

Continuing Computing Focus': <b>Digital Publisher</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	View electronic publications from a variety of genres, including eBooks and websites	Explore electronic publications from a variety of genres, including eBooks and websites and express and opinion about them. Understand some of the differences between electronic publications	Explore digital publications in a variety of genres and evaluate what makes an effective publication. Articulate the main advantages and disadvantages of different publication media.
Planning	Contribute to decisions on the content and design of a class publication – e.g. an eBook, poster or blog post.	Work independently or with other learners to plan a simple digital publication – for example a group e-book or webpage e.g. using storyboarding or mind mapping.	Collaborate with other learners to plan an engaging publication. Select an appropriate publishing medium for a given task, and be able to explain the choice. Adapt language, formatting and objectives to different media or target audiences.
Skills	Demonstrate early word-processing and desktop publishing skills; typing, simple formatting and mouse skills.	Design and create simple documents, eBooks or webpages combining formatted text and images. Create a blog or forum post on an approved website (e.g. on a learning platform)	Design and create multimedia publications (e.g. eBooks) that combine text, images and audio/ video. Participate in appropriate digital communications online – e.g. through regular class blog posts or use of a class wiki. Add web links into a publication, linking to online sources of information. Embed media (e.g. a video) from an external website into a blog post or wiki within a learning platform.
Sharing	Share publications within the classroom, and view the work of other children.	Share publications within the school and seek opinions from teachers and other learners.	Share publications within the school community e.g. via a learning platform.
Feedback Evaluation	Express a simple opinion about a finished publication.	View digital publications, notice potential improvements and make appropriate changes. Share an opinion, with reasons, on the quality of a digital work from other learners.	View own publications and evaluate against agreed success criteria. Give useful feedback to other learners about their publications e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve publications.
Continuing Computing Focus': <b>Digital Researcher</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	Understand that there are websites that can be accessed on the Internet which contain information, images and video. Understand that information can be taken from a website.	Understand that information on some websites may be more reliable than others. Be aware that search engines rank sites according to popularity and key words rather than reliability. Understand that some digital content may be copyright protected and credit should not be taken for something created by someone else.	Understand that anyone can create a web site and publish content to it, so some content may not be reliable. Understand that some popular websites such as Wikipedia and YouTube are based on user generated content. Understand that search engines work in an automated manner i.e. rankings are not generated by people.

Planning	Contribute to a shared list of things that need to be researched. Discuss how information could be researched.	Work independently or with other learners using appropriate software to plan what needs to be found out. Create a list of key questions to be answered.	Collaborate to produce an ordered strategy to research a specific theme.
Skills	Be able to access a website from a hyperlink. View, interact with and navigate selected websites guided by an adult. Explore and experience web based content.	Save a website to a favourites list. Choose from websites stored in favourites. Execute a search using key words, using an appropriate search engine e.g. Safe Search Kids. Choose an appropriate website from search results, knowing some websites are more suitable than others.	Execute a search using key words or phrases, using a search engine that they have chosen. Choose an appropriate website from search results, with some understanding of its validity, credibility and bias. Document and organise findings into digital documents, making use of appropriate tools e.g. mind mapping, note taking
Sharing	Tell others about websites that have been enjoyed or found useful.	Add a link to a web site on a class site or hyperlinks into documents to allow others to access easily.	Add a link on a class site and provide appropriate notes to describe it. Contribute to a wiki, blog or discussion to add facts that have been researched, acknowledging sources as appropriate.
Feedback Evaluation	Explain why a website is enjoyed and how to find it.	Explain the tools used to conduct a search and how successful a search has been. Explain choices of a particular website over another in terms of suitability. Explain the usefulness of a particular website and describe what has been learned from it.	Explain techniques used to execute a search and describe the effectiveness of the search. Justify choices of certain websites over others in terms of validity, credibility and bias. Comment on the usefulness, validity and bias of information added to wikis, blogs and discussion.
<b>Continuing Computing Focus': Digital Animator</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	View a range of animations from a variety of genres e.g. Wallace and Gromit, Toy story etc. Understand that animations do not necessarily show real life.	Understand basic differences between types of animation. E.g. Digital animation, cartoon, stop motion. Understand that animation is made up of a series of 'frames' that play back quickly to create the illusion of movement.	Have a basic understanding of film language, as applied to animation e.g. Different shot types. Understand the importance of timing and frames in animation to create smooth movement and drama.
