

Computing Curriculum Overview

The new Computing curriculum is divided into 3 areas; **Computer Science**, Information Technology and **Digital Literacy**,

Computer Science: 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

Information Technology: Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. The following areas are covered:

General skills: Using a laptop, keyboard skills

Finding Things Out: Digital Research

Finding Things Out: Data Handling 🎬

Developing Ideas and Making Things Happen: Modelling

Developing Ideas and Making Things Happen: Data Logging

Exchanging and sharing information: Text and graphics

Exchanging and sharing information: school360

Exchanging and sharing information: Multimedia / digital imaging

Digital Literacy: Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, **information** and communication technology: **Internet Safety will be taught throughout the year. We will also use special events such as Internet Safety Day to promote e-safety with pupils and parents.**

Computing at Beaufront is taught discretely as well as embedded with the wider curriculum. Where possible it is linked with the current topic focus within each class.

Year	Digital literacy Internet Safety day - whole school - February Digiduck (EYFS) https://www.childnet.com/resources/digiduck-stories Education for a Connected World https://www.gov.uk/government/publications/education-for-a-connected-world The Project Evolve resources link directly to each strand: https://projectevolve.co.uk/toolkit/resources/ There are 8 strands - Self image and identity, Online relationships. Online reputation, Online bullying, managing online information, Health, well-being and lifestyle, Privacy and security, Copyright and ownership.			
		Term 1	Term 2	Term 3
R	EYFS Are aware that some online content is inappropriate. Are aware that information can be public or private. Know to tell an appropriate adult if they see something on the computer that upsets them. <i>I can ask an adult when I want to use the internet.</i> <i>I can tell an adult when something worrying or unexpected happens while I am using the internet.</i> <i>I can be kind to my friends.</i> <i>I can talk about the amount of time I spend using a computer/tablet/ game device.</i> <i>I am careful with technology devices.</i>	Digiduck: https://www.childnet.com/resources/digiduck-stories Story 1 Digiduck's Big decision Keeping my password for school360 private	Digiduck: https://www.childnet.com/resources/digiduck-stories Story 2 Digiduck's Famous Friend	Digiduck https://www.childnet.com/resources/digiduck-stories Story 3 Detective Digiduck

KS1		Term 1	Term 2	Term 3
KS1 Yr 1 and 2	<p>Use technology safely</p> <p>Use technology respectfully</p> <p>Keep personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Recognise common uses of information technology beyond school</p> <p><i>Year 1</i></p> <p>Use a simple password when logging on, where relevant.</p> <p>Explain why we use passwords.</p> <p>Recognise examples of personal information e.g. name, image.</p> <p>Know who to tell if concerned about content or contact online.</p> <p>Recognise that digital content belongs to the person who created it.</p> <p>Talk about their use of technology at home.</p> <p><i>Year 2</i></p> <p>Remember a simple password to log onto the computer or a website.</p> <p>Identify rules for acceptable use of technology in school.</p> <p>Recognise what personal information is and the need to keep it private.</p> <p>Recognise that spending a lot of time in front of a screen can be unhealthy.</p> <p>Recognise that some information found online may not be true.</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Privacy and Security</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/</p> <p>Beaufront Acceptable Use Policy</p> <p>Passwords</p> <p>Cycle B</p> <p>Project Evolve:</p> <p>Health, well-being and lifestyle</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/health-well-being-and-lifestyle/early-years-7/</p> <p>Beaufront Acceptable Use Policy</p> <p>Passwords</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Online Reputation</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/online-reputation/early-years-7/</p> <p>Cycle B</p> <p>Project Evolve:</p> <p>Self Image and identity</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/early-years-7/</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Copyright and ownership</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/copyright-and-ownership/early-years-7/</p> <p>Cycle B</p> <p>Online Relationships</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/</p>

