

# Computing Curriculum at Launde

## Intent

Computing at Launde School intends to develop 'thinkers of the future' through a modern, consistent and relevant education in computing. We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future.



Whilst ensuring they understand the advantages and disadvantages associated with online experiences, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Our aim is to provide a computing curriculum that is designed to balance acquiring a broad and deep knowledge alongside opportunities to apply skills in various digital contexts. Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

Our computing curriculum is high quality, well thought out and is planned to demonstrate progression through the year groups. The curriculum we use for the teaching of computing is from the 'Teach Computing'

Curriculum and covers all aspects of the National Curriculum. This scheme was chosen as it has been created by subject experts and based on the latest pedagogical research. It provides an innovative progression framework where computing content (concepts, knowledge, skills and objectives) has been organised into interconnected networks called learning graphs.

The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. The curriculum is divided into 3 strands: computer science, information technology and digital literacy, with the aims of the curriculum reflecting this distinction.

Our curriculum for computing aims to ensure all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation (Computer science)
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems (Computer science)
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems (Information technology)
- are responsible, competent, confident and creative users of information and communication technology. (Digital literacy)



Despite not being explicitly on the Early Years Curriculum, we at Launde Primary School feel that it is important to give opportunities for children to use technology in different forms from the first year that are at school. In EYFS, the children have a regular slot in the computer suite and we teach the children basic skills, like turning on the computer, operating a simple programme, programming bee-bots. In the Early years and beyond, children here at Launde are able to access interactive whiteboards during lessons. There is opportunity for children to use ICT skills, for example in the shop they get to use a digital card machine and a till. All of these basic skills are in preparation for when they move up through the school and their skills progress in each key stage and year group.

The most relevant statements for Computing are taken from physical Development, personal, Social and Emotional Development, Understanding the World and Expressive Arts and Design

### Implementation

We teach computing every week to ensure the skills development is regular and consistent.

We have a range of technology for the children to use to support their skills development. We have class sets of ipads and two computer suites with desktop computers in, one in KS2 and one in FS/KS1. Each teaching areas has an interactive whiteboard. We also have additional computing hardware such as beebots, crumble kits etc to support the curriculum delivery. There is a clear structure to the lessons where children are taught a new skill, have an opportunity to practise and then apply their learnt skills.



A key part of implementing our computing curriculum is to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to access safe online spaces and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage. Online safety and responsible use of technology are topics covered in computing and PSHE lessons, assemblies and during events such as Safer Internet Day. We follow Childnet's 'SMART with a heart rules' for safer internet use and posters can be found in all classrooms around the school.

All children are provided with Microsoft accounts which allow access to TEAMS. This enables children to access their homework remotely. All pupils get an equitable offer to IT to complete research and homework tasks. Our pupils who are registered as pupil Premium have a laptop computer allocated to them from Year 2 to Year 6. In EYFS and Year 1, the children have an ipad to use at home. All devices have the correct safer use software installed.

Within Computing, we encourage a creative and collaborative environment in which pupils can learn to express and challenge themselves. The success of the curriculum itself is assessed through the analysis of yearly progress data, lesson observations, pupil voice and skills audits. This then informs future adaptations of the scheme of work and help to ensure that progression is evident throughout school alongside constant review to ensure it is relevant to the children's learning experiences.



## Impact

In order to demonstrate that we have accomplished our aims, pupils at Launde Primary School will:

- Be enthusiastic and confident in their approach towards computing
- Present as competent and adaptable 'Computational Thinkers' who are able to use identified concepts and approaches in all of their learning.
- Be able to identify the source of problems and work with perseverance to 'debug' them.
- Create and evaluate their own project work.
- Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology
- Transition to secondary school with a keen interest in the continued learning of this subject.

## Computing in EYFS

3 - 4 Years	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge</li> <li>• know and talk about the different factors that support their overall health and wellbeing:</li> <li>• Sensible amounts of screen time</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>
ELG	Personal, Social and Emotional Development: Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try and behave accordingly</li> </ul>
	Expressive Arts and Design: Creating with materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>

