



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Ongoing
EYFS	Word Processing Computational Thinking	Video Creation Sound	Photography and Digital Art	Data Handling Coding and Programming	Animation Augmented Reality and Virtual Reality	Presentations, Web Design and E-book	E-safety
Y1	Word Processing Computational Thinking	Video Creation Sound	Photography and Digital Art	Data Handling Coding and Programming	Presentations, Web Design and E-book	Animation Augmented Reality and Virtual Reality	E-safety
Y2	Word Processing Computational Thinking	Video Creation Sound	Photography and Digital Art	Data Handling Coding and Programming	Augmented Reality and Virtual Reality	Presentations, Web Design and E-book	E-safety
Y3	Word Processing and Networks	Video Creation Sound	Photography and Digital Art	Data Handling	Presentations, Web Design and E-book	Animation Coding & Programming and Computational thinking	E-safety
Y4	Video Creation	Word Processing and Networks Sound	Data Handling	Photography and Digital Art	Animation Coding & Programming and Computational Thinking	Presentations, Web Design and E-book	E-safety
Y5	Word Processing and Networks	Photography and Digital Art	Video Creation	Data Handling	Coding & Programming and Computational Thinking	Presentations, Web Design and E-book	E-safety
Y6	Sound	Data Handling	Coding and Computational Thinking	Word Processing and Networks	Animation	Photography and Digital Art	E-safety



Computing EYFS to Year 6 – Animation

	Animation <i>Animation is the process of creating the illusion of movement by displaying a sequence of still images or frames, each slightly different from the last, in rapid succession. This technique, based on the principle of "persistence of vision", tricks the human eye into perceiving continuous motion.</i>	Skills	Key Questions & Vocab
EYFS	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Physical Development • Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development -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'. 	<p>Nursery</p> <ul style="list-style-type: none"> • I can differentiate from something that has been animated and something that is real life. (watch clips of familiar animations e.g. Fireman Sam Vs real life clips of firefighters?) <p>Reception</p> <ul style="list-style-type: none"> • I can create a simple animation to tell a story with more than one character: https://www.abcya.com/games/animate • With support, I can animate a simple image to speak in role (Puppetpals – put sounds to animals?) 	<p>animation animator real life movie/film image</p> <p>Is everything you watch on television real life?</p> <p>Can you give me some examples of programmes that you watch that aren't real?</p> <p>Can you tell me which of these characters are animated? (E.g. Peppa, Fireman Sam Vs real life photos of a pig and firefighter).</p>

	<ul style="list-style-type: none"> Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. Expressive Arts and Design: create a simple program on electronic devices; uses ICT software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books) <p>Knowledge:</p> <ul style="list-style-type: none"> I know that characters can be created by somebody else. I know that characters can look real but are not. I know that animation means to make an image appear to move. 		
Y1	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know what a backdrop is and how to change my backdrop. I know how to add in a character to my story. I can record my voice, pretending I am a character in my story. I know that I can manipulate a character as I am recording and can pinch and drag a 	<p>OUTCOME: retell part of a familiar story/make up a story using 2 characters on Puppetpals.</p> <ul style="list-style-type: none"> I can create a simple animation of a speaking character (Puppetpals) I can add filters and stickers to enhance an animation of a character. Tutorial: https://www.youtube.com/watch?v=4L7IDnyH_y4 I can observe an animation flipbook and discuss what happens to the characters and how. Teacher to create simple one on https://flipanim.com/ (e.g. draw a character where their hair grows on each slide). With support, I can explain how an animation/flip book works and begin creating my own https://flipanim.com/ 	<p>character background/backdrop pinch and drag motion record export camera roll</p>

	<p>character across the screen to show <u>motion</u>.</p> <ul style="list-style-type: none"> - I know how to share my animation with others and can <u>export</u> my animation to the <u>camera roll</u>. 		
Y2	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <p>-</p>	Objectives to be completed in Y1	
Y3	<p>Co2/1.6 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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can make an object look like it is moving on its own through <u>stop motion</u>. - I know that I can move the <u>slides</u> in a different position. - I know the meaning of <u>onion skinning</u> and can explain how it helps me to create an effective animation. 	<p>OUTCOME: I can create a simple stop motion animation in I Can Animate (could this link to Science – recapping the functions of different parts of a flower?)</p> <ul style="list-style-type: none"> • I can move an object from one side of a screen to the other using stop motion. https://www.youtube.com/watch?v=e4UEIKynvVI • I can improve stop motion animation clips with techniques like onion skinning. https://www.kudlian.net/products/icananimate/onion.html 	<p>project aspect ratio playback speed slide stop motion props frame onion skinning</p>
Y4	<p>Co2/1.6 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</p>	<p>OUTCOME: to be able to talk about the key features of Plotagon and how it can be used to tell a story of 2 characters.</p> <p>From Mr P ICT:</p> <ul style="list-style-type: none"> • I can explore the world of Plotagon and explain the use of each icon. 	<p>icon scene storyboard still image interaction mood</p>

	<p>including collecting, analysing and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can instruct characters to interact with each other. - I know that mood is created through sound. - I know that my drawing actions can be recorded to create an animation. - I know that opacity means transparency and I know how this tool will help me to create a professional drawing. - I know that I can animate a drawing that I have created. - I know that I can change the duration of my animation. 	<p>I can use software to create a 3D animated story using Plotagon https://www.youtube.com/watch?v=z4NGI-XRKsc&t=18s</p> <ul style="list-style-type: none"> • I can plan, script and create a 3D animation to explain a concept or tell a story. <p>AND</p> <p>OUTCOME: to use Keynote on the iPad to create a simple, "How to draw," animation.</p> <p>https://www.youtube.com/watch?v=4wprmO4HmqI</p> <ul style="list-style-type: none"> • I can use line draw tool to create an image to animate. • I can import an image to trace around. • I can explain how my animation can be edited using the tools in Keynote. 	<p>Opacity Build in duration</p>
Y5	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - 	<p>Objectives to be completed in Y6.</p>	
Y6	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p>	<p>OUTCOME:</p> <p>https://www.youtube.com/watch?v=gvdF70ijwkk#</p> <ul style="list-style-type: none"> - I can add motion to a shape using the animation pane to make a shape appear and disappear. - 	<p>appear/disappear trigger animation pane add animation drop down menu transparency script</p>

