

## **Computing at Wolsingham Primary School**



			Year 1			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Unit 1 Computing Skills Project: Can I create a Morpho Booth animation?  To use digital media: Be able to log onto a computer or device. Be able to navigate around the screen with a mouse. Be able to independently find and use an app on a tablet or piece of software on a computer.	Painting  Project: How can I create my own Christmas card using a computer?  To use digital media: Be able to navigate around the screen with a mouse.  To create something meaningful.  Be able to independently find and use an app on a tablet or piece of software on a computer.		Unit 4  Word Processing Skills Project: How can I create my own poster using a computer?  To use digital media: Be able to log onto a computer.  Be able to navigate around the screen with a mouse.  Be able to independently find and use an app on a tablet.  Know how to type text using space bar for separate words to create something meaningful e.g. using Textease Studio, Word or Pages (iPad).	Unit 5 Programming Toys  Project: How do I get a beebot to move where I want it to?  To programme: Know which button on a device represents which action e.g. Bee Bot  Know how to program a robot to follow simple sequence of instructions (1-2 turns)  Make a simple sequence of instructions / algorithm  Be able to make simple predications about an algorithm and a program. The Bee Bot will go	Project - Individual Photographs Project - Individual Photographs Take a clear photo of an everyday object. Place your object somewhere with an appropriate background. Take photos in a variety of lightning conditions. Experiment with the angle of photo. Straighten, rotate and crop photos. Adjust focus and exposure before you take the photo (drag finger up and down to adjust brightness). Review photos and delete those that are not quality.
	Note	e – although photography unit is		photography skills to be addre	Be able to change (debug) the program to improve the route. ssed at start of year and througi	nout.
			Year 2			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Presentation skills Project: Create a poster for a purpose.	Computer Art Project: Draw or modify my own picture to add to my own poster (must be for a purpose)	Using the Internet Project: How do I research on the internet safely? To be taught as an individual unit but also throughout the year and as	Programming Project: Move a BeeBot and then a Probot around a maze.	Programming using computer software Project: What is an algorithm? (ALEX, LEGO, One hour of Code).	Photography Project: How can I take a good portrait?

	To use digital media: Be able to confidently use pointing device.  Know how to type and format text including basic punctuation and capital letters using a variety of software.  Be able to add and create simple images.  Be able to combine simple	To use digital media: Be able to confidently use pointing device. Be able to add and create simple images. Be able to combine simple text and graphics using appropriate software for purpose. Be able to save, retrieve and print work e.g. Create a poster in Word, save it,	To be safe online: Know devices that enable direct communication between people through images and text.  Know what personal information is and that they should never share this with anyone they don't know.  Know that they should tell a trusted adult if they are	To programme: Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.  Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot/Probot/Alex/Logo etc maze.	To programme: Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting).  Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot/Probot/Alex/Logo etc maze.	Project - Portraits  Take a clear portrait.  Take a selfie from a different angle.  Use timers to take portraits.  Take a clear photo of someone with a quiet background and experiment with lighting.  Use the environment to frame a subject.  Apply filters to enhance the mood of the photograph
	text and graphics using appropriate software for purpose.  Be able to save, retrieve and print work e.g. Create a poster in Word, save it, amend it and print it.	amend it and print it.	upset or worried about anything on a device.  With support, be able to use a safe search engine.	photography skills to be addre	ssed at start of year and through	Experiment with backlighting to create a silhouette. Use mark-up tools to retouch photos Use filters to make portrait look like it's from the past.
	Note	attriough photography unit is	Year 3/4 A	priotography skiils to be addre.	ssed at start or year and timoug	nout.
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing/Publisher	Programming with Scratch	Online Safety	Presentation skills	Programming with Kodu	Photography
	Project: Create a leaflet based on a topic that you are studying.	Project: Create a spirograph.	Project: Know how to stay safe online and how to research with increased accuracy.  To be taught as an individual unit but also throughout the year and as the need arises.	Project: Design an iMovie or PowerPoint/Keynote to be presented to the class.	Project: Create my own world and program controls to navigate a sprite on a set path.	Project: Can I take an effective landscape photograph?
	To use digital media:	To Programme:	To be safe online:	To use digital media:	To programme:	Project - Landscape
	Be able to log in to computer system as themselves and can find	Be able to use a block program (Scratch Junior, Scratch, Microbit Blocks) to	Use a simple password.  Use a Search engine to find	Be able to log in to computer system as themselves and can find	Be able to use a program to sequence, use conditionals and use a variety of inputs	Use a grid to create landscape photos.
	their documents (personal drive)	make a simple programme using sequencing and timing.	information given key words	their documents (personal drive)	and outputs.  Be able to explain how	Use the rule of thirds to draw attention to a focal point e.g. a path going into
	Know how to open shared documents and pictures.	Inputs sets of instructions according to programming	Know which websites are useful and begin to	Know how to sequence and add to slides to make a simple presentation using	their program works.  Be able to modify their	the distance.  Apply filters to create a
	Be able to create a meaningful document that contains both pictures and	language and environment (Logo, Scratch Jnr, Microbit etc)	understand that all might not be trustworthy	PowerPoint (laptop), Keynote (iPad) or iMovie (iPad).	program and be able to predict the effects of any changes.	mood.  Take horizontal and vertical
	text.	Ctc	Know that pictures and text shared on-line can end up with strangers	Be able to create a meaningful document that		panoramic photos.  Add a person or object into a scene to show scale.