## Computing Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Technology Around Us	Creating Media – Digital painting	Programming A – Moving a Robot	Data & Information – Grouping Data	Creating Media – Digital Writing	Programming B – Programming Animations
Year 2	Computing systems and networks – IT around us	Creating Media – Digital Photography	Programming A – Robot Algorithms	Creating Media – Digital Music	Programming B – Programming quizzes	Data and Information - Pictograms
Year 3	Computing systems & Networks – Connecting Computers	Creating Media	Programming A – Sequencing Sounds	Data and Information – Branching Databases	Creating Media – Desktop Publishing	Programming B – Events and actions Programs
Year 4	Computing systems and networks – The Internet	Creating Media – Audio Production	Programming A – Repetition in Shapes	Data and Information – Data Logging	Creating Media – Photo Editing	Programming B – Repetition in games
Year 5	Computing systems and networks – systems and searching	Creating Media – Video Production	Programming A – Selection in physical computing	Data and Information – flat file databases	Creating Media – Introduction to vector graphics	Programming B – Selection in quizzes
Year 6	Computing systems and networks – Communication and collaboration	Creating Media – web page creation	Programming A – Variables in games	Data and information – Introduction to spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing Movement

**Lesson sequences of learning**

**Year 1**

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2	1	Computing systems and networks - IT around us	1	-To recognise the uses and features of information technology	-I can describe some uses of computers -I can identify examples of computers -I can identify that a computer is a part of IT				- Health, well-being and lifestyle
2	1	Computing systems and networks - IT around us	2	-To identify the uses of information technology in the school	-I can identify examples of IT -I can identify that some IT can be used in more than one way -I can sort school IT by what it's used for				- Health, well-being and lifestyle
2	1	Computing systems and networks - IT around us	3	-To identify information technology beyond school	-I can find examples of information technology -I can sort IT by where it is found -I can talk about uses of information technology				- Health, well-being and lifestyle
2	1	Computing systems and networks - IT around us	4	-To explain how information technology helps us	-I can demonstrate how IT devices work together -I can recognise common types of technology -I can say why we use IT				- Health, well-being and lifestyle
2	1	Computing systems and networks - IT around us	5	-To explain how to use information technology safely	-I can say how rules can help keep me safe -I can talk about different rules for using IT -I can explain the need to use IT in different ways				- Health, well-being and lifestyle
2	1	Computing systems and networks - IT around us	6	-To recognise that choices are made when using information technology	-I can identify the choices that I make when using IT -I can use IT for different types of activities				- Health, well-being and lifestyle
2	2	Creating media - Digital photography	1	-To use a digital device to take a photograph	photo -I can recognise what devices can be used to take photographs -I can talk about how to take a photograph -I can explain the process of taking a good photograph				Art and design - Self-image and identity
2	2	Creating media - Digital photography	2	-To make choices when taking a photograph	-I can explain why a photo looks better in portrait or landscape format -I can take photos in both landscape and portrait format				Art and design - Self-image and identity
2	2	Creating media - Digital photography	3	-To describe what makes a good photograph	-I can discuss how to take a good photograph -I can identify what is wrong with a photograph -I can improve a photograph by retaking it				Art and design - Self-image and identity
2	2	Creating media - Digital photography	4	-To decide how photographs can be improved	-I can experiment with different light sources -I can explain why a picture may be unclear -I can explore the effect that light has on a photo				Art and design - Self-image and identity
2	2	Creating media - Digital photography	5	-To use tools to change an image	-I can explain my choices -I can recognise that images can be changed -I can use a tool to achieve a desired effect				Art and design - Self-image and identity
2	2	Creating media - Digital photography	6	-To recognise that photos can be changed	-I can apply a range of photography skills to capture a photo -I can identify which photos are real and which have been changed -I can recognise which photos have been changed				Art and design - Self-image and identity
2	3	Programming A - Robot algorithms	1	-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence -I can follow instructions given by someone else -I can give clear instructions				Music
2	3	Programming A - Robot algorithms	2	-To explain what happens when we change the order of instructions	-I can show the difference in outcomes between two sequences that consist of the same commands -I can use an algorithm to program a sequence on a floor robot -I can use the same instructions to create different algorithms				Music
2	3	Programming A - Robot algorithms	3	-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome -I can follow a sequence -I can predict the outcome of a sequence				Music
2	3	Programming A - Robot algorithms	4	-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design -I can identify different routes around my mat -I can test my mat to make sure that it is usable				Music
2	3	Programming A - Robot algorithms	5	-To design an algorithm	-I can create an algorithm to meet my goal -I can explain what my algorithm should achieve -I can use my algorithm to create a program				Music
2	3	Programming A - Robot algorithms	6	-To create and debug a program that I have written	task -I can put together the different parts of my program -I can test and debug each part of the program				Music

