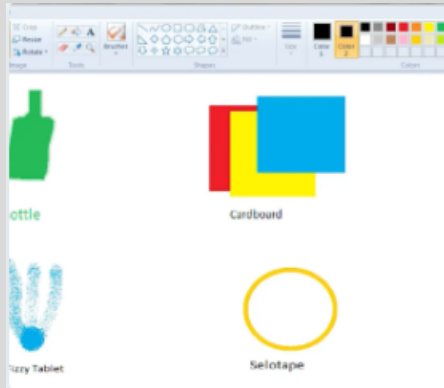


**What I should already know** : Use small motor skills so that they can use a range of tools competently, safely and confidently. Use a Chromebook to log on and off and access Google Drive.

### Enquiry Questions

- Can we recognise that digital content can be represented in many forms?
- Can we design a rocket using a graphics editing programme?
- Can we sequence a set of instructions?
- Can we build a rocket?
- Can we test a design and record data?



### Key Vocabulary

**annotate** - the process of thoughtful reading and making notes as they study a text.  
**cells** - a rectangular area formed by the intersection of a column and a row.  
**computer** - electronic machine that accepts and processes information to produce an output, and then stores results.  
**components** - a part or element of something.  
**create** - to make something.  
**Data** - information used for a specific purpose or investigation.  
**debug** - the process of finding (and correcting) errors in a computer program.  
**designing** - to think up and plan out in the mind.  
**digital content** - information and media such as videos and pictures stored on a computer.  
**digital image** - an image composed of picture elements.  
**document** - a permanent record of information that can be retrieved at some later time by a user.  
**e -document** - an electronic file which includes text.  
**edit** - to correct, revise, and prepare.  
**editing program** - a program designed to perform such editorial functions as rearrangement or modification or deletion of data.  
**evaluate** - the process of deciding if you've done something the best way, and looking at what could be improved.  
**folder** - an electronic storage file that holds other digital context for example text, pictures, videos.  
**input** - something that is put in.

### Key Skills (National Curriculum)

#### Pupils should be taught to

- Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content



plast

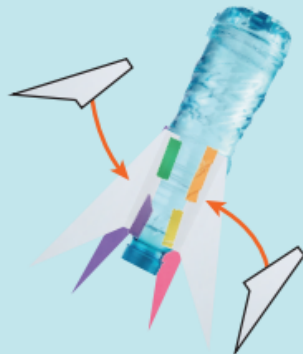
**instructions** - advice and information about how to do or use something, often written in a book or on the side of a container.  
**list** - a number of things, one after the other.  
**log in** - a username and password that allows a person to log in to a computer system.  
**photo** - an image, or picture, that has been captured on film or some other material.  
**program** - a series of instructions that tell a computer to perform an action.  
**order** - arrange  
**robot** - a machine that does tasks without the help of a person.  
**save** - to store something for later.  
**sequence** - a set order or pattern for something to follow.  
**share** - to show or give a part of something to someone else.  
**software** - the programs, or instructions, that tell the hardware what to do.  
**spreadsheet** - an electronic document that lets you store data in rows and columns.  
**table** - a set of facts arranged in rows and columns.



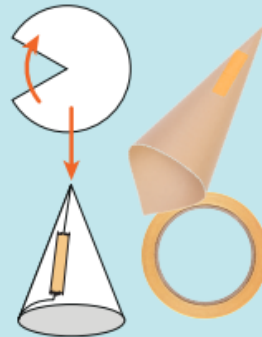
How to make a bottle rocket:



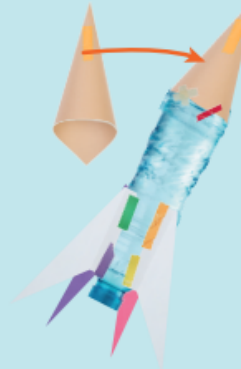
1. Collect the materials



2. Cut and add the fins



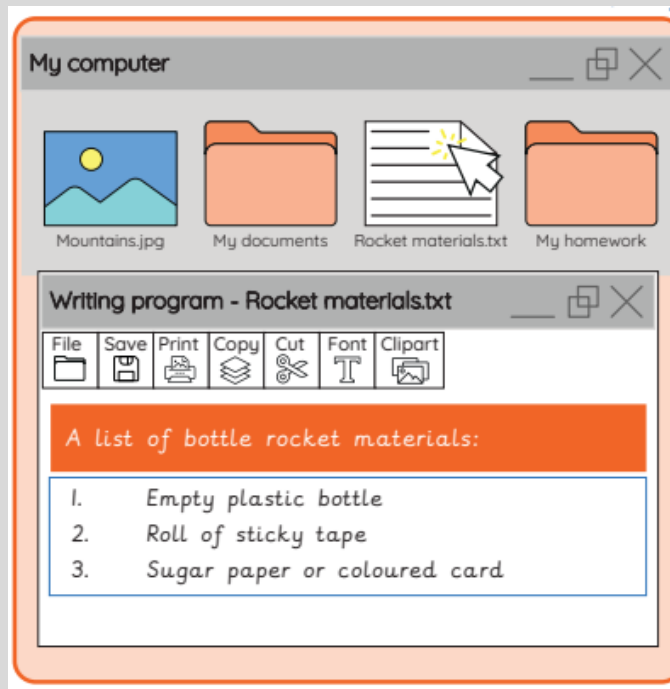
3. Make the nose cone



4. Attach the nose cone



5. Decorate the rocket



Links to other areas of the curriculum : Literacy - Spoken Language - Speaking and Listening, Writing - Instructions.