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	in a shared folder and	Scratch to draw regular 2D	Reliably know what to do if	text.	instructions into short steps	Project: Create a story from one photograph thinking
	retrieve this to continue	shapes	they are exposed to	To be able to use sequence	to achieve goal.	about subjects, scenes,
	working on it (computer) or	Independently be able to	unpleasant materials on	to create an effective		lighting and mood effect.
	shared through Airdrop	debug basic mistakes (This	any device (Covered by	presentation or video using		ingriting and mood circuit
	(iPad).	skill will be gained from	Internet Legends – above)	PowerPoint (laptop),		
	Be able to organise their	repeated programming	Know that having a balance	Keynote (iPad) or iMovie		
	personal folder effectively	tasks)	of online and offline	(iPad).		
	for instance by organising	tusks)	activities is important.	(IPau).		
	work into folders for each		activities is important.	Pupils to sequence key		
	year at school		Reliably uses a more	ideas before delivering		
	year at school	Be able to use a program to	complex password to	presentation using		
	Know how to change font	sequence, use conditionals	access resources.	Powerpoint (laptop) or		
	size and style; include	and use a variety of inputs		Keynote (iPad).		
	shapes and backgrounds	and outputs.	Know what the key words	, , , , , , , , , , , , , , , , , , , ,		
	and to use the Spellcheck		are to enter into a Search	Be able to deliver a simple		
	function	Be able to explain how	engine to find information	presentation to their peers		
		their program works.	they want.	(as above).		
	To produce a piece of work	Be able to modify their				
	related to other learning	program and be able to	Can select useful websites			
	for instance in English or	predict the effects of any	from the results of a			
	the Humanities.	changes.	search.			
		onanges:				
		Know how to break sets of				
		instructions into short steps				
		to achieve goal.				
	Note	<ul> <li>I</li> <li>although photography unit is</li> </ul>	l s designated in Summer 2 hasid	nhotography skills to be addre	Seed at start of year and through	hout
	1101	c altifolder priotography aint is	Year 3/4 B	priotography simila to be dual e	soca acotarco, year ana amoug.	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word	Programming with Scratch	Online Safety	Presentation skills	Programming with Kodu	Photography
	Processing/Publisher	Project: Create a simple	Project: Know how to stay	Project: Design an iMovie	Project: Create my own	Project: Can I take a photo
	Project: Create a brochure	animation.	safe online and how to	or PowerPoint/Keynote to	world and program controls	which will tell a story?
	based on a topic that you		research with increased	be presented to the class.	to navigate a sprite on a set	
	are studying.		accuracy.		path.	
			To be taught as an			
			to be taught as all			

individual unit but also throughout the year and as the need arises. contains both pictures and Know how to break sets of

