



The Computing Curriculum at Neroche

At Neroche, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, programming, data handling, online safety and computer systems and networking to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email. In computing we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also, to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding.



EYFS

At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.

Possible key learning emphasis to facilitate progression (alongside children's interests)	Using a computer	Using Instructions	Exploring Hardware	Programming	Handling Data
	Introduction to: Keyboards Monitors Mouse	Introduction to: Writing instructions Debugging instructions Making predictions	Introduction to: Picture walks Pictures of play Real-world tinkering	Introduction to: Programming Bee-Bots Algorithms	Introduction to: Loose part play Exploring pictograms Sorting themselves in groups

Computing

KNOWLEDGE 2-year-old curriculum	Ongoing continuous provision in exposure to digital and computing devices.	
KNOWLEDGE 3- and 4-year-old curriculum	Personal, Social and Emotional Development Physical Development Understanding the World	Remember rules without needing an adult to remind them. Match their developing physical skills to tasks and activities in the setting. Explore how things work.
KNOWLEDGE Reception curriculum	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
KNOWLEDGE Reception ELG	Personal, Social and Emotional Development - Managing Self Expressive Arts and Design and Creating with Materials	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year 1

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: Mouse skills	Programming 1: Algorithms unplugged	Skills showcase: Rocket to the moon	Programming 2: Programming Bee-bots	Creating media: Digital imagery	Data Handling: Introduction to data
Overall purpose/intent(s) of the unit	To use computers more purposefully. Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor.	To use resources to recognise algorithms, decomposition and debugging. Using familiar concepts to demonstrate.	To develop keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software, sequencing and debugging.	To understand programming using a bee-bot to program. Exploring its functions, and capabilities. Creating a world for a bee-bot to explore.	To use creativity and imagination to plan a miniature adventure story. Learn to enhance photos using editing tools.	To learn what data is and how it is represented both with and without computers. Understanding why data is useful and the different ways it can be compiled.
KNOWLEDGE National Curriculum coverage	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use logical reasoning to predict the behaviour of simple programs	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Step/s towards achieving the unit Intent.	To log into a computer and access a website	To understand what an algorithm is	To recognize that digital content can be represented in many forms	To explore a new device: Bee-Bot	To understand and create a sequence of pictures	To represent data in different ways
Step/s towards achieving the unit Intent.	To develop mouse skills	To follow instructions precisely to carry out an action	To design a rocket	To create a demonstration video	To take clear photos	To use technology to represent data in different ways
Step/s towards achieving the unit Intent.	To use mouse skills to draw and manipulate shapes	To understand computers and devices around us use inputs and outputs.	To sequence a set of instructions	To plan and follow a set of instructions precisely	To edit photos	To collect and record data
Step/s towards achieving the unit Intent.	To use a range of tools to create desired effects	To understand and be able to explain what decomposition is	To build a rocket	To program a device	To search for and import images	To sort data
Step/s towards achieving the unit Intent.	To understand how to layer shapes to create an image	To know how to debug an algorithm	To add data to a table or spreadsheet	To create a program	To create a photo collage	To design an invention to gather data
Outcome of the learning opportunity	To be able to use a computer and mouse for basic computing and tasks. To create a work of images and shapes using the computer tools.	To be able to recognise that computer programs are a series of algorithms. To produce their own algorithms.	To be able to design a rocket using computer and digital; materials.	To be able to navigate a Bee-Bot successfully around a set world-demonstrating it features.	To be able to create an adventure narrative using manipulated images	To be able to demonstrate how data can be used and compiled in various ways. To understand the importance of data.

Year 2

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: What is a computer?	Programming 1: Algorithms and debugging	Skills showcase: Word processing	Programming 2: Programming: Scratch jnr	Creating media: Stop motion: devices without camera	Data Handling: International Space Station
Overall purpose/intent(s) of the unit	To learn how computers operate using a series of inputs and outputs. How computers are used in the outside world.	To develop an understand of what algorithms are and how to program them.	To learn about word processing and how to be safe online. To develop touch typing, use shortcuts and use editing tools.	To learn how blocks work using Scratch Jnr. To be able to test review and program and create a cycle of predict.	To create simple animations and storyboarding create ideas	To be able to identify a real-life example of how data is collected and used
KNOWLEDGE National Curriculum coverage	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use logical reasoning to predict the behaviour of simple programs	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use logical reasoning to predict the behaviour of simple programs	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Step/s towards achieving the unit Intent.	To recognize the parts of a computer	To decompose a game and identify what algorithms are used	To begin to learn to touch type	To explore a new application	To understand what animation is	To understand how computers can help humans survive in space
Step/s towards achieving the unit Intent.	To recognize how technology is controlled	To understand that computers can use algorithms to make predictions.	To understand how to use a word processor	To create an animation	To understand what stop motion animation is	To create a digital drawing of essential items for life in space.
Step/s towards achieving the unit Intent.	To recognize technology	To plan algorithms that can solve problems	To understand how to add images to a text document	To use characters as buttons	To add effects to my stop motion	To understand the sensors on the ISS
Step/s towards achieving the unit Intent.	To create an idea for an invention	To understand what abstraction is	To find images on the internet	To follow an algorithm	To create a stop motion animation (1)	To create an algorithm for growing a plant in space
Step/s towards achieving the unit Intent.	To understand the role of computers	To understand what debugging is	To understand what happens to information posted online	To plan and use code to create an algorithm	To create a stop motion animation (2)	To interpret data
Outcome of the learning opportunity	To demonstrate how computers are used in the world by creating their own digital invention	To be able to use algorithms to program them and how to develop them to be more efficient.	To be able to use word processing to edit, including: importing pictures, using bold and italics, underlining and changing font colour	To be able to program a familiar story and make their own musical instrument, by creating buttons and recording sounds.	To be able to decompose a story into small parts of action using stop motion software	To be able to demonstrate, using the ISS, how real data is collected and used.