	<p>Knowledge:</p> <p>I know that I can assign a pre-set <u>animation</u> to a shape.</p> <p>I know that in order for my shape to become animated, I need to assign a <u>trigger</u>.</p> <p>I know that I need to use the <u>animation pane</u> in order to add multiple animations to a shape.</p> <p>I know that I can change the <u>transparency</u> of a shape and can explain that changing it to 100% will make my shape disappear (temporarily) from the screen and that 0% will bring it back.</p>	<ul style="list-style-type: none"> - I can take multiple animations of a character I have created and edit them in the style of Pac Man using PowerPoint to create a longer video <p>OUTCOME: could this link to a PSHE objective? Or an interview with a character who might be in a similar position to Auggie?</p> <p>From Mr P ICT</p> <ul style="list-style-type: none"> • I can record animations of different characters and edit them together to create an interview. <p>I can mix animations and videos recordings of myself to create video interviews.</p> <ul style="list-style-type: none"> • I can choose and create different types of animations to best explain my learning. <p>https://www.mrpict.com/uploads/1/8/7/2/18722690/year_6_animation_-_plotagon_animation.pdf</p>	
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National Curriculum objectives – year group as outlined in the national curriculum

National Curriculum objectives- moved to a different year group

Additional knowledge – *Additional knowledge moved to a different year group/knowledge to be gained in order to perfect the skills*

Knowledge/objectives taken from a different strand

Outcomes/apps/programs which can be changed – if you have any ideas that will further support your curriculum, we can adapt the outcomes to suit.



Computing EYFS to Year 6 – Data Handling

	Data Handling	Skills	Key Questions & Vocab
EYFS	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Physical Development Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development -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'. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. 	<p>Nursery</p> <ul style="list-style-type: none"> I can look at and identify a chart with my class I can sort physical objects <p>Reception</p> <ul style="list-style-type: none"> I can sort physical objects (colours/toys/anything that can link to the current learning), take a picture and discuss what I've done I can look at and identify a chart with my class I can present simple data collaboratively on a <u>digital device</u> (SMART board) 	<p>icon chart camera properties capture image ipad/tablet data information sort digital device</p> <p>Where can I find the camera on the iPad?</p> <p>Which of these (group of pictures) is a chart?</p> <p>What is the same/different about these items?</p>

	<ul style="list-style-type: none"> Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. Expressive Arts and Design: create a simple program on electronic devices; uses ICT software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books) <p>Knowledge:</p> <ul style="list-style-type: none"> I know what a chart looks like. I know that objects can be different to each other. I know that I can separate objects based on their properties. I know the icon for camera on the iPad I know which button to press to capture an image I know how to point the camera at the object I want to capture. I know that data means information. 		
Y1	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know that there are similarities and differences between objects. I know that I can group items together based on their properties. I know that data can be collected on a variety of topics. I know that data can be recorded digitally and not digitally. 	<ul style="list-style-type: none"> I can sort images or text into two or more categories on a digital device: https://www.topmarks.co.uk/carroll-diagrams/2d-shapes https://www.topmarks.co.uk/Flash.aspx?f=PostSortingcalculationsv2 I can collect data on a topic (paper) and collaboratively enter into a digital system. I can read and create a tally chart Read - https://www.softschools.com/math/data_analysis/tally_chart/ I can create a pictogram https://www.i2e.com/jit5#pictogram 	<p>similarities differences properties data record digital/digitally storing data formats tally chart pictogram</p>

	<ul style="list-style-type: none"> - I know the benefits of storing data digitally. - I know that there are different formats that we can collect data in: tally, chart, pictogram <p>I know that there are different ways to sort items and explain how they have been sorted.</p>	<p>I can record myself explaining what I have done and what it shows me (talking tins/video on the iPad using the camera tool – this can be done with adult support)</p>	
Y2	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know the difference between a Venn diagram, Carroll diagram and chart. - I know that I need to select the appropriate diagram to store data effectively. - I know that I can take information from looking at data. - I know how to answer questions from looking at data. - I know what a branching database is. I know that looking at specific properties of items will help me sort them using a branching database. 	<ul style="list-style-type: none"> - I can sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software (https://www.topmarks.co.uk/maths-games/5-7-years/data-handling) as part of a class/small group increasing to independently - I can orally record myself explaining what data shows me as a class/small group increasing to independently - I can work from a branching database using questions (https://www.i2e.com/i2data/) <p>I can work with an adult to create a branching database (https://www.twinkl.co.uk/resource/blank-branching-sorting-table-activity-t2-m-254691 and https://www.i2e.com/i2data/)</p>	<p>venn diagram carroll diagram chart branching database properties</p> <p>How many ways can we sort data/which sorting diagrams have you used?</p> <p>Which sorting diagrams do you prefer to use and why?</p> <p>What can you tell me about this data?</p>
Y3	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that a sorting diagram will help me draw conclusions about a set of data. - I know that in the real world, companies use charts and diagrams to make decisions. 	<p>Outcome:</p> <ul style="list-style-type: none"> - I can create my own sorting diagram and complete a data handling activity with it using images and text (screenshot the diagram into Word and type facts about the data that has been sorted). - https://www.i2e.com/i2data/ - I can start to input simple data into a spreadsheet - https://www.i2e.com/i2data/ (KS1 – bar chart – lesson 2) <p>Example database https://www.i2e.com/data/examples/Titanic+Passenger+List</p>	<p>sorting diagram draw conclusions input spreadsheet cells table</p> <p>Can you summarise the information from this table/chart?</p> <p>Why do we use charts and diagrams?</p>

	<ul style="list-style-type: none"> - I know that I can input information into spreadsheet (cells in a table) in order to create a chart/graph. 		
Y4	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to add in questions and multiple choice answers in order to create a quiz. - I know that cells have different names within a spreadsheet. - I know that data collection needs to be precise and accurate. - I know that I can highlight cells that include data that I need to include in a chart or graph. - I know the symbol that represents graph/chart - I know that to move data from one cell to another I need to (Numbers: touch the cell, hold until the cell appears to rise off the table, drag to the location you want it to go). - I know that I can have multiple sheets to present my data. 	<p>Outcome:</p> <ul style="list-style-type: none"> • I can create my own multiple-choice questionnaire (Microsoft Teams) • Using Numbers (iPad) I can input data from my questionnaire into a spreadsheet and export in a variety of ways: bar charts and pie charts • I can explain how data is collected, stored and used. • I can use different sheets to present different data (e.g. if completing a chart to show favourite chocolate bars, have a sheet to show, “Children,” and, “Adults,” and rename these sheets so that my data is organised. <p>Numbers support: https://support.apple.com/en-gb/guide/numbers-ipad/welcome/ipados</p>	<p>formatting questionnaire active cell, autofit, multiple choice highlight precise accurate sheets</p> <p>How does creating a chart help you read the data you've collected?</p> <p>Would you rather use an iPad to create a chart and input data or do it on paper? Why? What's easier/harder?</p>
Y5	<p>Co2/1.6</p> <p>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,</p>	<p>Outcome: using Excel create formulas to total the amount it will cost to :</p> <ul style="list-style-type: none"> - I can use simple formulae to solve calculations (e.g. =SUM(A1:A4) and Average) - I can edit and format cells in a spreadsheet 	<p>SUM equals bracket average formula formula bar autosum</p>