Planning	Contribute to decisions when planning a class animation e.g. subject, characters and setting. Share ideas about the sequencing of a simple class storyboard.	Work independently or with other learners to plan simple animations e.g. using storyboards.	Plan animations with a clear narrative and structure e.g. using storyboards. Adopt roles with a team when creating an animation.
Skills	Help to create models appropriate for stop-motion animation. Prepare simple staging and backdrops.	Work independently with other learners to create models and backdrops. Create a simple stop frame animation using appropriate software. Create a simple 2D animation using appropriate software.	Make appropriate use of the key features and concepts when using animation software – e.g. 'onion skinning' and 'tweening'. Prepare a suitable audio track to accompany animation including narration, music and sound effects.

Sharing	Share animations within the classroom, and view the work of other children.	Share animations within the school and seek opinions from teachers and other learners.	Share animations within the learning community e.g. via a learning platform.
Feedback Evaluation	Express a simple opinion about an animation.	View animations, notice potential improvements and modify animations accordingly. Share an opinion, with reasons, on the quality of a digital work from other learners.	Watch own animations and evaluate against agreed success criteria. Give useful feedback to other learners about their animations e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve animations.
<b>Continuing Computing Focus': Digital Artist</b>			
	<b>(Exploratory Learner will F/KS1)</b>	<b>Developing Learner will (KS1/LKS2)</b>	<b>Confident Learner will (LKS2/UKS2)</b>
Awareness	View various forms of digital artwork. Understand that artwork can be created using different technologies.	View a range of digital artwork and express and opinion about them. Understand that different hardware and software can be used to create artwork and that digital images can be modified.	Compare digital artwork and images from a variety of styles, times and cultures including contemporary works. Understand that digital photography can be affected by light levels, movement and the confines of the camera.
Planning	Contribute to a discussion about the best type of hardware and software to use to create a piece of digital artwork.	Work independently with other learners to plan the layout, textures, colours and techniques that may be used to create a piece of digital artwork or the composition of a digital photograph.	Explore and make choices about the best technologies to create digital images. Make choices about the use of more sophisticated techniques and tools to create images. Plan the composition of a digital photograph through an awareness of photographic techniques.
Skills	Create simple digital artwork using basic software (e.g. on a touch screen device or IWB). Draw freehand digital image or simple shapes such as rectangles and ovals to construct an image. Take a digital image.	Create digital artwork by controlling variables e/g/ paintbrush size, colour, layering. Begin to replace non-digital artwork using digital tools. Employ basic camera techniques to include the focus, zoom and use of the flash. Begin to apply simple editing to digital images e.g. Crop, or add an effect i.e. sepia or monochrome.	Create digital artwork which employs a variety of tools and styles, and which may combine digital artwork with digital images – eg montage or collage. Employ basic rules of taking a successful digital photograph eg rule of thirds and points of interest. Use different camera angles and framings to affect mood. Use reflective surfaces to help to direct and control light from flash photography.
Sharing	Share completed work within the classroom.	Share digital artwork within the school, and seek opinions from teachers and other learners.	Make the artwork available to others within the school community e.g. via a learning platform.
Feedback Evaluation	Express a simple opinion about digital artwork.	Study digital artwork, notice obvious improvements and reproduce if required. Share an opinion, with reasons, on the quality of digital artwork from other learners.	Reflect upon own artwork and evaluate against agreed success criteria. Give useful feedback to other learners about their work e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve.

Continuing Computing Focus': <b>Digital Broadcaster</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	Listen to audio recording from a variety of genres, including stories, poetry and radio broadcasts.	Listen to audio in a variety of genres, and express opinion about them. Understand the difference between a live and pre-recorded broadcast.	Listen to audio in a variety of genres, and evaluate what makes and effective audio recording. Understand that pre-recorded broadcasts can be created from recording made at different times.
Planning	Contribute to decisions about the content of a class audio recording, e.g. a role play, song or story.	Work independently or with other learners to write a simple script.	Structure a podcast script to include clear sections e.g. intro, teaser, content, outro. Identify the key roles required to produce a podcast e.g. presenter, producer, actors, sound engineer.
Skills	Record own voice, and listen back to the recording. Contribute to a class recording by adding sounds and voices. Control playback of a recording: start, stop and pause.	Work independently or with other learners to record a script, sequencing audio recordings appropriately. Create appropriate sounds, music and voices to represent objects, characters or atmospheres. Carry out simple editing tasks e.g. shorten an audio clip.	Record a script, adding other forms of stored audio (e.g. music and sound effects) to enhance their recording. Include self-created or legally licensed music in all recordings. Carry out more complex editing tasks e.g. splitting audio clips or modifying sound levels.