Year group	Digital literacy	Term 1	Term 2	Term 3
KS 2 Yr 3 and Yr 4	<p>Use technology responsibly</p> <p>Identify a range of ways to report concerns about contact</p> <p>Understand the opportunities computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content</p> <p>Recognise acceptable/unacceptable behaviour</p> <p><i>Year 3</i></p> <p>Explain why we need to keep our password safe.</p> <p>Recognise that digital content belongs to the person who first created it, but we can give permission for others to use it.</p> <p>Recognise when to share personal information and when not to.</p> <p>Recognise that some people lie about who they are online.</p> <p>Are aware that games and films have age ratings.</p> <p><i>Year 4</i></p> <p>Remember and use an individual password.</p> <p>Recognise what kinds of websites are trustworthy sources of information.</p> <p>Recognise the benefits and risks of different apps and websites.</p> <p>Recognise that the media can portray groups of people differently.</p> <p>Can rate a game or film they have made and explain their rating.</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Privacy and security</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/7-11/</p> <p>Beaufront Acceptable Use Policy</p> <p>Passwords</p> <p>Cycle B</p> <p>Project Evolve:</p> <p>Health, well-being and lifestyle</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/health-well-being-and-lifestyle/7-11/</p> <p>Beaufront Acceptable Use Policy</p> <p>Passwords</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Managing online information</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/managing-online-information/7-11/</p> <p>Cycle B</p> <p>Project Evolve:</p> <p>Self Image and identity</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/7-11/</p>	<p>Cycle A</p> <p>Project Evolve:</p> <p>Copyright and ownership</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/copyright-and-ownership/7-11/</p> <p>Cycle B</p> <p>Project Evolve:</p> <p>Online Relationships</p> <p>https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/7-11/</p>

Year	Computer Science CS and Information Technology IT			
		Term 1	Term 2	Term 3
R	<p>EYFS</p> <p>Computer Science Can name a variety of things that can be controlled. Controls devices on and off screen themselves. Can explore and begin to plan their actions. Can predict outcomes for simple devices.</p> <p><i>I can make a floor robot move</i> <i>I can use simple software to make something happen.</i> <i>I can make choices about the buttons and icons I press, touch or click.</i></p> <p><i>Technology in our lives:</i> <i>I can tell you about technology that is used at home and in school.</i> <i>I can operate simple equipment.</i> <i>I can use a safe part of the Internet to play and learn.</i></p> <p><i>Multimedia:</i></p> <p><i>I can move objects on a screen.</i> <i>I can create shapes and text on a screen.</i> <i>I can use technology to show my learning.</i></p>	<p>Autumn 1</p> <p>Mouse skills – school360 EYFS resources</p> <p>Technology around us</p> <p>https://www.ilearn2.co.uk/computerdiscoveryfree.html</p> <p>http://www.crickweb.co.uk/Early-Years.html</p> <p>https://www.nurseryworld.co.uk/News/article/ict-in-role-play-check-it-out</p> <p>Autumn 2</p> <p>Computer Science</p> <p>Barefoot Computing -algorithms unplugged activities:</p> <p>Lego Building</p> <p>Crazy Characters</p> <p>Head, Shoulder, Knees and Toes</p> <p>Boats Ahoy</p> <p>Busy Bodies</p>	<p>Spring 1</p> <p>Art</p> <p>https://www.j2e.com/jit5</p> <p>Art and algorithms</p> <p>Using paint apps on ipad</p> <p>Doodle buddy?</p> <p>Use JIT (school360) to write and draw</p> <p>Spring 2</p> <p>Computer Science</p> <p>Toy items – remote control cats , Beebots</p> <p>Codeapillar:</p> <p>https://www.somerset.org.uk/sites/edtech/Primary%20Computing/NWP%20free%20samples/Y1%20Programming%206%20Core%20Codapillar.pdf</p> <p>Beep Beep Beep bundle 1 App</p>	<p>Summer 1</p> <p>Music creation</p> <p>https://www.ilearn2.co.uk/freeyear1musiccreation.html/</p> <p>https://springroll-tc.pbskids.org/music-maker/d0f261dff3c8f713fa5a22bb99d7f9afd04cb56/release/index.html</p> <p>https://musiclab.chromeexperiments.com/Voice-Spinner/</p> <p>Summer 2</p> <p>Computer Science</p> <p>Little Red Ship – sail to the lighthouse (school360)</p>