	<p>analysing and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can solve problems using a formula. - I know what a formula is and where to find the buttons to use a formula. - I know that I can format the appearance of a cell when it is highlighted. - I know that the drag tool will save me time when entering data. I know that I need to check the data I have entered in order to be accurate. 	<ul style="list-style-type: none"> - I can use the drag tool (corner of each cell) to fill in further cells with the same data and to continue a sequence of numbers (type 3 numbers, highlight the numbers and drag down from the corner) <p>AVERAGE: https://support.microsoft.com/en-gb/office/average-function-047bac88-d466-426c-a32b-8f33eb960cf6</p> <p>SUM: https://support.microsoft.com/en-gb/office/sum-a-column-or-row-of-numbers-in-a-table-2e373a5f-2d8a-478a-9b85-275c8668bebb#:~:text=%3DSUM(ABOVE)%20adds%20the,the%20cell%20you're%20in</p>	<p>autofill format drag tool accurate drag</p> <p>When would you find using a formula, like, "SUM," useful?</p> <p>Were any parts of using formulas frustrating?</p> <p>Can you rely on the formula all the time? Could there be an error in your work?</p>
Y6	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that by creating a spreadsheet, I can solve real-world mathematical problems. - I know that spreadsheets are used for a range of purposes in the real world. - I know how to keep track of a budget using a spreadsheet. - I know that I need to highlight a selection of data within a spreadsheet in order to use a formula. 	<p>Outcome: create a budget sheet for a Christmas/Leavers party using costings of the same items taken from 2+ supermarkets.</p> <ul style="list-style-type: none"> • I can write a spreadsheet formula to solve more challenging maths problems (= then the calculation that needs to be solved) Support: https://support.microsoft.com/en-gb/office/overview-of-formulas-in-excel-ecfdc708-9162-49e8-b993-c311f47ca173 • I can work out problems involving money using a spreadsheet e.g. <i>If we have a budget of..., what treats shall we buy to have at our Christmas party?</i> 	<p>Data range Budget Data selection (see also Y5 vocab to build on)</p> <p>Which supermarket would you recommend to get the party items from?</p> <p>Which was the cheapest/most expensive?</p> <p>How do you know we can rely on the data you've presented?</p>

National Curriculum objectives – year group as outlined in the national curriculum

National Curriculum objectives- moved to a different year group

Additional knowledge – *Additional knowledge moved to a different year group/knowledge to be gained in order to perfect the skills.*

Knowledge/objectives taken from a different strand



Computing EYFS to Year 6 – Photography and Digital Art

	Photography and Digital Art	Skills	Key Questions & Vocab
EYFS	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Physical Development Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development - 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'. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. Expressive Arts and Design: create a simple program on electronic devices; uses ICT 	<p>Nursery</p> <ul style="list-style-type: none"> I can take a photograph of something else with support. <p>Reception</p> <ul style="list-style-type: none"> I can take a photograph (rear and front facing). I can use a painting app and explore the paint and brush tools on SMART Notebook or https://www.abcya.com/games/animate 	<p>photograph digital paint capture front facing</p> <p>Can you help me? I need to...</p> <ol style="list-style-type: none"> Take a photo of (something in the room) Take a photo of myself pulling a funny face. <p>Why might you take a photo?</p> <p>How do photos of things and people we love make us feel?</p> <p>Do you like using a computer? Show me what you can do on this board, can you:</p> <ul style="list-style-type: none"> Change the colour of the paint? Make the brush bigger/smaller?

	<p>software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I know that I can <u>capture</u> an image of something I am interested in onto an iPad and know where to find my <u>photograph</u> at a later date. • I know that I can turn the camera around so that I can take a photo of my own face (<u>front facing</u>) • I know which symbol to press in order to turn the camera from front to rear facing. • I know that I can change the colour of <u>digital paint</u> in order to create a picture of my choice. • I know that there is a way to revert back to my <u>original image</u> if I don't like the edits that have been made. 		
Y1	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can <u>cut</u> out areas of a photo using the <u>crop</u> tool. - I know what the <u>symbol</u> for crop looks like and that I need to <u>drag</u> the corners to crop an image. - I know that I can <u>draw</u> over the top of a photograph I have taken using the, "<u>mark up</u>," tool. - I know that I can <u>erase</u> any mark ups I have made. - I know that I can apply a <u>filter</u> to an image to change its appearance. 	<ul style="list-style-type: none"> - With support, I can edit a photo with simple tools (crop, mark up, erase and filter) within the camera app on the iPad. - I can use a paint/drawing app to create a digital image (APP = Freeform) - I can save my edited image a new image in my camera roll (original and edited version still visible) 	<p>edit drawing cut mark up erase original camera roll symbol drag filter</p> <ul style="list-style-type: none"> - What does the word, "edit," mean? - Why might we edit a photo? - Which edit feature do you enjoy using and why?

	<ul style="list-style-type: none"> - I know that I can save an image with the edits I have made alongside the original version. - I know that it is important to delete images I no longer need in order to create space in my camera roll. 		<ul style="list-style-type: none"> - Show me what you can do to this picture.
Y2	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I may need to adapt the lighting settings (flash) when taking a photo depending on how dark a room is. - I know that I need to be selective with the edit options I use if I am creating an image for a particular purpose. - I know that I can layer images to create an illusion. - I know that a stylus pen will help me be more precise with my drawings but that it is not always the most useful tool to use. - I know that the thickness of the lines I create will change based on the tool I am using. - I know that storage on an iPad can fill up and that I need to be selective with the items that I keep on my camera roll and within apps I am using. 	<ul style="list-style-type: none"> - Independently, I can edit a photo (crop, filters, mark up, erase) on the camera app on the iPad and explain why I've chosen the edits (give the children an option to create a photo to suit a given mood e.g. scary, happy, calm) - I can begin to cut out an image to layer onto another - I can select and use tools to experiment with using lines to create an image, controlling the stylus pen (kept in Y6 classrooms) and using the fill tool (APP = Freeform) - I can save my edited image as a new image in my camera roll in order to replace the previous image (and discuss why I might need to delete items, "the cloud.") 	<ul style="list-style-type: none"> flash purpose layer illusion cut purpose digital images control stylus pen storage selective - If I wanted to create a photo that looks scary/calm, what could I do to it? - Who might want to edit a photo and why?
Y3	<p>Co2/1.6 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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that there are a range of tools I can use to edit an image. 	<ul style="list-style-type: none"> • I can confidently take, enhance and manipulate photos to suit a given purpose using crop, brightness, contrast and resize (e.g. in Science (Plants) – when documenting observations over time – are the variables set to the same for a fair comparison? OR zooming in on parts of a plant, highlighting areas they want to discuss/focus on) • I can manipulate shapes to create digital art inspired by famous geometric artwork e.g. https://macedoniartroom.weebly.com/project-geometric-painting.html (or, see Art curriculum if there is an alternative to suit) using PowerPoint 	<ul style="list-style-type: none"> manipulate mindful selective brightness contrast resize focus artificial natural lighting brush size transparency framing

