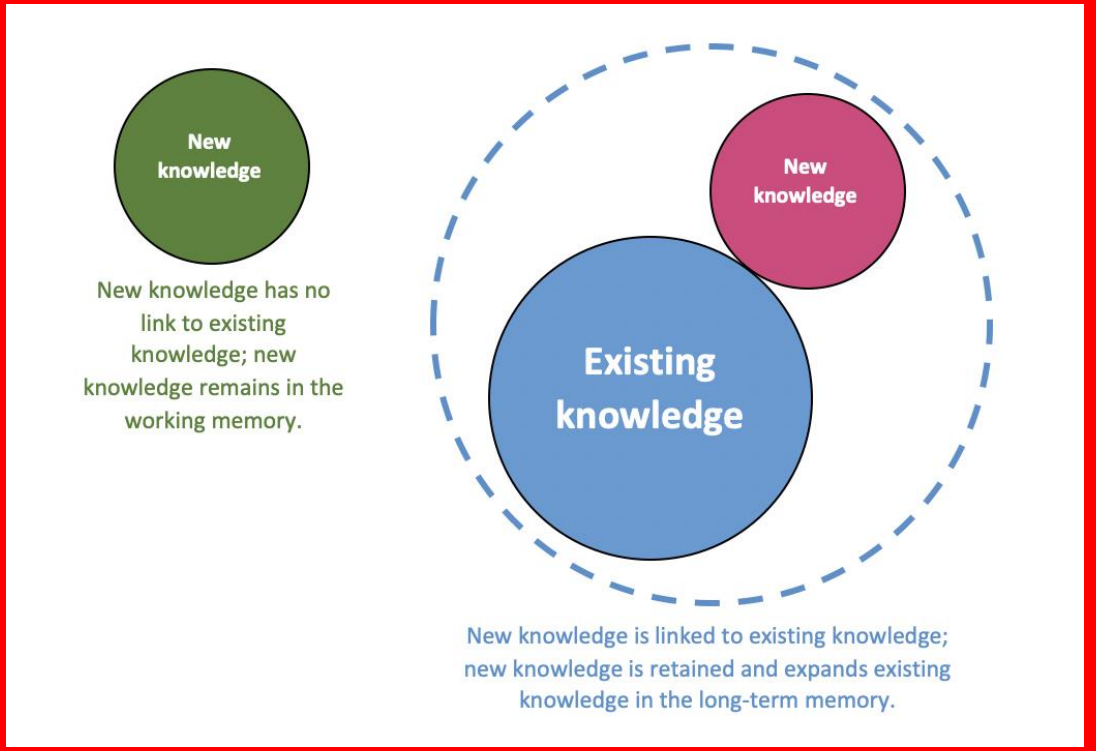
Key Vocabulary				
Technology awareness	**Digital Safety Awareness**	**Exploring Digital Tools**	**Computational Thinking**	**Basic Input Skills**
Computer, tablet, phone, screen, keyboard, mouse, button, internet, website, app, camera, video, sound, print, save	Safe, online, password, private, share, stranger, help, kind, ask, stop, click, trust, talk, report, rules, e-safety, trusted adult, scam	Type, click, drag, drop, open, close, move, draw, write, search, play, record, edit, undo, redo	Think, plan, solve, try, fix, change, pattern, order, step, next, repeat, start, stop, move, test, bee bot	Click, tap, press, type, scroll, move, select, drag, drop, enter, delete, backspace, space, arrow, control

Knowing More, Remembering More

"Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned." (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils' knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Rickleton Primary School Curriculum

Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Gathering information	Learning skills to gather the best, most accurate information to allow their knowledge of the world to grow.	The information rich world in which children now live can be both inspirational and daunting. If children have strong skills to find the right information they need, there is nothing they can't achieve in life. Information is power!
Sharing information	Using technology to organise, share and present a range of different types of information.	As children move through school life and in to the working world, it is important that they have effective skills to organise and present information in fast and effective ways. Whether producing an assignment, presenting at a job interview or just organising information for personal use, strong IT skills will allow them to have the best chance of success.
Using technology	Using a wide range of modern technology to enhance their learning, performance and enthusiasm. This can include technology for presenting, recording, performing or simply watching.	Technological inventions are moving at an incredible pace and it is vital that children are inquisitive and confident in order to keep pace. Technology is now part of every aspect of life and children with strong skills can use these to enhance all areas of their life, whether personal or professional.
Programming	Use coding language to make computers and robots work for them.	As children progress in their use of technology, the ability to control and direct how a computer works for them will allow them to increase productivity and accuracy of task. Skills to communicate systematically will not only allow them to effectively get the most out of technology, but also other aspect of organisation and direction.
Being respectful to myself	Understanding that we are all different and unique and that it is important to accept and love the person that we are and to take care of ourselves, both online and in the real world.	Whilst the internet and technology have many, many benefits, it also opens children to a private world full of many pressures and dangers. Knowing how to take care of yourself and your wellbeing is the most important lesson we can teach to our children.
Being respectful to others	Understanding that we are all different and unique and that it is important to show acceptance and respect to those we communicate with, both online and in the real world.	Using the internet and technology opens up a wide world of opportunities and people all over the world. It is important that children understand the importance of showing respect to others, whatever their similarities or difference, and become positive digital citizens to help make the world a better place.