Sharing	Share recordings within the classroom, and listen to the work of other children.	Share recordings within the school and seek opinions from teachers and other learners.	Share the recordings within the school community e.g. via the learning platform.
Feedback Evaluation	Express a simple opinion about the recording.	Listen to recordings, notice obvious improvements and re-record sections if required. Share an opinion, with reasons, on the quality of a digital work from other learners.	Listen to own recordings and evaluate against agreed success criteria. Give useful feedback to other learners about their audio recordings e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make changes to improve recordings.
Continuing Computing Focus': <b>Digital Data Handler</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	View simple graphs and charts which present data and information in a graphical form. Identify the differences between types of graphs and charts. Understand that structured data is information.	View a range of graphs, charts and spread sheets and understand the differences between the ways in which the data can be presented. Identify where data is presented in graphical form in the wider world. Understand that data is structured information and that it can be collected in a number of ways.	Begin to extract meaning from a range of increasingly complex charts, graphs and spread sheets. Identify graphs and charts which are used in a variety of ways to convey information. Identify opportunities within wider curriculum to apply data handling skills and techniques. Understand that a data field in a spread sheet or database may be one of a number of different types of information: text, integer, decimal, date, etc.; and that these data items may be.
Planning	Contribute to discussions regarding the type of information that could be collected and presented. Discuss ways in which the data collected could be presented in a digital format.	Work independently or with other learners to decide on the types of data to be collected and how that data can be presented. Prepare a basic spread sheet which has an increasing number of fields.	Design own methods for collecting a range of data e.g. using an online survey, using sensors, interviews etc. Prepare an increasingly more complex set of data fields which could be presented in a database format. Begin to consider the relevance of collecting certain data and the importance of eliminating erroneous data.

Skills	Explore simple counting and data handling programs. Contribute to a simple class chart or table.	Begin to collect data in a number of ways e.g. verbally, using sensing data. Use a simple graphing application to present previously collected data. Add headings and titles to the graph and fields. Begin to sort the data in a simple spread sheet in order that conclusions can start to be drawn.	Regularly use a range of methods and technologies to collect required data e.g. data loggers, sensors, verbal methods, surveys etc. Begin to use formulae and algorithms to manipulate data within spread sheets. Understand the structure of simple databases and their uses. Know the key terms within the structure of databases, such as field, record, file, etc. Edit or extend a database or spread sheet to gain specific information or draw conclusions.
Sharing	Contribute information to a group graph or chart which displays information.	Share the graph and the associated spread sheet or data table with a wider audience.	Present the database or spread sheet to others in order for the data to be interrogated e.g. online.
Feedback Evaluation	Explain the information which is held in a graph or chart and describe the differences between the ranges of information displayed. Identify ways in which graphs could be improved.	Request feedback, from others, on the value of the graph or chart and also the effectiveness of the presentation. Use any feedback to refine the graph or chart.	Evaluate, interrogate and deconstruct a database or spread sheet in order to identify strengths and weaknesses.
<b>Continuing Computing Focus': Digital Designer</b>			
	<b>(Exploratory Learner will F/KS1)</b>	<b>Developing Learner will (KS1/LKS2)</b>	<b>Confident Learner will (LKS2/UKS2)</b>
Awareness	Understand that things have to be designed before they can be made. Understand that technology can be used in design. Understand that 2d nets can be used to form 3D objects.	Understand that a range of software can be used to design things on screen in 2D and 3D. Understand that technology can be used to manufacture objects created on screen.	Choose a specific design program or application suitable for a particular requirement. Understand that designs may need to be modified prior to production. Understand that alternative features may enhance a design.
Planning	Contribute to discussion to create a shared 2D plan or 3D design. Use pencil and paper techniques to support the planning process.	Work individually or with other learners to modify a pre-designed template. Determine the correct orientation when designing a 2D net or layout.	Work individually or with other learners to plan the layout of features within a design. Plan scale and tolerance of a design. Plan the features of a 3D model which could successfully be printed in 3D.
Skills	Contribute to simple 2D designs in a given template e.g. a room design on an IWB.	Select and use a range of simple drawing tools within software to produce a design. Incorporate objects into a pre-existing template. Fold up a pre-made net and understand how it assembles.	Ensure that designs are realistic in size and that objects are scaled appropriately. Create and begin to test prototype designs, with the intention of manufacture. Use increasingly sophisticated software and associated design techniques to design products.