	<ul style="list-style-type: none"> - I know that not all tools are needed when I am manipulating an image for a given purpose and that it is important to be mindful and selective. - I know that I can layer shapes on top of each other. - I know that I can format a shape by right clicking on the shape I want to edit. - I know that I can alter the transparency of a shape in order to reveal the layers I have created. 		<p>layer alter</p> <ul style="list-style-type: none"> - Can you show me how to... (select from skills they have been taught)? - Should all photos look the same? Why/why not? - Do you always need to see the whole picture? When might you just want a small part and why? - Have you enjoyed experimenting with creating geometric shape pictures? What made it hard/easy?
Y4	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to import a photograph from my camera roll into the Paper app. - I know that in order to create digital art with detail, I could use a stylus pen and zoom in. 	<ul style="list-style-type: none"> • After importing a photo of myself, I can create a digital, cartoon style image of myself using a range of tools and effects in the, "Paper," app including: changing the background to a solid colour; using the stylus pens to add detail over a photo of myself; colour matching using the paintbrush tool. • I can create transparent images with Instant Alpha/Remove Background (Apple Pages/Photos) (knowledge of JPEG Vs PNG: https://www.traceeorman.com/2012/10/the-difference-between-png-and-jpg.html) • I can layer images (copied from Google) over each other after removing the background. 	<p>instant alpha/remove background eye dropper tool stylus pen PNG JPEG GIF</p> <ul style="list-style-type: none"> - Can you tell me what a GIF is? - When might you want to use a PNG image over a JPEG one?

	<ul style="list-style-type: none"> - I know that to colour match when drawing over a photograph in Paper, that I need to use the eye dropper tool - I know that I can remove the background of a PNG file. - I know that a JPEG image is lower in quality than a PNG and that a JPEG image will fade over time. 	<ul style="list-style-type: none"> • I can draw a series of images and export as an animated GIF 	<ul style="list-style-type: none"> - How can a stylus pen help you when creating a digital picture?
Y5	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that images are enhanced in order to appeal to different audiences. - I know that I can layer and merge images in order to create a new image (double exposure). - I know that I can make adjustments to an image in order to create an intentional mood. - I know that to highlight an important part of an image I can use blur and colour boost. - 	<ul style="list-style-type: none"> • I can edit a picture using the formatting tools below in order to change an image to look: a) more appealing b) more haunting and c) less appealing and I can explain how I achieved this (e.g. for a holiday brochure – link to Holes and making Camp Green Lake more appealing for Stanley’s mother or adverts for food (see Youtube link below). <p>Edits we can currently do in Pixlr: https://www.youtube.com/watch?v=FGbEhGtL1Xs</p> <ul style="list-style-type: none"> - Crop - Rotate - Double exposure (pictures need to be selected from the camera roll in settings first). - Adjustments to lighting and contrasts - Blur - Heal - Pixelate - Adding text 	<p>merge double exposure adjustments: exposure, temperature, contrast, brightness, vibrance, highlights, shadows, saturation, lightness, hue auto: autocontrast and autofix blur colour boost heal pixelate</p> <ul style="list-style-type: none"> - Why might anyone want to make a picture look more appealing? - What has been your favourite editing tool and why? - Which part of photo editing have you found a challenge and why?
Y6	<p>Co2/1.6</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital</p>	<ul style="list-style-type: none"> • Use a 3D drawing app to create a realistic representation of world objects. • I can link and explain how Photoshopped images are used and how they are used in the media. 	Pixelate heal anonymity photoshop

	<p>devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can blur out parts of an image I don't like by using the, '<u>heal</u>,' tool and I know that this can be done within images I see in the media. - I know that I can <u>pixelate</u> parts of an image that I find are inappropriate and that this is something that is used within the media for <u>anonymity</u>. - I know that not everything I see in the media is an original image. - I know that companies will <u>enhance</u> images to make them more appealing. 	<ul style="list-style-type: none"> • I can evaluate and discuss images, explaining effects and filters that have been used to enhance the media https://www.youtube.com/watch?v=9k7PJoNAXkk 	<p>enhance social media/media</p> <ul style="list-style-type: none"> - Why are images photoshopped in the media? - Do you agree with photoshopping? Can you tell me some positives and negatives?
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National Curriculum objectives – year group as outlined in the national curriculum

National Curriculum objectives- moved to a different year group

Additional knowledge – *Additional knowledge moved to a different year group/knowledge to be gained in order to perfect the skills.*

Knowledge/objectives taken from a different strand

Outcomes/apps/programs which can be changed – if you have any ideas that will further support your curriculum, we can adapt the outcomes to suit.

Y4 - Tutorial to using Paper and other skills to experiment with:

https://www.google.com/search?q=Paper+app+%28free+version%29+tutorial&safe=active&sca_esv=567587230&bih=743&biw=1600&rlz=1C1GCEA_enGB1007GB1007&hl=en-

US&tbm=vid&ei=65oNZYOZnFqehbIP59GboA0&ved=0ahUKEwjDuqbJrb6BAxV6T0EAHefoBtQQ4dUDCA0&uact=5&oq=Paper+app+%28free+version%29+tutorial&gs_l

p=Eg1nd3Mtd2l6LXZpZGVvliFQYXBliciBhcHAgKGZyZWUgdmVyc2lwbikgdHV0b3JpYWwyBRAAGKIEMgUQABiiBDIFEAAAYogRIzD9QghtYvT1wAXgAkAEAmAHDAaABp

xWqAQQzLjE3uAEDyAEA-AEBwgIGEAAYBxgewgIFEAAAYgATCAgYQABgFGB7CAggQABgIGB4YD8ICCBAAAGloFGIYDwgIGEAAYCBgewgIIEAAAYCBgHGB7CAggQABgFGAcYHsICChAhGKABG

MMEGARCAgoQABgIGAcYHhgPwgIIECEYoAEYwwSIBgE&sclient=gws-wiz-video&surl=1#fpstate=ive&vld=cid:a713308f,vid:bvbjm7QqLqI, st:0