Be able to save a document Use a program Logo or

	To use digital media:	To Programme:	To be safe online:	To use digital media:	To programme:	Project - Landscape
	Be able to log in to	Be able to use a block	Use a simple password.	Be able to log in to	Be able to use a program to	Use a grid to create
	computer system as	program (Scratch Junior,	ose a simple password.	computer system as	sequence, use conditionals	landscape photos.
	themselves and can find	Scratch, Microbit Blocks) to	Use a Search engine to	themselves and can find	and use a variety of inputs	
	their documents (personal	make a simple programme	find information given key	their documents (personal	and outputs.	Use the rule of thirds to
	drive)	using sequencing and timing.	words	drive)	·	draw attention to a focal
			Words		Be able to explain how their	point e.g. a path going into
	Know how to open shared	Inputs sets of instructions	Know which websites are	Know how to sequence	program works.	the distance. Apply filters to create a
	documents and pictures.	according to programming	useful and begin to	and add to slides to make	5 II . III .	mood.
	Do oble to seeds o	language and environment	understand that all might	a simple presentation	Be able to modify their	mood.
	Be able to create a meaningful document that	(Logo, Scratch Jnr, Microbit	not be trustworthy	using <b>PowerPoint</b> (laptop),	program and be able to	Take horizontal and vertical
	contains both pictures and	etc)		Keynote (iPad) or iMovie	predict the effects of any	panoramic photos.
	text.		Know that pictures and	(iPad).	changes.	p
	text.	Use a program Logo or	text shared on-line can	Ba alda ta assata a	Know how to break sets of	Add a person or object into
		Scratch to draw regular 2D	end up with strangers	Be able to create a	instructions into short steps	a scene to show scale.
	Be able to save a	shapes		meaningful document that	to achieve goal.	
	document in a shared	Independently be able to	Reliably know what to do if	contains both pictures and	to acmeve goal.	Project: Create a story from
	folder and retrieve this to	debug basic mistakes (This	they are exposed to	text.		one photograph thinking
	continue working on it	skill will be gained from	unpleasant materials on	To be able to use		about subjects, scenes,
	(computer) or shared	repeated programming	any device (Covered by	sequence to create an		lighting and mood effect.
	through Airdrop (iPad).	tasks)	Internet Legends – above)	effective presentation or		
		tusksy	memer legends above,	video using <b>PowerPoint</b>		
	Be able to organise their		Know that having a	(laptop), <b>Keynote</b> (iPad) <b>or</b>		
	personal folder effectively		balance of online and	iMovie (iPad).		
	for instance by organising	Be able to use a program to	offline activities is	inviorie (ii au).		
	work into folders for each	sequence, use conditionals	important.	Pupils to sequence key		
	year at school	and use a variety of inputs		ideas before delivering		
		and outputs.	Reliably uses a more	presentation using		
	Know how to change font	Be able to contact the contact	complex password to	Powerpoint (laptop) or		
	size and style; include	Be able to explain how their	access resources.	Keynote (iPad).		
	shapes and backgrounds	program works.	Know what the key words			
	and to use the Spellcheck	Be able to modify their	are to enter into a Search	Be able to deliver a simple		
	function	program and be able to		presentation to their peers		
	To produce a piece of work	predict the effects of any	engine to find information	(as above).		
	related to other learning	changes.	they want.			
	for instance in English or	changes.	Can select useful websites			
	the Humanities.	Know how to break sets of	from the results of a			
	the Hamanities.	instructions into short steps	search.			
		to achieve goal.				
	Unit 1	Unit 2	Year 4/5 A Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing skills	Programming with Scratch	Online Safety	Spreadsheets	Programming with Kodu	Photography
THE	Project: Create a range of	Project: Create a game	Project: How can we keep	Project: Create a	Project: Produce a working	inotography
	media using appropriate	world which includes	ourselves safe online?	spreadsheet to answer	game with a timer variable	Project: Can I create my
	software independently	character and background		questions.	and a points counter.	own gif?
	Software independently					
	chosen by them.	changes – Maze game.	To be taught as an			
	•	_	To be taught as an individual unit but also			
	•	_	_			

