



■ Learning Ladders

Year 3/4	Areas of Study-
<p><u>Computer Science</u></p> <p>Algorithms, debugging and programming</p>	<ul style="list-style-type: none"> - Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.
<p><u>Information Technology</u></p> <p>Create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> ■ Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback. ■ Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. ■ Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. ■ Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject. ■ They follow straight forward lines of enquiry to search their data for their own purposes. ■ They talk about their experiences of using ICT to process data compared with other methods. ■ Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom ■ Make simple use of a spreadsheet to store data and produce graphs.
<p><u>Digital Literacy</u></p> <p>Use of ICT beyond school</p>	<ul style="list-style-type: none"> ■ Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made. ■ Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). ■ Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)

	<ul style="list-style-type: none"> ■ Show an awareness that not all the <i>resources/tools</i> they use are resident on the device they are using. ■ - Begin to show an understanding of URLs.
<u>Online Safety</u>	<ul style="list-style-type: none"> ■ Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. ■ Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. ■ Begin to understand the need to abide by school e-safety rules.
Use search technologies effectively	<ul style="list-style-type: none"> ■ Perform a search using different search engines and check the results against each other, explaining why they might be different.