<https://mademistakes.com/mastering-paper/color-picker/>



Computing EYFS to Year 6 – Presentations, Web Design and E-Books

EYFS	Presentations, Web Design and E-Books	Skills	Key Questions & Vocab
	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Physical Development Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development -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'. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. 	<p>Nursery</p> <ul style="list-style-type: none"> I can talk about a picture (to a known adult/group or whole class) I am interested in (share on Tapestry a picture from home or take a picture with an adult in school) <p>Reception <i>Adult to import photos taken from the camera app into Book Creator (iPad) or on the SMART board</i></p> <ul style="list-style-type: none"> I can record my voice over a picture I can create a simple digital collage of pictures taken from my environment/all about me. I can move and resize images with my fingers. 	<p>present record image digital device collage move resize pinch screen</p> <p>Do you like to talk in front of people?</p> <p>Do you like to show other people something you know?</p> <p>Does it help to have some pictures to help you when you talk?</p>

	<ul style="list-style-type: none"> Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. Expressive Arts and Design: create a simple program on electronic devices; uses ICT software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books) <p>Knowledge:</p> <p>I know that to present, I can talk about something I am interested in.</p> <p>I know that I can record my voice onto a digital device.</p> <p>I know that a collage is a collection of images.</p> <p>I know that I can move images around a screen using my fingers.</p> <p>I know that I can resize an image by pinching my thumb and finger together on the image.</p>		
Y1	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know that I can take a photo using the camera app and use it in another app because it has been stored in my camera roll. I know how to move images around a screen in order to create a logical sequence of events within a storyboard. 	<p><i>These objectives to be carried out as part of a small group with the support of an adult as you will need to import images into Book Creator and prompt discussions.</i></p> <ul style="list-style-type: none"> With support, I can import images to a project from the camera roll. With support, I can sequence a series of images into a chronological storyboard. With support, I can add voice labels to an image (use Book Creator – adult to add a picture based around a story and then children can add their own voice recording to that image to retell the familiar story/part of a familiar story in their own words). 	<p>order storyboard sequence app camera roll</p> <p>Have you enjoyed telling stories?</p> <p>Did you like having your own pictures to help you tell your story?</p>

	<ul style="list-style-type: none"> - I know that I can talk into a digital device and it will record my voice so that others can listen to what I have to say. - I know how to listen to recordings that others have made. - I know that I can present digitally using my voice. 		<p>How did you feel when you had to speak into the iPad?</p> <p>What did you think when you heard your own voice telling a story?</p>
Y2	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can create a text box so that I can record my thoughts in text form. - I know that I can organise thoughts on my page using shapes. - I know that a spider diagram will help me to make connections between my ideas and to present them clearly. - I know that Google is a search engine. - I know that I can save an appropriate image from Google onto my camera roll and then use this within my presentation. - I know that I might need help to search for a specific image I want to use. 	<p><i>Outcome: Ch are to create a shared spider diagram (adult or peer supported) around a subject that is being studied in class.</i></p> <ul style="list-style-type: none"> - I can add text to a shape (on Book Creator) - I can import images to a project from the web (safe search using Google images) 	<p>Text box organise spider diagram connections clear presentation save appropriate Google search engine</p> <p>If I wanted to find a picture of a dog, what could I use to do that?</p> <p>What do I do if I search for a picture and I don't like what I see?</p>
Y3	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I need to double tap on the screen to add a Popplet (bubble to add to a mindmap) 	<p>Skills</p> <ul style="list-style-type: none"> • I can create an interactive comic with formatted text and images (Comic Life) • I can create a simple mind map with a partner (Popplet) • I can create a shared mind map (Padlet) 	<p>double tap screen interact annotate linker audience JPEG publish timeline</p> <p>Do you enjoy sharing your ideas digitally?</p>

	<ul style="list-style-type: none"> - I know that I can change the colour of a Popplet I create so that an audience can identify my thoughts. - I know that I can add an image to my Popplet if it is necessary to help me explain something through my annotations. - I know that I can drag a, "linker," to link one thought to another and interact with my partner's ideas. - I can save my Popplet mindmap to my camera roll as a JPEG. 		<p>What is difficult/easy about sharing your thoughts digitally?</p> <p>Do you prefer to share your ideas online or in person?</p>
Y4	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to open a new presentation and to select a preferred outline/design template - I know how to add a new page to my ebook - I know how to delete pre-set text boxes - I know how to add text to a slide (shape button on Key Note) - I know how to add in multimedia (videos and images) that I have created myself into my presentation. - I know how to add in videos and images from the internet using a URL. - I know how to view presentations that others have created. 	<p><i>Outcome: children to create an e-book using both Keynote and PowerPoint to decide which is their preferred programme to use. They could create a presentation around a topic of choice or something that would link to shared learning in class that would lend itself to importing a video – film review?</i></p> <p>Skills</p> <ul style="list-style-type: none"> • I can create an interactive eBook (using PowerPoint or Keynote - introducing hyperlinks, sound and video) • I can annotate an image or video within my presentation. 	<p>design template/outline text box slide effects eBook export multimedia hyperlinks URL</p> <p>Is it useful to link your presentation to a website/video/image?</p> <p>Is a presentation more interesting when it is interactive? Why/why not?</p> <p>Do you enjoy creating presentations? Why/why not?</p>

			Which app did you prefer: PowerPoint or Keynote? Why?
Y5	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to comment appropriately on a post made within Teams. - I know how to contribute to a poll in Teams - I know how to share my screen in Teams - I know how to upload a document in Teams for my teacher to look at. - I know that web pages are mapped out in order for them to be cohesive and easy to navigate before they are published. - I know how to use hyperlinks to link my pages within a PowerPoint document. - I know how to include transitions between slides. - I know that I need to consider my slide layout so that my audience can retrieve the information they need easily. 	<ul style="list-style-type: none"> • I can collaborate/share ideas with peers using online tools, e.g. Microsoft Teams • I can create a webpage map to show how my pages will link together. • I can create and upload an interactive presentation using PowerPoint (in the style of a webpage) including a variety of media, animations, transitions and other effects to Microsoft Teams. 	<p>Blog Poll Collaboration Share slide layout hyperlink document slide show transitions publish navigate web pages</p> <p>Is it useful to link your presentation to a page within your presentation on Powerpoint?</p> <p>Are websites useful for giving information to a wider audience?</p> <p>How useful was Microsoft Teams in sharing your ideas?</p>
Y6	<p>Co2/1.6</p> <p>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</p>	<ul style="list-style-type: none"> • I can design an app prototype that links multimedia pages together with hyperlinks https://www.stem.org.uk/resources/elibrary/resource/474272/design-club-design-helpful-mobile-app • I can choose applications to communicate to a specific audience 	<p>Placeholder Dropdown Navigation Homepage Footer Sidebar</p>

	<p>that accomplish given goals including collecting, analysing and evaluating and presenting data and information.</p> <p>Knowledge:</p>	<ul style="list-style-type: none"> I can evaluate my own content and consider ways to make improvements. 	<p>HTML URL Design application</p>
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National Curriculum objectives – year group as outlined in the national curriculum