KS1 Year	Computer Science (CS) and Information Technology (IT)			
Yr 1	<p>Computer Science - Understand what algorithms are Create simple programs</p> <p><i>I can give instructions to my friend and follow their instructions to move around.</i> <i>I can describe what happens when I press buttons on a robot.</i> <i>I can press the buttons in the correct order to make my robot do what I want.</i> <i>I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</i> <i>I can begin to predict what will happen for a short sequence of instructions.</i> <i>I can begin to use software/apps to create movement and patterns on a screen.</i> <i>I can use the word debug when I correct mistakes when I program.</i></p> <p>Information Technology:</p> <p>Use technology purposefully to create digital content - text, graphics, chart, sound and animation packages</p> <p>Use technology purposefully to store and retrieve digital content - save and load work</p> <p><i>Technology in our lives:</i></p> <p><i>I can recognise the ways we use technology in our classroom.</i> <i>I can recognise ways that technology is used in my home and community.</i> <i>I can use links to websites to find information.</i> <i>I can begin to identify some of the benefits of using technology.</i></p> <p><i>Handling data:</i></p> <p><i>I can talk about the different ways in which information can be shown.</i> <i>I can use technology to collect information, including</i></p>	<p>Autumn 1</p> <p>Technology in our lives:</p> <p><i>NCCE Yr 1 planning:</i> <i>Technology around us</i></p> <p>https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us</p> <p>https://www.abcya.com/games/find_the_tech</p> <p>Hello Ruby keyboard https://www.helloruby.com/play/12</p> <p>Autumn 2</p> <p>Text/ Graphics</p> <p>Digital writing (cross curricular)</p> <p>Creating Media - digital writing NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</p> <p><i>Exploring the keyboard, adding and removing text, exploring the toolbar, making</i></p>	<p>Spring 1</p> <p>Understanding Algorithms:BBC Bitesize – What is an algorithm</p> <p>Robot Crane activities</p> <p>BBC Bitesize – How do you program a robot?</p> <p>Moving a robot (Y1) Bluebots</p> <p>https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot</p> <p>Plus Lesson 1, 2 and 3 https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</p> <p>Apps A.L.E.X</p>	<p>Summer 1</p> <p>Finding things out - Data Handling: Grouping data (Y1) (Cross curricular)</p> <p>https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data</p> <p>Summer 2</p> <p>Introduction to Animation (Y1) NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation</p> <p>Scratch Jr Barefoot Computing Scratch Jr https://www.barefootcomputing.org/resources/scratchjr-tinkering-activity</p> <p>Scratch Jr Knock</p>