	Year 3					
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: networks and the internet	Programming 1: scratch	Computer systems and network (2): emailing	Computer systems and network (3): journey inside a computer	Creating media: Video trailers	Data Handling: comparison cards-databases
Overall purpose/intent(s) of the unit	To be able to identify networks and how devices communicate. How information moves around the internet.	To build on programming using Scratch. To use information cycle of predict.	To be able to send an email and attachments	To understand how computers work and develop a better understanding how to instruct them to achieve the required results	To develop video editing skills through the creation of video trailers.	Explore the concepts of sorting and filtering.
KNOWLEDGE National Curriculum coverage	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Step/s towards achieving the unit Intent.	To understand a network	To understand predict, explore and explain	To be able to send an email	To learn how computers follow instructions, using different inputs and outputs	To create a storyboard to plan a book trailer and describing the purpose of a book trailer	To explain what is meant by field, record and data and playing Comparison cards by accurately comparing numbers and scanning

						for relevant information.
Step/s towards achieving the unit Intent.	To understand how a file is shared between networks	To use sound loops to create musical pieces	To be able to add an attachment to an email	To be able to explain that parts work together to make the laptop work and suggesting the role of some of the parts	To use digital devices to record video or take photos, framing shots carefully to create the desired effects	To Identify examples of paper and computerised databases from a list of statements
Step/s towards achieving the unit Intent.	To understand how to share images and information between websites	To remix an animation by altering the programmer's code	To use positive language when emailing	To be able to name the different parts of a computer and explaining what an algorithm is	To Import videos and photos into film editing software, recording sounds and adding these to their videos	To put values into a spreadsheet, sorting, filtering by a particular value, interpreting that data and creating questions that can be answered by the data
Step/s towards achieving the unit Intent.	To understand how routers work	To remix a story narrative, adding speech	To recognise when digital behaviour is unkind	To be able to suggest what computer memory is and using a QR code	To add text to the trailer, as well as incorporating different transitions between shots or images	To create a graph, naming different types of chart and explaining the purpose of visual representations of data
Step/s towards achieving the unit Intent.	To understand how package data can be transferred, corrupted and lost	To explain action and algorithm and represent the code on paper, then transferring to Scratch.	To recognise fake emails including spam and junk emails	To recognise that some computer parts relate to functions and making some comparisons between laptops and tablets	To Identify and articulating what makes a successful book trailer and suggesting ideas on how to share book recommendations with others	To explain what databases are used for and sorting and filtering data for a specific purpose
Outcome of the learning opportunity	To have explored real-life examples of networks, and how data can be transferred world-wide and between different websites.	To use Scratch to test and review, using loops of repetition to program a story, animation and game.	To be a responsible digital citizen and recognising cyberbullying and how to be kind online.	To create paper versions of computers to help to consolidate understanding of how computers work	To be able to edit, add effects such as transitions and sound	To learn about records, fields and data- manipulating them to form results.