National Curriculum objectives- moved to a different year group

Additional knowledge – *Additional knowledge moved to a different year group/knowledge to be gained in order to perfect the skills.*

Knowledge/objectives taken from a different strand



Computing EYFS to Year 6 – Video Creation

	Video Creation	Skills	Key Questions & Vocab
EYF S	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Physical Development • Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development -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'. • Shows confidence in choosing resources and perseverance in carrying out a chosen activity. • Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. • Expressive Arts and Design: create a simple program on electronic devices; uses ICT software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books) 	<p>Nursery</p> <ul style="list-style-type: none"> • I know the difference between a photograph and a video • I can play a film <p>Reception</p> <ul style="list-style-type: none"> • I can watch a film that has been recorded of me. 	<p>photographer photograph image video record stored camera roll symbol play pause microphone</p> <p>What would you like to take a photograph of?</p> <p>What would you like to record and why?</p> <p>Can you press the button to play this video/take this photo?</p>

	<p>Knowledge:</p> <p>I know the name of a person who takes <u>photos</u>.</p> <p>I know that a <u>photograph</u> is a still <u>image</u>.</p> <p>I know that photos are <u>stored</u> in a <u>camera roll</u> (on the iPad) and can look through photos that have been taken.</p> <p>I know that a <u>video</u> involves moving images.</p> <p>I know the <u>symbol</u> to play a video.</p> <p>I know which button is pressed to <u>record</u> a video.</p> <p>I know that a <u>microphone</u> records my voice.</p>		
Y1	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to change from photo to video using the camera app. - I know what to press to begin <u>recording</u>. - I know that I can use my fingers to <u>zoom</u> into an image. - I know that I can change the <u>filter</u> on my video to create a different <u>effect</u>. - I know how to play my video back. - I know which button will allow me to <u>pause</u> my video. - I know that I can use my finger to <u>rewind</u> back to and <u>fast forward</u> to points in my video I would like to watch again. - I know which button to press to go back to my <u>original</u> video. 	<ul style="list-style-type: none"> - I can record a video using the camera app - I can zoom into an image as I record - I can edit my video by changing the filter. - I can revert back to my original video after making edits. 	<ul style="list-style-type: none"> zoom countdown playback delete pause rewind fast forward filter (vivid, dramatic, mono) original
Y2	<p>Co2/1.4 Use technology purposefully to create and manipulate digital content</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that a <u>teleprompter</u> will support me in using a clear voice and <u>precise language</u> when recording a video. - I know the symbol to press to change the light and colour of a video. - I know that I can save the <u>edits</u> I have made as a new video. - I know that I can <u>discard</u> any changes I have made. - I know that a <u>green screen</u> will allow me to stand in front of a <u>background</u> that isn't really there (an <u>illusion</u>) - I know that green screens allow us to create <u>visual effects</u>. - 	<ul style="list-style-type: none"> - I can write and record a script using a teleprompter tool (on paper moving towards using a teleprompter app in 2024) - I can use tools to add effects to a video (light/colour, filter, crop) https://support.apple.com/en-gb/guide/ipad/ipad735956e8/ipados - I can describe/explain the difference between the light and colour changes. I can begin to use green screen techniques with support 	<p>light and colour (exposure, highlights, shadows, contrast, brightness, black point, saturation, vibrancy, warmth, tint, sharpness, definition, noise reduction, vignette)</p> <ul style="list-style-type: none"> discard save teleprompter filter edit crop greenscreen

			background illusion visual effects
Y3	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that my clips need to be placed in chronological order. - I know that I can add in music, pictures and videos from other apps in order to create a movie trailer. - I know that I can edit each clip by pressing the “pencil” button. - I know the symbol to use to add in a voiceover. - I know that I can shorten (trim) and lengthen my clip by highlighting the clip (yellow outline) and dragging. - I know I can rename the clip/add titles by clicking the edit icon and choosing from a list of options. - I know that a storyboard will support me in sequencing my ideas clearly. 	<p>Using iMovie, create a trailer to introduce themselves to others.</p> <ul style="list-style-type: none"> • With support, I can import a self-made video into iMovie. • I can sequence clips of mixed media in a timeline and record a voiceover (creating a trailer (storyboard) in iMovie). • I can experiment with the fonts, colours and filters that can be edited to make my movie trailer. • I can trim and cut film clips and add titles. I can create my own movie trailer. 	<p>storyboard chronological sequence mixed media timeline voiceover drag movie trailer highlighting trim lengthen/extend clip titles</p>
Y4	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that to add in my own pre-made video from the media library, I need to select it from the camera roll after clicking the + button in the timeline. 	<p>Using iMovie (start project, movie), create a video in the style of Youtube to explain a process (e.g. How to solve column addition).</p> <ul style="list-style-type: none"> • I can import self-made videos from the camera roll into iMovie independently. • I can add appropriate music and sound effects to my films. • I can add animated titles and transitions to add to the overall effect of my film. • I can add simple subtitles to the video clips I have created. 	<p>soundtracks sound effects audio titles subtitles timeline media library crop trim duplicate</p>

	<ul style="list-style-type: none"> - I know that I can add in pre-made soundtracks and sound effects when clicking on the + then, “Audio” buttons. - I know that I have the option to add in text, titles and subtitles when I click on the video clip in the timeline (it will be highlighted in yellow for me to edit). - I know that I can crop/trim a video by clicking onto the clip and dragging the yellow border. - I know that I can duplicate a clip if I click on the clip, then actions. - I know that the “?” button will give me tips to help me work independently. - 	<ul style="list-style-type: none"> • I can independently create green screen image (green screen app =). 	
Y5	<p>Co2/1.6</p> <p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can use a cutaway clip to help my audience visualise what I am discussing. - I know that to add in a cutaway clip that I will need to have a premade video ready to use. - I know that I can use the + button in order to add in a cutaway clip. - I know that the split screen tool can help me make comparisons within my videos. - I know how to drag clips into the position I would like them within the timeline. - I know that I can layer clips in order to use the cutaway clip and split screen tools. - I know that I can switch the order of the screens using the toolbar. - I know that I can control the speed of the screen transition (split screen) using the toolbar. - 	<p>Outcome: children are to create a short video (YouTube) based around Room 13/Anglo Saxons to tell the audience about the setting and characters/people and settlements.</p> <ul style="list-style-type: none"> • I can use cutaway (https://www.youtube.com/watch?v=fBgoFQwU34g) and split screen (https://www.youtube.com/watch?v=ETsHqYylyXw) tools in iMovie • I can evaluate and improve the video tools I am using so that my video best suits the purpose I am creating it for. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tools – wearing green clothes and masking tool (https://www.linkedin.com/advice/1/what-benefits-challenges-video-masking-green-screen#:~:text=Last%20updated%20on%20Sep%20201,elements%2C%20or%20hiding%20unwanted%20details.) 	<p>split screen cutaway fade timeline drag layer screen transition</p> <p>Why might you include a cutaway clip?</p> <p>Why might you include a slide transition?</p> <p>Why might you choose to use green screen?</p> <p>What did you like about the cutaway clips/split screen/green screen tools?</p> <p>Would you want to use the tools in every video you create?</p>
Y6	<p>Co2/1.6</p>	<p>Outcome: children are to create a Bonfire Night or Halloween spooky story video.</p>	<p>split screen</p>