Sharing	Share designs within the classroom, and view the work of other children.	Share designs within the school and seek opinions from teachers and other learners.	Share designs within the school community e.g. via a learning platform.

Feedback Evaluation	Offer an opinion on simple 2D designs. Suggest possible improvements.	View designs, notice potential improvements within their design and offer cosmetic improvements to the designs of others.	Evaluate the features and suitability of own designs and the designs of others against a set of criteria. Give helpful feedback to other learners.
<b>Continuing Computing Focus': Digital Film Maker</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	View films from a variety of genres. Understand that technology can be used in the making of films. Have an understanding that film does not necessarily show real life.	View films of a variety of genres and express an opinion about them. Understand that film making combines video and audio and that the well-chosen audio can atmosphere. Understand that film may not be shot in sequence, and that it is edited to create the finished project.	View films from a variety of genres and evaluate what makes and effective film. Have a basic understanding of the language and techniques of film. E.g., Different shot types, (Wide shot, close up etc.) Understand that a film can be made up of contributions from different groups made at different times and edited to form a completed version.
Planning	Contribute to decisions about the content of a class film e.g. story line, setting, characters.	Work independently or with other learners to write a simple script and storyboard in response in preparation for filming.	Work independently or with other learners to structure a film script and storyboard to include clear sections and a variety of filming techniques and media. Identify the key roles required to produce a film e.g. camera operator, producer, actors, sound engineer etc.
Skills	Record a simple video clip using a video or tablet. Contribute to the simple editing of footage to create a class film.	Use a recording device to record digital video footage, following a simple script or storyboard. Use video editing software to place clips in the correct order, to trim clips to an appropriate length, and to add simple titles.	Use a recording device to frame shots appropriately (wide shot, close up etc.) Be proficient at basic video shooting: holding the camera still, use of a tripod, simple panning. Use video editing software to edit a narrative film, using a variety of techniques: trimming clips, splitting clips, adding images, sound effects, transitions and music.
Sharing	Share films within the classroom, and watch the work of other children.	Share films within the school and seek opinions from teachers and other learners.	Share films within the school community e.g. via a learning platform.
Feedback Evaluation	Express a simple opinion about a film.	Watch films from the class, notice obvious improvements and re-film or edit sections if required. Share an opinion, with reasons, on the quality of a film from other learners.	Watch their own films and evaluate against agreed success criteria. Give useful feedback to other learners about their films e.g. using a survey on a leaning platform. Respond positively to feedback from peers and teachers, and make changes to improve films.
<b>Continuing Computing Focus': Digital Musician</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	Listen to a variety of digital music compositions e.g. suitable pop music and electronic. Understand that music can be made using technology.	Listen to the digital music from a variety of genres and express and opinion about them. Understand there is a range of software and hardware that can generate digital music.	Listen to digital music from a variety of genres and styles and recognise the layers which may be contained within it (e.g. drum sounds, bass sounds and keyboard sounds). Evaluate a range of digital music and offer and opinion about its success and ways it may be improved.

Planning	Contribute to decisions about the content e.g. which musical sounds) and the order of content in a shared class piece of music.	Work independently or with other learners to plan a basic composition on a time line e.g. chosen musical sounds, sound effects and the order in which they appear.	Develop a checklist of agreed elements to include in an effective musical composition. Work independently or with other learners to plan a composition by choosing appropriate digital musical elements (e.g. on a time-line). Plan and adopt various roles within a team when creating a composition.
Skills	Choose sequence and combine sounds to create and record a simple shared piece of digital music.	Use basic software, including online, choosing, sequencing, and layering sounds to create and record simple pieces of digital music.	Begin to use more complex digital software to compose own digital music, selecting from a range of loops and sound effects. Carry out more complex editing tasks to include mini-editing, audio editing and applying effects.
Sharing	Share compositions within the classroom, and listen to the work of other children.	Share compositions within the school, and seek opinions from teachers and other learners.	Share completed compositions within the school learning community e.g. on shared areas of the learning platform.
Feedback Evaluation	Express a simple opinion about the shared piece of music.	Listen to compositions, notice obvious improvements and re-record sections if required. Share an opinion, with reasons, on the quality of a digital work from other learners.	Listen to own compositions and evaluate against agreed success criteria. Give useful feedback to other learners about their digital compositions e.g. using a survey on a learning platform. Respond positively to feedback from peers and teachers, and make simple changes to improve compositions.
