



■ Learning Ladders

Year 5/6	Areas of Study-
<p><u>Computer Science</u></p> <p>Algorithms, debugging and programming</p>	<ul style="list-style-type: none">Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.
<p><u>Information Technology</u></p> <p>Create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none">Multimedia work shows restrained use of effects that help to convey meaning rather than impress.Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.The need for accuracy is demonstrated and strategies for spotting implausible data are evident.Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases).Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask 'what if ...' questions and change variable in their model.Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.Relate their use of spreadsheets to model situations to the wider world.

<p><u>Digital Literacy</u></p> <p>Use of ICT beyond school</p>	<ul style="list-style-type: none"> ▪ Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems. ▪ Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices. ▪ Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school. ▪ Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication
<p><u>Online Safety</u></p>	<ul style="list-style-type: none"> ▪ Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. ▪ Use appropriate methods to validate information and check for bias and accuracy. ▪ Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate. ▪ Abide by school rules for e-safety.
<p>Use search technologies effectively</p>	<ul style="list-style-type: none"> ▪ Show an awareness of the need for accuracy in spelling and syntax to search effectively.