	<p>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 and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that I can use a pre-made template in iMovie in order to create a video. - I know how to import recordings and images from my camera roll into iMovie. - I know how to layer images in order to create a picture in picture. - I know how to cut a video and use animations/transitions to stitch images and videos together for my final movie. - I know how to manipulate sound to suit a given purpose. - I know how to import music I have made in Garageband into my iMovie and layer it over the timeline. - I know that <u>subtitles</u> can be layered over the top of my videos/images. - I know how to import images to create a <u>montage</u>. - I know how to set <u>preferences</u> for my <u>montage</u>. - 	<p>Children to create a montage about their time at Kings Oak.</p> <ul style="list-style-type: none"> • I can use picture in picture tools in iMovie • I can add animated subtitles to my film to further enhance my creation • I can include sound within my video (imported from Garageband) • I can create videos using a range of media – green screen, animations, film and image • I can use the green screen masking tool with more than one character • I can use images I have chosen to create a montage. <p>https://www.youtube.com/watch?v=HS_6YghrtTs</p>	<p>picture in picture montage cut away fade subtitles media library import transitions preferences</p> <p>Why might you decide to use a range of media (images, music, videos) from your media library within a video you're creating?</p> <p>How can you encourage your audience to feel different emotions through your choice of media?</p>
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National Curriculum objectives – year group as outlined in the national curriculum

National Curriculum objectives- moved to a different year group

Additional knowledge – *Additional knowledge moved to a different year group/knowledge to be gained in order to perfect the skills.*

Knowledge/objectives taken from a different strand



Computing EYFS to Year 6 – Word Processing/Typing

	Word Processing/Typing	Skills	Key Questions & Vocab
EYFS	<p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The following objectives are suggestions for EYFS to work towards the statements within the Development Matters Document: 3-4 Year Olds</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Physical Development • Understanding the World <p>Reception:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development -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’. • Shows confidence in choosing resources and perseverance in carrying out a chosen activity. • Physical Development: handles computing related tools (iPads, cameras, screens) with increasing control and attention. • Expressive Arts and Design: create a simple program on electronic devices; uses ICT software to interact with age-appropriate software; create recordings (video or voice) and draw a picture on screen; use the internet with adult supervision to retrieve information that interests them (e.g. looking at photos/interactive books) <p>Knowledge:</p> <ul style="list-style-type: none"> • I know that I can move objects by dragging them across a screen using my finger. 	<p>Nursery and Reception</p> <ul style="list-style-type: none"> • I can play on a touch screen game using one finger touch and drag (SMART board – Top Marks Maths games) • I can use computers/keyboards/mouse in role play <p>Reception</p> <ul style="list-style-type: none"> • I can type letters with increasing confidence on an iPad. • I can record my voice into a digital device with adult support (iPad and Talking Tins). • To know what a power symbol looks like. • To begin to know how to turn a device on. 	<ul style="list-style-type: none"> - computer - laptop - keyboard - device - digital - tablet - ipad - record - type - mouse - monitor - screen - on/off/power - touch screen - How can I move this object to. ? - What digital devices could we use to record our voices? - What do I press to type the letter...? - Can you tell me how to turn on this device?

	<ul style="list-style-type: none"> • I know the names of some components that make up a computer/laptop (keyboard, mouse) • I know which symbol to look for if I want to turn on a computer or digital device. • I know what to press in order to type a letter. • I know that voices can be recorded. 		
Y1	<p>Co2/1.4 Use technology purposefully to create (a labelled image of a familiar character on the app Book Creator) , and manipulate digital content (where content is placed on a page and wording) (on an iPad).</p> <p>*All outcomes to be word processed using an iPad with adult support.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I am becoming familiar with where the letters are placed on a keyboard - I know that I have put a space between individual words. - I know which button to press in order to delete letters/words. - I know how to drag my finger across text (cursor) to edit what I have written. - I know that I might need to place text on a new line and can explain how to do that. - I know that pressing the shift key when I press a letter will change the letter to upper case. - I know that the + button will allow me to add in images and voice recordings. 	<ul style="list-style-type: none"> • I can type words on a digital device • I can type full sentences • I can use the space bar to make space • I can delete letters/words • I can make a new line using enter/return • I can add in a voice recording (+) • I can use a device to dictate sentences • I am becoming familiar with a QWERTY keyboard (iPad) • I can change a letter from lower case to capital 	<ul style="list-style-type: none"> - space bar - delete/back - return key - enter - cursor - select - shift key - + plus button - upper case/lower case symbol - Can you type your name using capital letters when needed? - Can you show me how to type my name on a new line? - How can I add in a voice recording – what symbol do I need to look for?
Y2	<p>Co2/1.4 Use technology (iPads) purposefully to create (a fact-file about themselves using Book Creator), organise (where to put information about themselves on a page), store, manipulate (importing photos/pictures into Book Creator and changing their shape and size) and retrieve digital content (taking screenshots and copying images and text from the internet about things they like and including it in their fact-file).</p> <p>*All outcomes to be word processed using an iPad working towards becoming more independent.</p>	<ul style="list-style-type: none"> - I can type letters with increasing confidence using a tablet and a keyboard (moved from Y1) – typing.com - I can use the space bar (only once) between words - I can use touch to navigate to words/letters to edit - I can copy and paste and screenshot images and text from the internet. 	<p>Which parts of the fact-file do you want to stand out and how will you make that happen?</p> <p>What is the quickest way to edit a word that is spelt incorrectly/I want to change?</p> <p>How can I tell that I've only used the space bar once between each word?</p>