Year	Level	Unit	Lesson	Learning Objectives	Assessment Objectives	1	2	3	4	5
2	6	Data and information - Pictograms	1	-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart -I can record data in a tally chart -I can represent a tally count as a total -I can enter data onto a computer -I can use a computer to view data in a different format					
2	6	Data and information - Pictograms	2	-To recognise that objects can be represented as pictures	-I can use pictograms to answer simple questions about objects -I can explain what the pictogram shows -I can organise data in a tally chart -I can use a tally chart to create a pictogram -I can answer 'more than'/'less than' and 'most/least' questions about an attribute -I can create a pictogram to arrange objects by an attribute					
2	6	Data and information - Pictograms	3	-To create a pictogram	-I can tally objects using a common attribute -I can choose a suitable attribute to compare people -I can collect the data I need -I can create a pictogram and draw conclusions from it -I can give simple examples of why information should not be shared					
2	6	Data and information - Pictograms	4	-To select objects by attribute and make comparisons	-I can share what I have found out using a computer -I can use a computer program to present information in different ways					
2	6	Data and information - Pictograms	5	-To recognise that people can be described by attributes						
2	6	Data and information - Pictograms	6	-To explain that we can present information using a computer						
2	4	Creating media - Digital music	1	-To say how music can make us feel	-I can describe music using adjectives -I can identify simple differences in pieces of music -I can say what I do and don't like about a piece of music -I can create a rhythm pattern -I can explain that music is created and played by humans -I can play an instrument following a rhythm pattern					
2	4	Creating media - Digital music	2	-To identify that there are patterns in music	-I can connect images with sounds -I can relate an idea to a piece of music -I can use a computer to experiment with pitch -I can explain how my music can be played in different ways -I can identify that music is a sequence of notes -I can refine my musical pattern on a computer -I can add a sequence of notes to my rhythm -I can create a rhythm which represents an animal I've chosen -I can create my animal's rhythm on a computer -I can explain how I changed my work -I can listen to music and describe how it makes me feel -I can review my work					
2	4	Creating media - Digital music	3	-To experiment with sound using a computer						
2	4	Creating media - Digital music	4	-To use a computer to create a musical pattern						
2	4	Creating media - Digital music	5	-To create music for a purpose						
2	4	Creating media - Digital music	6	-To review and refine our computer work						
2	5	Programming B - Programming quizzes	1	-To explain that a sequence of commands has a start	-I can identify what a program needs to be started -I can identify the start of a sequence -I can show how to run my program -I can change the outcome of a sequence of commands -I can match two sequences with the same outcome -I can predict the outcome of a sequence of commands -I can build the sequences of blocks I need -I can decide which blocks to use to meet the design -I can work out the actions of a sprite in an algorithm -I can choose backgrounds for the design -I can choose characters for the design -I can create a program based on the new design -I can build sequences of blocks to match my design -I can choose the images for my own design -I can create an algorithm -I can compare my project to my design -I can debug my program -I can improve my project by adding features					
2	5	Programming B - Programming quizzes	2	-To explain that a sequence of commands has an outcome						
2	5	Programming B - Programming quizzes	3	-To create a program using a given design						
2	5	Programming B - Programming quizzes	4	-To change a given design						
2	5	Programming B - Programming quizzes	5	-To create a program using my own design						
2	5	Programming B - Programming quizzes	6	-To decide how my project can be improved						



# Year 3

Ye Gra	Sugge d Ord	Unit Name	Less	Learning Objectives	Success Criteria	Digital Competence Skills								Cross-Curricular Competencies										Cross Curricular Links	Education for a Connected World
						2	2	2	2	2	2	2	2	A	C	C	D	D	E	IT	M	P	S		
3	1	Computing systems and networks - Connecting computers	1	-To explain how digital devices function	-I can explain that digital devices accept inputs -I can explain that digital devices produce outputs -I can follow a process																				
3	1	Computing systems and networks - Connecting computers	2	-To identify input and output devices	-I can classify input and output devices -I can describe a simple process -I can design a digital device																				
3	1	Computing systems and networks - Connecting computers	3	-To recognise how digital devices can change the way we work	-I can explain how I use digital devices for different activities -I can recognise similarities between using digital devices and non-digital tools -I can suggest differences between using digital devices and non-digital tools																				
3	1	Computing systems and networks - Connecting computers	4	-To explain how a computer network can be used to share information	-I can discuss why we need a network switch -I can explain how messages are passed through multiple connections -I can recognise different connections																				
3	1	Computing systems and networks - Connecting computers	5	-To explore how digital devices can be connected	-I can demonstrate how information can be passed between devices -I can explain the role of a switch, server, and wireless access point in a network -I can recognise that a computer network is made up of a number of devices																				
3	1	Computing systems and networks - Connecting computers	6	-To recognise the physical components of a network	-I can identify how devices in a network are connected together -I can identify networked devices around me -I can identify the benefits of computer networks																				
3	2	Creating media - Stop-frame animation	1	-To explain that animation is a sequence of drawings or photographs	-I can create an effective flip book—style animation -I can draw a sequence of pictures -I can explain how an animation/flip book works																				- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	2	-To relate animated movement with a sequence of images	-I can create an effective stop-frame animation -I can explain why little changes are needed for each frame -I can predict what an animation will look like																				- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	3	-To plan an animation	-I can break down a story into settings, characters and events -I can create a storyboard -I can describe an animation that is achievable on screen																				- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	4	-To identify the need to work consistently and carefully	-I can evaluate the quality of my animation -I can review a sequence of frames to check my work -I can use onion skinning to help me make small changes between frames																				- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	5	-To review and improve an animation	-I can evaluate another learner's animation -I can explain ways to make my animation better -I can improve my animation based on feedback																				- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	6	-To evaluate the impact of adding other media to an animation	-I can add other media to my animation -I can evaluate my final film -I can explain why I added other media to my animation																				- Copyright and ownership - Managing online information