Year 4

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: networks and the internet	Programming 1: Scratch	Creating media: website design	Skills showcase: HTML	Programming 2: Computational thinking	Data Handling: Investigating weather
Overall purpose/intent(s) of the unit	To be able to identify the benefit of working with others	To be able to re-visit the features of Scratch and use variables	To develop word processing skills and learn how websites are developed	To become familiar with HTML code and website	To be able to use: abstraction, algorithm, decomposition and pattern recognition	To research and store data using spreadsheets and learn weather forecasts
KNOWLEDGE National Curriculum coverage	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Step/s towards achieving the unit Intent.	To be able to work with others and create class rules	To be able to develop an understanding of sprite positioning	To use Google sites and tinker with a website	To learn what HTML code is	To be able to identify the four features of computational thinking	To explore the weather around the world and record data on a spreadsheet
Step/s towards achieving the unit Intent.	To be able to use google doc collaboratively	To use decomposition skills to correct a quiz	To create a website for the class	To be able to edit HTML code and create a poster	To understand decomposition in a real-world task	To be able to design a weather station that gathers information
Step/s towards achieving the unit Intent.	To use features of presentations	To be able to tinker with variables on scratch projects- altering programs	To use developing skills to write a book review	To be able to use CSS code and use knowledge to create a storyboard	To explore abstract and pattern recognition	To design an automated machine that uses selection to respond to sensor data
Step/s towards achieving the unit Intent.	To use Google forms to create records	To be able to create variables	To be able to plan a website build	To be able to use HTML code to adapt a live website	To use Scratch to create algorithms	To be able to use search engines to find data
Step/s towards achieving the unit Intent.	To use and explore spreadsheets	To incorporate all skills to create a times tables program	To create their own website based on their own design and evaluate its success	To use HTML to edit pictures on a webpage	To use computational thinking to solve plugged and unplugged challenges	To be able to use green screen to create a weather forecast
Outcome of the learning opportunity	To be able to identify how the internet can be used to work collaboratively over large distances	To be able to manipulate variables on Scratch to create programs	To be able to identify embed images and video and make links to changes in layout	To be able to alter HTML code, changing website designs and images	To be able to explore and apply skills to plugged and unplugged activities	To be able to demonstrate how weather forecasts are made using green screen technology

	Year 5					
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: search engines	Programming 1: programming music	Data handling: Mars Rover 1	Programming 2: Micro:bit	Creating media: stop motion animation	Skills showcase: Mars Rover 2
Overall purpose/intent(s) of the unit	To use search engines to find relevant and accurate information	To develop music skills and different sounds	To explore the Mars Rover. To learn how it collects and transfers information	To be able to create programs and algorithms to use in the real world	To be able to create storyboards and animations	To be able to identify why the Mars Rover moves, follows and collects information
KNOWLEDGE National Curriculum coverage	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Step/s towards achieving the unit Intent.	To explain what a search engine is, suggesting several search engines to use and explaining how to use them to find websites and information	To iterate ideas, testing and changing throughout the lesson. Explaining what the basic commands do: 'play', 'sleep', '2 times do'	To Identify some of the types of data which the Mars Rover could collect (e.g., photos). Explaining how the Mars Rover transmits the data back to Earth (radio waves) and the challenge involved in this (the great distance). Researching a comparative fact about the distance to Mars.	To develop confidence to clip blocks together and predict what will happen. Making connections with previous programming interfaces they've used, e.g.: Scratch	To Create a toy with simple images with a single movement	To create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data
Step/s towards	To suggest that things online aren't always true and recognising	To explain how their program linked to the theme. Including a loop	To read any number in binary, up to eight bits. Identifying binary as the	To create their own images to make the animation and	To create a short stop motion with small changes between images	To save JPEG as a bitmap and recognising the difference in file

achieving the unit Intent.	what to check for. Understanding that anyone can create a website	in their work. Correcting their own simple mistakes in their code	most basic way computers communicate. Understanding each one or zero is referred to as a bit	recognising the difference between 'on start' and 'forever'		size as well as explaining how pixels are used to transfer image data and one of the methods of JPEG compression
Step/s towards achieving the unit Intent.	To explain why keywords are important and what the acronym TASK stands for, using these strategies to search effectively	To explain their scene in the story. Being able to link the musical concepts to their scene. Recognising that they can program their music in that way. Decomposing the story and planning my program	To Identify input, processing and output on the Mars Rovers. Explaining how the size of RAM affects the processing of data.	To recognise blocks they've used previously, identifying inputs and outputs used and making predictions about how variables work	To decompose a story into smaller parts to create a storyboard with simple characters	To explain the 'fetch, decode, execute' cycle in relation to real-world situations
Step/s towards achieving the unit Intent.	To recognise the terms 'copyright' and 'fair use' and combining text and images in a poster	To include a live loop and explaining its function. Using samples effectively to enhance music	To read binary numbers and grasping the concept of binary addition.	To choose appropriate blocks to complete the program and attempting the challenges independently. Debugging a program	To make small changes to the models to ensure a smooth animation and deleting unnecessary files	To create a profile with a safe and suitable username and password and beginning to use 3D design tools. Understanding the importance of keeping personal information safe
Step/s towards achieving the unit Intent.	To make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank	To develop the ability to code a piece of music that combined a variety of structures. Using loops in their programming. Recognising that programming music is a way to apply their skills	To read binary numbers to four bits. Relating binary signals (Boolean) to a simple character-based language, ASCII	To break a program down into smaller steps, suggesting appropriate blocks and matching the algorithm to the program	To have a clear animation with added effects such as extending parts and the use of a title.	To be able to independently take tutorial lessons, applying what they have learnt to their design and understanding the importance of using an online community responsibly. Sharing my object to an online community and discussing how to use an online community responsibly
Outcome of the learning opportunity	To be able to use keywords and phrases to identify inaccurate information	To use skills developed to test with live Battle of the Bands	To be able to experience how to programme the Mars Rover using and calculating binary	To be able to test, predict and evaluate programs with specific aims.	To capture short parts of action using Stop Motion Studio	To develop 3D skills and identify how images are compressed and sent by the Mars Rover