	<p><i>photos, videos and sound.</i> <i>I can sort different kinds of information and present it to others.</i> <i>I can add information to a pictograph and talk to you about what I have found out.</i></p> <p><i>Multimedia:</i></p> <p><i>I can be creative with different technology tools.</i> <i>I can use technology to create and present my ideas.</i> <i>I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again.</i></p>	<p><i>changes to text, explaining my choices</i></p> <p>Web-https://www.j2e.com/jit5</p> <p><i>e.g JIT – J2 Write – lesson 1/2 All about me – use ipads – take photo and insert, add text and save work</i></p> <p><i>e.g Book Creator</i></p> <p>https://www.commonsense.org/education/lesson-plans/using-technology-to-enhance-an-all-about-me-book#1</p> <p>https://www.commonsense.org/education/lesson-plans/creating-non-fiction-books-about-animals-in-book-creator</p>	<p>Spring 2</p> <p>Digital Painting (Y1) NCCE planning: Creating media - digital painting (6 lessons)</p> <p>https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting</p> <p>https://www.j2e.com/jit5</p>	
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<p>KS1 Yr 2</p>	<p>Computer Science Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs</p> <p><i>I can give instructions to my friend(using forward, backward and turn) and physically follow their instructions.</i> <i>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</i> <i>I can program a robot or software to do a particular task.</i> <i>I can look at my friend's program and tell you what will happen.</i> <i>I can use programming software to make objects move.</i> <i>I can watch a program execute and spot where it goes wrong so that I can debug it.</i></p> <p>Information Technology Use technology purposefully to create digital content - text, graphics, chart, sound and animation packages Use technology purposefully to organise digital content – use folders Use technology purposefully to manipulate digital content - edit, refine and publish work</p> <p><i>Technology in our lives:</i> <i>I can tell you why I use technology in the classroom.</i> <i>I can tell you why I use technology in my home and community.</i> <i>I am starting to understand that other people have created the information I use.</i> <i>I can identify the benefits of using technology including finding information, creating and communicating.</i> <i>I can talk about the differences between the Internet and things in the physical world.</i></p> <p><i>Handling data:</i> <i>I can talk about the different ways I use technology to</i></p>	<p>Autumn 1 Logging on Technology in our lives: <i>NCCE Yr 2 planning: Computing systems and networks - IT around us:</i> https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us <i>What is information technology? Where have we seen IT in the home? Where have we seen IT in the world? How does IT improve our world? Safe and responsible use of technology</i></p> <p>Autumn 2 Text/ Graphics Digital writing (cross curricular) <i>Creating Media - digital writing NCCE (as year 1 - recap)</i> https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing <i>Exploring the keyboard, adding and removing text, exploring the toolbar, making</i></p>	<p>Spring 1 Understanding Algorithms: Create a crazy character (Barefoot resource) NCCE Programming A Robot Algorithms https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</p> <p>Spring 2 Text/ Graphics Creating Media - Digital Photographs (Y2) (Cross curricular) https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography <i>NCCE Yr 2 planning: Devices, Landscape or portrait? What makes a good photograph? lighting and focus, Effects, Is it real?</i></p>	<p>Summer 1 Finding things out - Data Handling: Pictograms (Cross Curricular) https://teachcomputing.org/curriculum/key-stage-1/data-and-information-pictograms https://www.ilearn2.co.uk/free-year-2-data-handling.html JIT – Chart to create block and bar graphs / JIT Branch - using branching databases.</p> <p>Summer 2 Sound - NCCE Year 2 planning: https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music Creating media - Music: How music makes us feel, Rhythms and patterns, How music can be used, Notes and</p>
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	<p><i>collect information, including a camera, microscope or sound recorder.</i></p> <p><i>I can make and save a chart or graph using the data I collect.</i></p> <p><i>I can talk about the data that is shown in my chart or graph.</i></p> <p><i>I am starting to understand a branching database.</i></p> <p><i>I can tell you what kind of information I could use to help me investigate a question.</i></p> <p>Multimedia:</p> <p><i>I can use technology to organise and present my ideas in different ways.</i></p> <p><i>I can use the keyboard on my device to add, delete and space text for others to read.</i></p> <p><i>I can tell you about an online tool that will help me to share my ideas with other people.</i></p> <p><i>I can save and open files on the device I use.</i></p>	<p><i>changes to text, explaining my choices</i></p> <p>Web-https://www.j2e.com/jit5</p> <p><i>e.g JIT – J2 Write – lesson 1/2 All about me – use ipads – take photo and insert, add text and save work</i></p> <p>JIT – Mix – lesson 7 /create a story book – draw pictures and add text – use laptops and mouse</p> <p><i>e.g Book Creator</i></p> <p>https://www.common sense.org/education/lesson-plans/using-technology-to-enhance-an-all-about-me-book#1</p> <p><i>e.g Pic collage App on ipad – creating posters – insert images and text</i></p>		<p><i>tempo, creating digital music, Reviewing and editing music.</i></p>
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KS2	Computer Science and Information Technology			
		Term 1	Term 2	Term 3
Yr 3	<p>CS</p> <p>Write programs that accomplish specific goals Use sequence in programs Work with various forms of input Work with various forms of output</p> <p><i>I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming.</i></p> <p>IT</p> <p>Use search technologies effectively Use a variety of software to accomplish given goals Can refine and edit their work independently Collect information Design and create content Present information</p> <p>Technology in our lives: I can save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the Internet that contains websites. I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work.</p> <p><i>Handling data: I can talk about the different ways data can be organised. I can search a ready-made database to answer</i></p>	<p>Autumn 1</p> <p>NCCE Computing systems and Networks</p> <p>https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</p> <p>Autumn 2</p> <p>Creating media- desktop publishing e.g Adobe Spark/ J2E5 (Cross curricular)(Y3) NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</p> <p>Finding things out – research - simple search using a website or Britannica on school360</p> <p>Searching using Swiggle</p>	<p>Spring 1</p> <p>BBC Bitesize KS2: What is an algorithm?</p> <p>Programming- Sequence in music (Y3) nCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music</p> <p>Start with some tutorials https://scratch.mit.edu/projects/editor/?tutorial=getStarted</p> <p>Spring 2</p> <p>Creating media-stop-frame animation (Cross curricular)(Y3) NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</p>	<p>Summer 2</p> <p>Finding things out - Data Handling: JIT – Branch to create branching databases</p> <p>NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases</p> <p>Summer 2</p> <p>Programming- events and actions(Y3)NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions</p> <p>https://studio.code.org/s/coursec-2020/stage/15/puzzle/1</p>