Table 1: Progression of skills and knowledge										
Year	Level	Topic	Learning Objective	Skills and Knowledge	1	2	3	4	5	6
3	3	Programming A - Sequencing sounds	1 -To explore a new programming environment	-I can explain that objects in Scratch have attributes (linked to) -I can identify the objects in a Scratch project (sprites, backdrops) -I can recognise that commands in Scratch are represented as blocks						
3	3	Programming A - Sequencing sounds	2 -To identify that commands have an outcome	-I can choose a word which describes an on-screen action for my plan -I can create a program following a design -I can identify that each sprite is controlled by the commands I choose						
3	3	Programming A - Sequencing sounds	3 -To explain that a program has a start	-I can create a sequence of connected commands -I can explain that the objects in my project will respond exactly to the code -I can start a program in different ways						
3	3	Programming A - Sequencing sounds	4 -To recognise that a sequence of commands can have an order	-I can combine sound commands -I can explain what a sequence is -I can order notes into a sequence						
3	3	Programming A - Sequencing sounds	5 -To change the appearance of my project	-I can build a sequence of commands -I can decide the actions for each sprite in a program -I can make design choices for my artwork						
3	3	Programming A - Sequencing sounds	6 -To create a project from a task description	-I can identify and name the objects I will need for a project -I can implement my algorithm as code -I can relate a task description to a design						
3	4	Data and information - Branching databases	1 -To create questions with yes/no answers	-I can create two groups of objects separated by one attribute -I can investigate questions with yes/no answers -I can make up a yes/no question about a collection of objects						
3	4	Data and information - Branching databases	2 -To identify the attributes needed to collect data about an object	-I can arrange objects into a tree structure -I can create a group of objects within an existing group -I can select an attribute to separate objects into groups						
3	4	Data and information - Branching databases	3 -To create a branching database	-I can group objects using my own yes/no questions -I can select objects to arrange in a branching database -I can test my branching database to see if it works						
3	4	Data and information - Branching databases	4 -To explain why it is helpful for a database to be well structured	-I can compare two branching database structures -I can create yes/no questions using given attributes -I can explain that questions need to be ordered carefully to split objects into similarly sized groups						
3	4	Data and information - Branching databases	5 -To plan the structure of a branching database	-I can create a physical version of a branching database -I can create questions that will enable objects to be uniquely identified -I can independently create questions to use in a branching database						
3	4	Data and information - Branching databases	6 -To independently create an identification tool	-I can create a branching database that reflects my plan -I can suggest real-world uses for branching databases -I can work with a partner to test my identification tool						