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
Gathering information	- I can use the internet and other technology to find information I need. - I am aware that not all information on line is accurate and know how find the best information
Sharing information	- I can use a variety of software to share information for different purposes - I consider the audience when sharing information - I share information that I find carefully and accurately
Using technology	- I understand the positives that using technology offers - I can use a wide range of technology with confidence - I choose the best type of technology for the job in hand
Programming	- I understand that programming is simply 'giving instructions' - I give instructions carefully and accurately - I can spot problems in instructions and work to improve the accuracy
Being respectful to myself	- I am aware of the risks I face when communicating online - I portray myself in positive ways when communicating online - I am able to see my positive attributes and understand that online content doesn't always represent the real world
Being respectful to others	- I communicate with respect and positivity online - I appreciate and am tolerant of difference in the way I communicate - I understand laws linked to communicating online and the impact choices could have on my future.

Coverage across KS1 and KS2:

Black cross = Computing curriculum, White cross = Digital Literacy Curriculum

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Gathering information		X		X	X			X			X		XX		X		X	
Sharing information	X	X		X			X	X	X	X	X	XX	X			x		X
Using technology		X	XX		X	X				X	X		X	X	X			
Programming	X	x	X	X	X	x	X	X	x	x	X	X	X	x	X	X		X
Being respectful to myself	X	X	X	X	X	X	X	X	X		X		X		X	X	X	X
Being respectful to others	X					X	X	X		X		X	X	X	X	X	X	X

Rickleton Primary School Curriculum - Computing

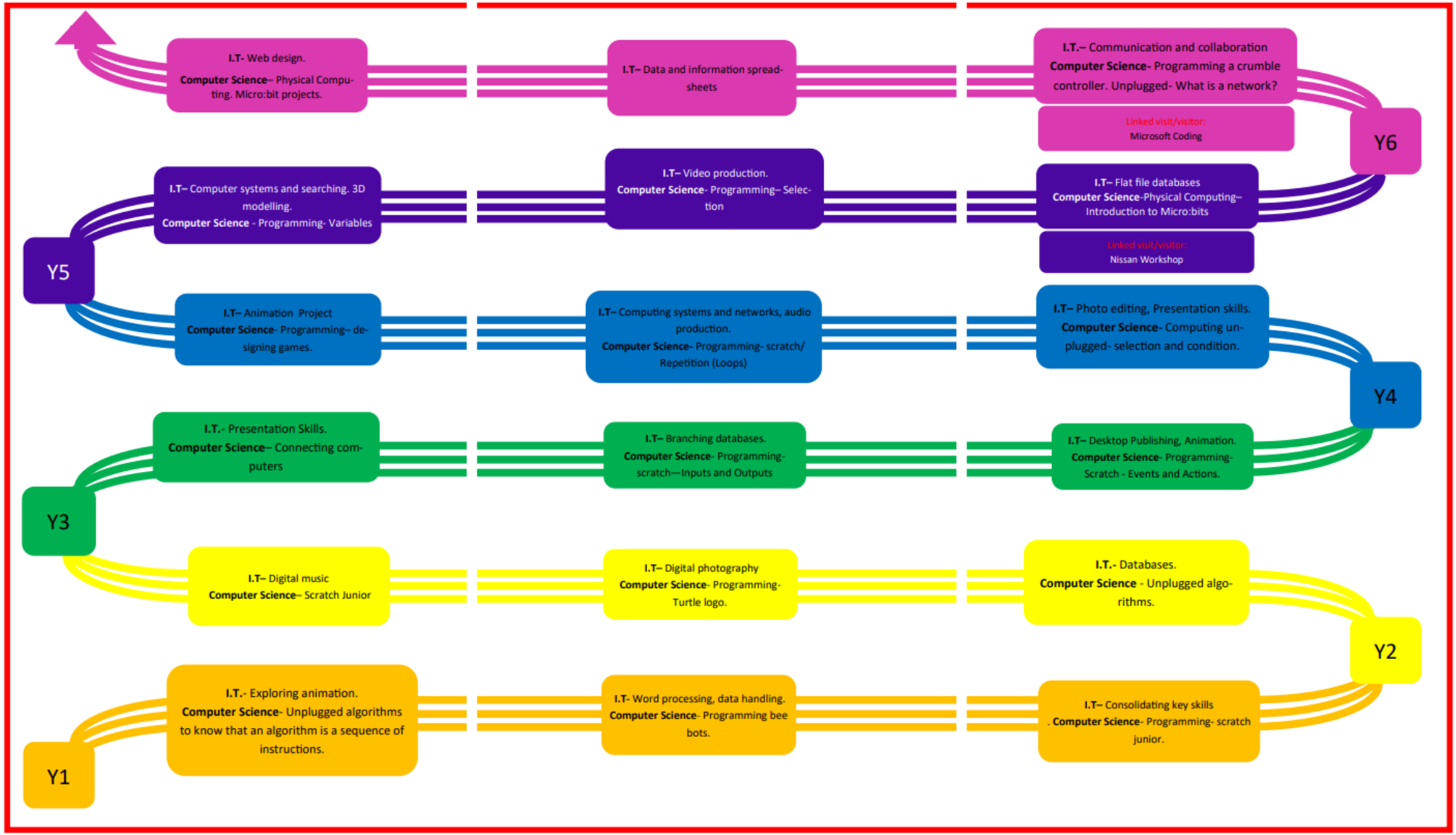
Coverage across KS1 and KS2:

Black text = Computing curriculum, White text = Digital Literacy Curriculum

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gathering information	I.T- Word processing, data handling. Safe searching	I.T.- Databases. Keyword searching, appropriate websites.	I.T– Branching databases	Safe searching. Online Purchasing.	I.T– Computer systems and searching. 3D modelling I.T– Flat file databases	I.T– Data and information spreadsheets
Sharing information	I.T- Word processing, data handling. I.T– Consolidating key skills	Personal Information. Digital Footprints. Information technology around us.	I.T.- Presentation Skills. I.T– Desktop Publishing, Animation.	I.T– Photo editing, Presentation skills I.T– Animation Project	I.T– Video production Privacy and Security: Managing information online.	I.T.– Communication and collaboration I.T- Web design. Privacy and Security
Using technology	I.T.- Exploring animation. Programming bee bots Use a computer safely	I.T– Digital photography I.T– Digital music	Connecting computers Managing Information Online: Privacy and Security. Communication online, Appropriate/Inappropriate behaviour online, Cyberbullying.	I.T– Computing systems and networks, audio production. Copyright and Ownership Online .	I.T– Computer systems and searching. 3D modelling I.T– Video production Introduction to Micro:bits	Programming a crumble controller. Unplugged- What is a network? Physical Computing. Micro:bit projects.
Programming	Unplugged algorithms to know that an algorithm is a sequence of instructions. Programming bee bots. Scratch junior.	Unplugged algorithms. Turtle logo. Scratch Junior	Connecting computers Scratch—Inputs and Outputs Scratch - Events and Actions	Computing unplugged- selection and condition. Scratch/ Repetition (Loops) Programming– designing games.	Programming- Variables Programming– Selection Introduction to Micro:bits	Programming a crumble controller. Unplugged- What is a network? Physical Computing. Micro:bit projects.
Being respectful to myself	Use a computer safely Safe searching Appropriate/Inappropriate behaviour online. Keeping myself safe online.	Personal Information. Digital Footprints. Information technology around us.	Health, well-being and lifestyle. Managing Information Online: Privacy and Security. Communication online, Appropriate/Inappropriate behaviour online, Cyberbullying.	Safe searching. Online Purchasing. Cyberbullying. Digital Citizenship.	Online Relationships Online Bullying Privacy and Security: Managing information online.	Online Reputation—Moving On Privacy and Security Cyberbullying, relationships online, risks online.
Being respectful to others	Appropriate/Inappropriate behaviour online. Keeping myself safe online.	Being kind online, online relationships.	Communication online, Appropriate/Inappropriate behaviour online, Cyberbullying.	Copyright and Ownership Online . Cyberbullying. Digital Citizenship.	Online Relationships Online Bullying	Cyberbullying, relationships online, risks online.