	To use digital media:	To programme:	To be safe online:	To use digital media:	To programme:	Project - Action
	Be able to save a document		Know the risks posed to	Using software know how		Take and select photos
	in a shared folder and	Be able to use a program to	them by using Social Media,	to add data into a prepared	Be able to use a program to	from burst mode showing
	retrieve this to continue	sequence, use conditionals	including understanding	spreadsheet to answer	sequence, use conditionals	action.
	working on it (computer) or	and use a variety of inputs	that people may not be	simple questions.	and use a variety of inputs	Animate your photos using
	shared through Airdrop	and outputs (Logo/Scratch).	who they say they are.		and outputs.	the Live Photos effect.
	(iPad).					Create a loop effect in a
	(** 52)*	Be able to explain how	Know that it is irresponsible		Be able to explain how	photo using a Live Photo.
	Be able to organise their	their program works.	to share images of friends		their program works.	Create a bounce effect
	personal folder effectively		on-line without their			photo.
	for instance by organising	Be able to modify their	permission.		Be able to modify their	Apply the long exposure
	work into folders for each	program and be able to			program and be able to	effect to a scene to add
	year at school	predict the effects of any	Know how to report		predict the effects of any	appropriate blur.
	1	changes. Gold shape has	concerns on-line.		changes.	Project: Use the Burst
	Know how to change font	example code that children				mode to capture a picture
	size and style; include	can modify and change (see	Know that a balance of		Know how to break sets of	in motion. Add filters and
	shapes and backgrounds	link below)	online and offline activities		instructions into short steps	effects until you are happy
	and to use the Spellcheck		is important to maintain		to achieve goal.	with your result.
	function	Know how to break sets of	good health.			your results
		instructions into short steps			Lice systemication to	
	To produce a piece of work	to achieve a goal. e.g.	Effectively use a search		Use customisation to	
	related to other learning	drawing repeated squares	engine to find multiple		change a working program	
	for instance in English or	to make a pattern.	criteria using AND/OR to		to change its effect, for	
	the Humanities.		refine searches.		instance backgrounds and	
		Harana kanada aktara ka			sprite in scratch	
	To be able to share their	Use customisation to			Uses loops to achieve goals	
	work from their personal	change a working program	Know how to compare		Oses loops to achieve goals	
	folder to work	to change its effect, for	information from different		Uses variables, conditional	
	collaboratively with others.	instance backgrounds and	websites and know that		sentences (when/then),	
		sprite in scratch	some sites may show bias.		external triggers and loops	
	Know how to use software	Uses leans to achieve goals			to achieve set goals	
	to create an effective	Uses loops to achieve goals				
	poster or leaflet.					
	Be able to select the best					
	program for the task.					
	program for the task.					
	Note	e – although photography unit is	Year 4/5 B	photography skills to be addres	ssed at start of year and through	nout.
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Title	Word Processing skills	Programming with Scratch	Online Safety	Spreadsheets	Programming with Kodu	Photography
	Project: Create a range of	Project: Create a game	Project: How can we keep	Project: Create a	Project: Produce a working	Project: Can I create my
	media using appropriate	world which includes	ourselves safe online?	spreadsheet to answer	game with a timer variable	own gif?
	software independently	character and background		questions.	and a points counter.	
	chosen by them.	changes – Flappy Birds	To be taught as an			
		game.	individual unit but also			
			throughout the year and as			
			the need arises.			
	To use digital media:	To programme:	To be safe online:	To use digital media:	To programme:	Project - Action
	Be able to save a document		Know the risks posed to	Using software know how		
	in a shared folder and		them by using Social Media,	to add data into a prepared		