<b>Continuing Computing Focus': Digital Presenter</b>			
	<b>(Exploratory Learner will F/KS1)</b>	<b>Developing Learner will (KS1/LKS2)</b>	<b>Confident Learner will (LKS2/UKS2)</b>
Awareness	View presentations made by other people and understand why they are used. Understand that presentations can be created using different software and hardware.	View a variety of presentations, created using a range of software, and express an opinion about them. Understand that some presentations are more effective than others and be able to offer a simple explanation as to why.	View a variety of presentations made for different audiences and purposes, and evaluate their effectiveness against agreed success criteria. Understand that presenters will adapt the style, content and structure of a presentation based on their audience. Observe a skilled presenter delivering a presentation and express an opinion about why they are successful.
Planning	Contribute ideas to the content of a shared presentation.	Work independently or with other learners to plan a simple presentation e.g. using a storyboard.	Work independently or with other learners to plan the structure of a presentation with a specific audience and purpose in mind. Develop a check list of key skills for delivering an effective presentation to a live audience.
Skills	Add pictures and text to simple shared presentations to express themselves and show their ideas.	Work independently or with other learners to add a selection of simple objects, including text and media, to a pre-created presentation. Use simple appropriate animations to add emphasis. Use a wider range of software to support delivering a simple presentation.	Add a range of objects to a presentation, such as a video, graphs, charts, hyperlinks and SMART art. Use more complex animations, timings and transitions, where appropriate, to create more dynamic presentations.
Sharing	Share presentations with other learners in the class.	Share completed presentation within the school and seek opinions from teachers and other learners.	Share completed presentations within the school learning community e.g. via the learning platform.

Feedback Evaluation	Express a simple opinion about a shared presentation.	View own presentations, notice potential improvements and re-edit if necessary. Share and opinion, with reasons, on the quality of digital work from other learners.	Evaluate the effectiveness and suitability of own presentations against agreed success criteria. Give useful feedback to other learners about their presentations and suggest appropriate changes.
<b>Continuing Computing Focus': Digital Programmer</b>			
	(Exploratory Learner will F/KS1)	Developing Learner will (KS1/LKS2)	Confident Learner will (LKS2/UKS2)
Awareness	Experience a variety of simple games, simulations and apps (including online resources). Express and opinion about a game, simulation or app.	Understand the main differences in using different platforms (PC, MOBILE, ONLINE) and that they work in different ways. Be able to give reasons why they like or dislike a computer program or app. Be able to explain, in simple terms, key vocabulary in programming, including algorithm, program, code/instruction.	Use a number of different computing platforms with confidence, including PC/Mac, online resources and mobile platforms (e.g. iPad, Android) Be able to give detailed criticisms of the designer (user interface) of a specific program. Be able to explain key vocabulary in programming and give specific examples.
Planning	Order simple directional instructions (e.g. for a Beebot) Contribute to class decisions about the design of a collaborative program or game.	Work independently or with other learners to design simple programs or games to be created in age appropriate software (Kodu/Scratch) and hardware (Beebots). Be able to predict the behaviour of a simple program, and to test that prediction.	Work independently, and in teams, to design programs or games in response to a given problem or challenge. Predict the behaviour of a program, giving clear reasons for that prediction.
Skills	Program or control an interactive toy/robot to follow simple instructions.	Create a simple computer program that includes multiple instructions. Test a simple program, notice bugs and make changes to improve it. Programme and control more sophisticated toys to achieve specific tasks e.g. negotiate a course.	Use sequences, selection and repetition in programs. Be able to detect and correct most errors in programs. Simplify a program by breaking it into some smaller parts e.g. using procedures/functions. Begin to use software to control programmable toys or robots to achieve tasks e.g. to follow a white line.
Sharing	Show other children the result of simple programs they have helped to create.	Describe to other children how they created a program and what they hoped to achieve.	Share programs within the school community e.g. via the learning platform.
Feedback Evaluation	Be able to describe what happened when a set of instructions was run, and whether it achieved the desired outcome. Suggest simple reasons why a program did not work correctly.	Suggest specific reason why a program did not work correctly, and work, with support to solve issues. Give feedback to other children about their programs or games.	Give feedback to other learners about their programs or games, and suggest positive steps or ideas for improvement. Suggest specific reasons why a program did not work correctly, and attempt to debug or troubleshoot.