	<p>Key Knowledge</p> <ul style="list-style-type: none"> - I know when I have used a space between words and can edit my writing so that all words have a space between them. - I know that I can drag my finger across a text in order to edit the content. - I know which symbol to look for if I want to add in an image from my camera roll or a voice recording. - I know how to record my voice using Book Creator. - I know how to enlarge and decrease shapes and text. 	<ul style="list-style-type: none"> - I can use, "Caps Lock," or "Shift," confidently for capital letters - I can add images alongside a text in a word processed document - I can dictate longer passages into a digital device. 	<p>Which button turns the letters to capital letters?</p> <p>Why might images help our reader?</p> <p>How many different ways can you add an image?</p> <p>How can I add in a voice recording?</p> <p>Should you keep all of the items you have saved to your camera roll? What might be the problem with this?</p> <ul style="list-style-type: none"> - cut - copy - paste - screen shot - caps lock - insert - image - save - clipboard - editing - highlight - content - enlarge - decrease - camera roll
Y3	<p>Co2/1.6</p> <p>Select, use and combine a variety of software (including internet services):</p> <ul style="list-style-type: none"> - Microsoft Word - https://www.typingclub.com/sportal/program-3.game 	<ul style="list-style-type: none"> • I can type letters with increasing confidence using a tablet and a keyboard (moved from Y1). • I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/l. 	<p>Where can I find your work on, We're Going on a Bear Hunt?</p> <p>What is a shared drive?</p> <p>How could we make (choose word) stand out?</p>

	<ul style="list-style-type: none"> - https://www.kidztype.com/typing-web/ - ch can work through the lessons and games at their own pace to increase their typing speed and knowledge of touch typing. <p>on a range of digital devices:</p> <ul style="list-style-type: none"> - Laptop <p>to design and create a range of programs, systems and content that accomplish given goals</p> <ul style="list-style-type: none"> - Type up all/part of, "We're Going on a Bear Hunt," by Michael Rosen https://genius.com/Michael-rosen-author-were-going-on-a-bear-hunt-annotated Purpose: to support younger children in remembering key words within the poem. Audience: Y1 children. <p>including collecting, analysing and evaluating and presenting data and information.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know that using two hands to type will increase the speed. - I know how to open work I have previously saved. - I know how to navigate through a shared folder. - I know to highlight text before changing a font. - I know where to find a font on Microsoft Word. - I can vary the text style depending on the purpose of a text and audience. - I know CTRL + C is to cut - I know CTRL + V is to paste 	<ul style="list-style-type: none"> • I can log onto my computer independently. • I can sign out and then turn off a laptop safely. • I can open a new document on Microsoft Word • I can save my work to a specific folder on the Shared drive. • I can type a given text with accuracy. • I can edit the style and effect of my text and images to make my document more engaging and eye catching. • I can use keyboard shortcuts cut, copy and paste to quickly duplicate and organise text. 	<p>How might we read this word (tone/intonation) and how could we adapt the way it looks to suit this?</p> <p>How could we make the page appealing and exciting for a younger audience?</p> <ul style="list-style-type: none"> - touch type - log in - sign out - open/save to shared drive - navigate - edit - format - font - size - borders - shadows - duplicate - organise - undo - redo - autocorrect - document
Y4	<p>Co2/1.6</p> <p>Select, use and combine a variety of software (Google Images, Microsoft Word and Pages)</p>	<ul style="list-style-type: none"> • I can combine digital images from different sources, objects and text to make a final piece (poster) • Confidently and regularly use text shortcuts such as cut, copy 	<p>How do we know if we have made a spelling or grammatical error?</p> <p>How can we be sure that an internet source is valid?</p>

	<p>on a range of digital devices (iPad and laptop)</p> <p>to design and create a range of programs, systems and content that accomplish given goals (a display for class rules)</p> <p>including collecting (information from the internet), analysing (the validity of the information they find from web sources) and evaluating (which programme – Word or Pages they prefer) to present information purposefully (decide on outcome with Y4 team – poster to show...).</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> - I know that a blue wiggly line means a grammatical error. - I know that a red wiggly line means a spelling error. - I know that I need to question internet sources for their validity and value. - I know how to add in shapes to section off information. - I know how to move images around a page with ease. - I know how to import a picture from the internet (copy and paste and screen shot) using shortcuts when appropriate. - I know how to format a picture (crop, wrap, remove background) - I know how to group an image with another image or text. 	<p>and paste and delete to organise text.</p> <ul style="list-style-type: none"> • Use font sizes appropriately for audience and purpose. • Use spell check and thesaurus. • I can arrange my poster in a way that suits the audience and purpose. • I can compare and evaluate programmes in order to use the most efficient method of presenting information. 	<p>Name 4 ways to alter an image.</p> <p>If you were to create this poster aimed at teachers/adults/family/friends – what 3 changes might you make?</p> <ul style="list-style-type: none"> - group - crop - wrap - remove background - screenshot - copy - paste - source - posters - documents - ctrl - spell check - thesaurus - record - validity - evaluate
Y5	<p>Co2/1.6</p> <p>Select, use and combine a variety of software (including internet services) Word, Book Creator and PowerPoint</p> <p>on a range of digital devices Laptops and iPads</p>	<ul style="list-style-type: none"> • I can start to apply other useful effects to my documents (hyperlinks and images) in order to support the purpose and audience. • I can organise and reorganise text on a screen to suit a purpose through the use of: bullet points, alignment, text 	<ul style="list-style-type: none"> - import - export - hyperlinks - italics - bold - arrange - bullet points - align - text box - margins

	<p>to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing and evaluating and presenting data and information.</p> <p>Publish a poem linked to Room 13 to include images. Create a, "How to Survive Camp Green Lake," guide using Book Creator.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> - I know how to access a hyperlink from a document and how to insert my own - I know how to select images to insert into my document to support the reader - I know how to organise my page to suit a specific purpose. 	<p>box, margins, orientation, columns.</p>	<ul style="list-style-type: none"> - orientation - columns <p>If I wanted to include a picture to show what this word means, where could I find the picture? How could I get that image onto my work? Am I able to move the image around the screen? How? How could I show the audience where I got my image from? If they want more information, how can I show them this website without speaking to them? (hyperlink) Why would I need to format my work? Can you show me different ways to format this text so that it is more interesting/appealing to read/more formal...?</p>
<p>Y6</p>	<p>Co2/1.6</p> <p>Select, use and combine a variety of software (including internet services) Microsoft Word/Pages and PowerPoint/Keynote</p> <p>on a range of digital devices Laptop and iPads</p> <p>to design and create a range of programs, systems and content that accomplish given goals</p> <p>Ideas:</p> <ul style="list-style-type: none"> - publishing a poem from Literacy to appeal to a younger audience - create a news report document to publish on the school website <p>including collecting, analysing and evaluating and presenting data and information.</p>	<ul style="list-style-type: none"> • I can confidently choose the best app to demonstrate my learning • I can format text to suit a purpose • I can publish my documents online regularly and discuss the audience and purpose of my content. 	<ul style="list-style-type: none"> - application/apps - tabs - toolbar - layout <p>Which apps would you prefer to use in order to:</p> <ul style="list-style-type: none"> - Tell me something you're interested in? - Present news? - Make a text look appealing? <p>Why might you need to format a text?</p> <p>How might the format of your text change depending on your audience?</p>

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National Curriculum objectives – year group as outlined in the national curriculum

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Knowledge/objectives taken from a different strand