Golden Threads

Computing Topic Progression

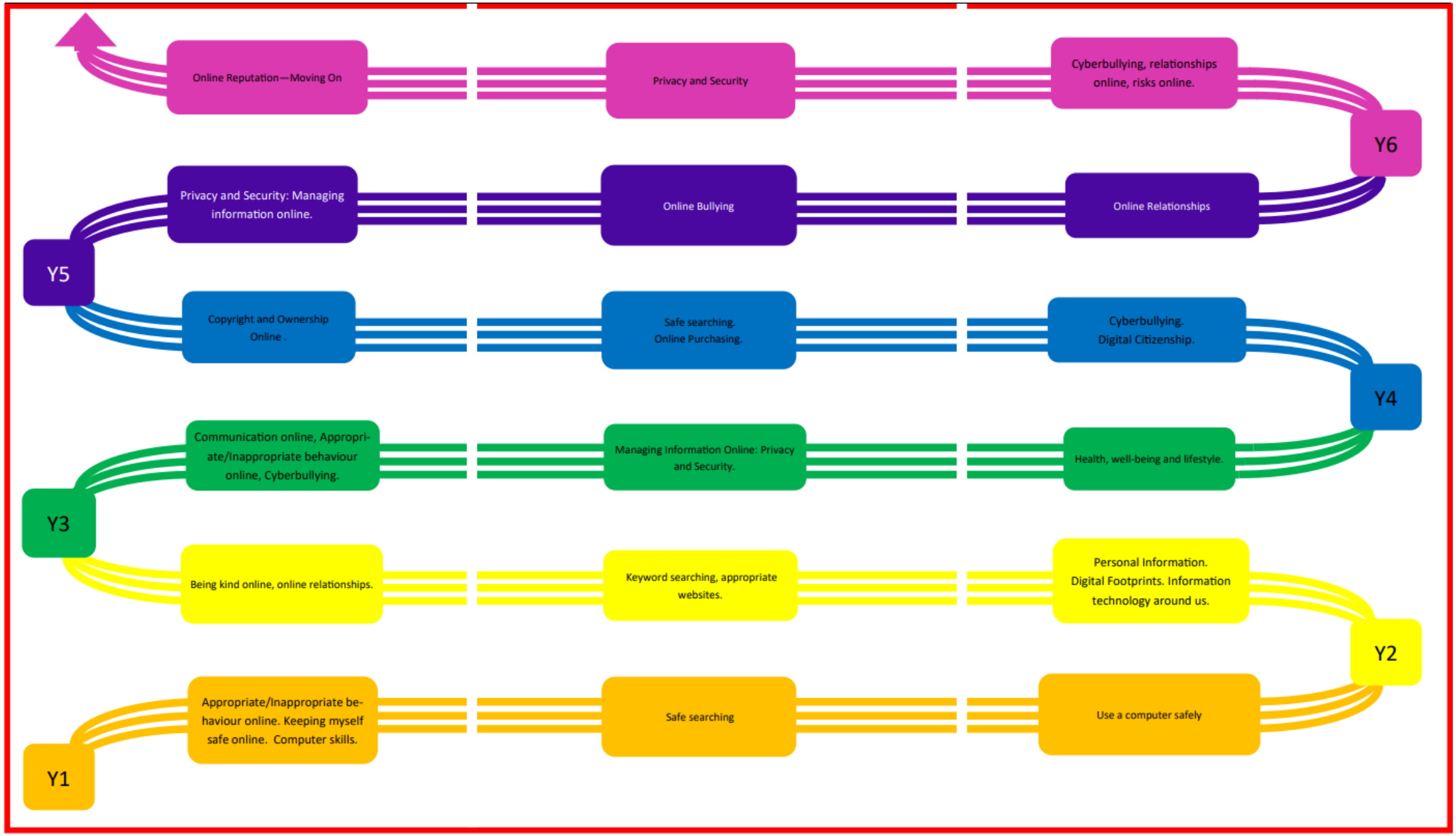


Rickleton Primary School Curriculum - Computing

Topic Progression

Rickleton Primary School Curriculum - Computing

Digital Literacy Topic Progression



Topic Progression

Rickleton Primary School Curriculum - Computing

Core Knowledge Quiz

To be a Computer Scientist, I...

Use a range of technology to communicate ideas in fast, effective and engaging ways.	Use technology to gather, store and manage information easily.	Effectively search the internet to safely find and share information for a range of uses.	Create step-by-step instructions which overcome problems.	Use analytical and resilience skills to improve the effectiveness of instructions.
Can name the programmes which make up the Microsoft suite of software (eg Word, Publisher, Powerpoint, Excel)	Can save their work?	Can name a range of safe search engines to use?	Can explain the word 'algorithm'?	Can explain the word 'debug'?
Can select the right software for the task they are attempting and explain why?	Can find and open work they have saved?	Can explain what to type in to a search engine to get the best results?	Can give simple instructions to others to overcome a problem?	Can identify issues in instructions which might cause a problem?
Can explain how to change the appearance of font?	Can use technology to calculate numbers?	Can find information and images which suit what they were searching for?	Can enter instructions in to different types of technology and predict what will happen?	Can improve or re-write instructions to make them better?
Can explain how to add decoration to their work on computer (clipart, borders etc)?	Can identify jobs which are made easier by using technology?	Can talk about 'false information' which can be found on the internet and how to identify it?	Can use words such as 'if' and 'when' in their instructions?	Can return to a problem more than once if it is not working?
Can use a range of hardware requiring different inputs (touchscreen, mouse, touch pad etc)?		Can identify which result from an internet search might give them the best information?	Can use 'repeat' in their instructions to make them more efficient?	

Software Developer | Web designer | Security Analyst | Computer Engineer | Game developer