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# Year 4

Year	Term	Topic	Lesson	Learning Objectives	Learning Outcomes	Assessment	Resources	Notes
4	1	Computing systems and networks - The Internet	1	-To describe how networks physically connect to other networks	-I can demonstrate how information is shared across the internet -I can describe the internet as a network of networks -I can discuss why a network needs protecting			
4	1	Computing systems and networks - The Internet	2	-To recognise how networked devices make up the internet	-I can describe networked devices and how they connect -I can explain that the internet is used to provide many services -I can recognise that the World Wide Web contains websites and web pages			
4	1	Computing systems and networks - The Internet	3	-To outline how websites can be shared via the World Wide Web (W/W/W)	-I can describe how to access websites on the W/W/W -I can describe where websites are stored when uploaded to the W/W/W -I can explain the types of media that can be shared on the W/W/W			
4	1	Computing systems and networks - The Internet	4	-To describe how content can be added and accessed on the World Wide Web (W/W/W)	-I can explain that internet services can be used to create content online -I can explain what media can be found on websites -I can recognise that I can add content to the W/W/W			
4	1	Computing systems and networks - The Internet	5	-To recognise how the content of the W/W/W is created by people	-I can explain that there are rules to protect content -I can explain that websites and their content are created by people -I can suggest who owns the content on websites			
4	1	Computing systems and networks - The Internet	6	-To evaluate the consequences of unreliable content	-I can explain that not everything on the World Wide Web is true -I can explain why I need to think carefully before I share or reshare content -I can explain why some information I find online may not be honest, accurate, or legal			
4	2	Creating media - Audio production	1	-To identify that sound can be recorded	-I can explain that the person who records the sound can say who is allowed to use it -I can identify the input and output devices used to record and play sound -I can use a computer to record audio			- Copyright and ownership
4	2	Creating media - Audio production	2	-To explain that audio recordings can be edited	-I can discuss what sounds can be added to a podcast -I can inspect the soundwave view to know where to trim my recording -I can re-record my voice to improve my recording			- Copyright and ownership
4	2	Creating media - Audio production	3	-To recognise the different parts of creating a podcast project	-I can explain how sounds can be combined to make a podcast more engaging -I can plan appropriate content for a podcast -I can save my project so the different parts remain editable			- Copyright and ownership
4	2	Creating media - Audio production	4	-To apply audio editing skills independently	-I can improve my voice recordings -I can record content following my plan -I can review the quality of my recordings			- Copyright and ownership
4	2	Creating media - Audio production	5	-To combine audio to enhance my podcast project	-I can arrange multiple sounds to create the effect I want -I can explain the difference between saving a project and exporting an audio file -I can open my project to continue working on it			- Copyright and ownership
4	2	Creating media - Audio production	6	-To evaluate the effective use of audio	-I can choose appropriate edits to improve my podcast -I can listen to an audio recording to identify its strengths -I can suggest improvements to an audio recording			- Copyright and ownership

Unit	Year	Topic	Level	Learning Objectives	Assessment Objectives	Assessment Methods	Assessment Tools	Assessment Resources	Assessment Outcomes	Assessment Feedback	Assessment Review
4	3	Programming A - Repetition in shapes	1	-To identify that accuracy in programming is important	-I can create a code snippet for a given purpose -I can explain the effect of changing a value of a command -I can program a computer by typing commands						
4	3	Programming A - Repetition in shapes	2	-To create a program in a text-based language	-I can test my algorithm in a text-based language -I can use a template to create a design for my program -I can write an algorithm to produce a given outcome						
4	3	Programming A - Repetition in shapes	3	-To explain what 'repeat' means	-I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves -I can identify patterns in a sequence -I can use a count-controlled loop to produce a given outcome						
4	3	Programming A - Repetition in shapes	4	-To modify a count-controlled loop to produce a given outcome	-I can choose which values to change in a loop -I can identify the effect of changing the number of times a task is repeated -I can predict the outcome of a program containing a count-controlled loop						
4	3	Programming A - Repetition in shapes	5	-To decompose a task into small steps	-I can explain that a computer can repeatedly call a procedure -I can identify 'chunks' of actions in the real world -I can use a procedure in a program						
4	3	Programming A - Repetition in shapes	6	-To create a program that uses count-controlled loops to produce a given outcome	-I can design a program that includes count-controlled loops -I can develop my program by debugging it -I can make use of my design to write a program						
4	4	Data and information - Data logging	1	-To explain that data gathered over time can be used to answer questions	-I can choose a data set to answer a given question -I can identify data that can be gathered over time -I can suggest questions that can be answered using a given data set						
4	4	Data and information - Data logging	2	-To use a digital device to collect data automatically	-I can explain what data can be collected using sensors -I can identify that data from sensors can be recorded -I can use data from a sensor to answer a given question						
4	4	Data and information - Data logging	3	-To explain that a data logger collects 'data points' from sensors over time	-I can identify the intervals used to collect data -I can recognise that a data logger collects data at given points -I can talk about the data that I have captured						
4	4	Data and information - Data logging	4	-To recognise how a computer can help us analyze data	-I can explain that there are different ways to view data -I can sort data to find information -I can view data at different levels of detail						
4	4	Data and information - Data logging	5	-To identify the data needed to answer questions	-I can plan how to collect data using a data logger -I can propose a question that can be answered using logged data -I can use a data logger to collect data						
4	4	Data and information - Data logging	6	-To use data from sensors to answer questions	-I can draw conclusions from the data that I have collected -I can explain the benefits of using a data logger -I can interpret data that has been collected using a data logger						

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## Year 5

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## Year 6

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