<table>
<tr><td colspan="5">

**What are the aims and intentions of this curriculum?**

That children:

- Are discerning in evaluating digital content
- Are confident users of technology to accomplish a wide variety of goals
- Have practical experience writing computer programs to solve problems

</td></tr>
</table>

| Term | Topic | Knowledge | Skills | Assessment |
|------|-------|-----------|--------|------------|
| Autumn 1 | How do programmers use loops to achieve results?<br><br>Software: Rapid router (Levels 13 – 50) | • To know how sequence and selection are used in programs<br>• To know how loop statements work<br>• To know how conditional statements affect programs<br>• To understand selection using the if…do… statement | • To redict algorithms<br>• To debug and correct errors in programs<br>• To use conditional statements<br>• To identify patterns<br>• To use simple repetition<br>• To use loops to achieve goals<br>• To create a short efficient program | |
| | | **Vocabulary: debug, algorithm, general algorithm, if statement, if else, else, repeat until, loop, sequence** | | |
| Spring 1 | How is software used to create an effective leaflet?<br><br>How can software be used to create an effective presentation? | • To know how to use a software package for word processing<br>• To know how to import/export media to different apps/software | • To import/export files into apps/software<br>• To use multiple programs to create an effective presentation e.g. embed a video in a presentation<br>• To use time delays in a presentation<br>• To use animations in a presentation | |
| | | **Vocabulary:  sequence, import, export, apps, software, embed, cut, paste, copy** | | |

| Spring 2 | How can we trust information online? | • To know how search engines rank findings<br>• To know that key words are important when using a search engine<br>• To know that search results can be manipulated by adverts<br>• To know that some websites may be biased | • To recognise adverts amongst search engine results<br>• To use suitable key phrases<br>• To use AND to refine a search<br>• To use OR to refine a search<br>• To compare websites when finding information<br>• To validate information by checking more than one site | |
| --- | --- | --- | --- | --- |
| | | **Vocabulary: manipulate, bias, rank, query** | | |
| Summer | How do programmers use loops to achieve goals?<br><br>Scratch – creating a game | • To know what variables are<br>• To know how variables can be used to keep score<br>• To know that variables can change and be reset | • To create and define variables<br>• To use variables within conditional statements<br>• To use variables within loops<br>• To use variables to decide when a program should end | |
| | | **Vocabulary: variable, define, reset, algorithm, if statement, while…, until…** | | |
| Continuous online safety | What are the risks associated with social media?<br><br>How can we trust information online? | • To know the risks posed to them by using social media<br>• To now that some people may not be who they say they are<br>• To know it is irresponsible to share images of friends on line without their permission<br>• To know that a balance of online and offline activities is important to maintain good health | • To identify and recognise inappropriate use of social media<br>• To be able to report concerns<br>• To effectively use a search engine to find multiple criteria and refine searches | |