questions.

I can collect data to help me answer a question.

I can add to a database.

I can make a branching database.

I can use a data logger to monitor changes and can talk about the information collected.

Multimedia:

I can create different effects with different technology tools.

I can combine a mixture of text, graphics and sound to share my ideas and learning.

I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.

I can evaluate my work and improve its effectiveness.

I can use an appropriate tool to share my work online.

KS2	Computer Science and Information Technology			
Yr 4	<p>Computer Science:</p> <p>Design programs that accomplish specific goals Design and create programs Debug programs that accomplish specific goals Use repetition in programs Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected</p> <p><i>I can use logical thinking to solve an open ended problem by breaking it up into smaller parts.</i> <i>I can use an efficient procedure to simplify a program.</i> <i>I can use a sensor to detect a change which can select an action within my program.</i> <i>I know that I need to keep testing my program while I am putting it together.</i> <i>I can use a variety of tools to create a program. I can recognise an error in a program and debug it.</i> <i>I recognise that an algorithm will help me to sequence more complex programs.</i> <i>I recognise that using algorithms will also help solve problems in other learning such as maths, science and design and technology.</i></p> <p>Information Technology</p> <p>Select a variety of software to accomplish given goals Can refine and edit their work independently Select, use and combine internet services Analyse information Evaluate information Collect data Present data</p> <p>Technology in our lives: I can tell you whether a resource I am using is on the</p>	<p>Autumn 1</p> <p>Computing Systems and Network: The Internet</p> <p>NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet</p> <p>Autumn 2</p> <p>Creating media- desktop publishing (Cross curricular) NCCE year 3 unit</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</p> <p>Adobe Spark/ J2E5</p> <p>Keynote</p> <p>or</p> <p>Creating media-- Comic Creation (Cross curricular)</p> <p>https://www.ilearn2.co.uk/comiccreationteacherfree.html</p> <p>https://www.makebeliefscomix.com</p>	<p>Spring 1</p> <p>BBC Bitesize KS2: What is decomposition? - How to break down problems</p> <p>BBC Bitesize KS2: How do computer programs use variables?</p> <p>Programming A: Repetition in shapes</p> <p>NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes</p> <p>Spring 2</p> <p>Creating media- photo editing (Cross curricular)(Y4) NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing</p> <p>https://pixlr.com/x/</p>	<p>Summer 1</p> <p>Finding things out - Data Logging: NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging</p> <p>Summer 2</p> <p>Programming B: Repetition in Games</p> <p>NCCE</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games</p>

<p>internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to a resource on the World Wide web.</p> <p><i>Handling data:</i> <i>I can organise data in different ways.</i> <i>I can collect data and identify where it could be inaccurate.</i> <i>I can plan, create and search a database to answer questions.</i> <i>I can choose the best way to present data to my friends.</i> <i>I can use a data logger to record and share my reading with my friends.</i></p> <p><i>Multimedia</i> <i>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</i> <i>I am confident to explore new media to extend what I can achieve.</i> <i>I can change the appearance of text to increase its effectiveness.</i> <i>I can create, modify and present documents for a particular purpose.</i> <i>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</i> <i>I can use an appropriate tool to share my work and collaborate online.</i> <i>I can give constructive feedback to my friends to help them improve their work and refine my own work.</i></p>	<p>/Comix/</p> <p>Finding things out - research - simple search using a website or Britannica on school360</p> <p>Searching using Swiggle</p>		
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