	Year 6					
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3	Learning Opportunity 4	Learning Opportunity 5	Learning Opportunity 6
Unit of Learning	Computer systems and network: Bletchley Park	Programming 1: Into to Python	Data handling: Big data 1	Creating media: History of computers	Data handling: Big data 2	Skills showcase: Inventing a problem
Overall purpose/intent(s) of the unit	To understand the history of Bletchley Park and identify what hacking and code breaking is	To understand and use the design program: Python to create digital art	To understand how large companies acquire and use data	To understand how computers have evolved over time and decreased in size	To understand how networks can be used to design smart buildings and improve efficiency	To be able to design, evaluate and adapt a debug code
KNOWLEDGE National Curriculum coverage	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Step/s towards achieving the unit Intent.	To explain that codes can be used for a number of different reasons and decoding messages.	To Iterate ideas, testing and changing throughout the lesson and explaining what their program does independently.	To develop a firm understanding of why barcodes and QR codes were created and how the data contained within barcodes and QR codes can be used by computers. An ability to create (and scan) their own QR code using a QR code generator website.	To explain how to record sounds and add in sound effects over the top.	To recognise that data can become corrupted within a network and that data sent in 'packets' is more robust, as well as identifying the need to update devices and software.	To evaluate code, understanding what it does and using adapt existing to code for a specific purpose.
Step/s towards achieving the unit Intent.	To explain how to ensure a password is secure and how this works. Understanding why a longer password	To use nested loops in their designs, explaining why they need two repeats.	To explain how infrared can be used to transmit a Boolean type signal.	To produce a simple radio play with some special effects and simple edits which demonstrates an	To recognise differences between mobile data and Wi-Fi and using a spreadsheet to compare and identify high-use data	To use sequence, selection, repetition or variables within a program

	is more secure than a short one.			understanding of how to use the software and removing any mistakes.	activities and low-use data activities.	
Step/s towards achieving the unit Intent.	To know what the first computer was built for. Presenting a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.	To begin to draw the house using Python commands; using comments to show a level of understanding around what their code does.	To develop the ability to: explain how RFID works, recall a use of RFID chips, type formulas into spreadsheets. Typing formulas into cells using a spreadsheet	To create a document which includes correct date information and facts about the computers and how they made a difference to the modern world.	To recognise how the Internet of Things has led to Big Data. Making links between the Internet of Things and Big Data and giving a basic example of how data analysis/analytics can lead to improvement in town planning.	To design appropriate housing for their product using CAD software, including any input or output devices needed to make it work.
Step/s towards achieving the unit Intent.	To explain the importance of historical figures and their contribution towards computer science	To use loops in Python and explaining what the parts of a loop do and suggesting an appropriate place to use a loop	To take real time data and entering it effectively into a spreadsheet. Presenting the data collected as an answer to a question (Which ride is the best choice for a FastPass?). Recognising the value of analysing real time data.	To demonstrate a clear understanding of their device and how it affected modern computers, including well researched information with an understanding of the reliability of their sources.	To explain ways that Big Data or IOT principles could be used to solve a problem or improve efficiency within the school, preparing a presentation about their idea, considering the privacy of some data. Evaluating and recalling methods of data transfer.	To create an appealing website for their product, aimed at their target audience which explains what their product is and what it does, using persuasive language.
Step/s towards achieving the unit Intent.	To present information about their historical figure in an interesting and engaging manner using a presentation software	To recognise that computers can choose random numbers; decomposing the program into an algorithm and modifying a program to personalise it.	To sort data within an Excel spreadsheet by inserting a table. Recalling how RFID can be used in data transfer.	To understand how computers work by recognising its components and why they are important. Describing all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.	To present their ideas about how Big Data/IOT can improve the school and providing feedback to others on their presentations.	To create an edited video of their project, articulating the key benefits.
Outcome of the learning opportunity	To use digital literacy skills to present information	To be able to create digital art using loops and nested loops	To be able to identify how barcodes and QR codes are used by large companies in relation to data	To design a computer of the future	To design their own smart schools and be able to identify the dangers of using big data	To use a software program to create a video and website