series this to combine working mile (incomplete) or shared through Airdrap (incomplete) or shared through the program and so able to prepare work in the folders for each year at school (incomplete) or shared through the program and so able to prepare work to change for shared and store a peace of work related to other learning for instance in finglish or the Humanities.  To be able to share their work from their program for the task.  To be able to thate their work from their program for the task.  Now how to use software to create an effective popier or reallet.  Be able to so granted three three work from their program and to a beliet to specific the effect of any change a working program of the task.  Now how to use software to create an effective popier or reallet.  Be able to organize their three three work from their program and to achieve a goal. e.g. the shared three work from their program of the task.  Now how to use software to create an effective popier or reallet.  Be able to suppose the work of the maning from the task.  Now how to use software to create an effective popier or reallet.  Note — although photogrophy win it in designation to change its effect, for make a pattern.  Use I work or some three programs of the task.  Project: Create a presentation/key facts.  In the construction of the software to really a pattern of the program of the task.  Project: Create a presentation/key facts.  In the construction of the software to really a pattern of the case of the photograph.  Now how to use the main features of first software to program and the some three program of the case of the photograph.  Now how to use th		retrieve this to continue	Be able to use a program to	including understanding	caradchaot to answer	Be able to use a program to	Take and select photos
shared through Airdrop (ijirad).  Be able to organise their personal folder effectively for instance by organising work into folders for cache year at school Row how to change find sape and backgrounds and to use the register of shapes and backgrounds and to use the Register function  To be able to share their work from their personal folder to work collaborately with others collaborately with others work from their personal folder to work collaborately with others to create an effective poster or leafled.  Be able to seed the mostly frein gram and the able to present to effects of any changes. Gold shape his example code the off-orditive designation and the seed the gelicheck function  Know how to break sets of instructions into abort steps to relate a box other learning for instance in English or the Humanities.  To be able to share their work from their personal folder to work collaborately with others.  Who we have to use software to create an effective poster or instelled.  Be able to select the best program for the task.  Now how to use software to create an effective poster or instelled.  Use customisation to change a working program to change its effect, of any changes. All offerent work from their personal folder to work collaborately with others.  Use alsteroid with others work from their personal folder to work collaborately with others.  Who we no to use software to create an effective poster or instelled.  Use is continued and any other uses a pattern.  Use is continued and any other the software to create an effective poster or instance backgrounds and synthesis to be addressed at start of year and throughout.  Year 6  Use I this  Word Processing Shills Project: Create a meli- mode of a topic e.g. Work longs pattern of their create any project is created.  To use digital media: Know how to use the minit features of office sortware ever in the relative of the sort and pro- organized and project. Create an ini- mode of the create and sequence and feets.  To use digital media: Know how to reduce the			, ,	_	·	, 0	· ·
which is able to organise their personal folder effectively for instance by organising work into folders for each year at school personal folder effectively for instance by organising work into folders for each year at school program and be able to modify their program works. Be able to modify their program and be able to program and be able			· · · · ·	1 1 1	simple questions.	· ·	0
Be able to organise their personal folder effectively for instance by organising work into folders for each year at thoul states and style; include a shapes and badageounds and to use the Specific or modify their program works.  To produce a piece of work related to their learning for instance in English or the Humanities.  To produce a piece of work related to their learning for instance in English or the Humanities.  To be able to share their work from their personal folder to work collaboratively with others. Know how to resort contains and so we software to create an effective poster or leaffert.  Be able to explain how their program works.  Know how to change for instance in English or the Humanities.  To be able to share their work from their personal folder to work collaboratively with others. Know how to use software to create an effective poster or leaffert.  Be able to explain how their program works.  Create a loop effect in a photos sing the horizon. Know how to report concerns on-line. Who the transition to change a sorting program of the law and offline activities in structions into short steps to an always a pattern.  To be able to share their work from their personal folder to work collaboratively with others.  Know how to use software to create an effective poster or leaffert.  Be able to explain how the their style and offline activities in structions into short steps in the middle and sprint in scratch  Uses loops to achieve goals.  Word Processing Sallis Project. Create a middle sprint in scratch  Uses loops to achieve goals some stees may show bias.  Note — although photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Year 6  Unit 1  Unit 2  Unit 3  Froject. Create a middle program of the took.  Note — although photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Year 6  Unit 4  Unit 5  From making Project. Create an infective point of a time see in the rest wo		= :		who they say they are.		, ,	action.
a cable to organise their personal rolder effectively for instance by organising work into folder set for each year at school where program and be able to modify their program and be able to predict the effects of any changes, colid shape has warping or the fact of any changes, colid shape has warping for instance in Englain or the Humanides.  To produce a piece of work related to other learning for instance in Englain or the Humanides.  To be able to share their work from their personal folder a work from thei		(IPad).	and outputs (Logo/Scratch).	Know that it is irresponsible		and outputs.	Animate your photos using
their program works.  The present of lottler effectively for instance backgrounds and to use the Spelicheck function  To produce a piece of work related to other learning for instance in English or the Humanities.  To produce a piece of work related to other learning for instance in English or the Humanities.  To be able to share their work from their preporal to other agrounds and Know how to use software to create an effective poster or leaflet.  Be able to salect the best program works.  Be able to salect the best program works.  To be able to share their work from their personal folder to work collaboratively with others.  Know how to use software to create an effective poster or leaflet.  Be able to salect the best program works.  Be able to salect the best program works.  To be able to salect the best program works.  Be able to salect the best program works.  To be able to salect the best program works and to use the Spelicheck function  Title  Word Processing Skills Project: Create a generated works and the sale to the set program works and to use the speliched program and be able to predict the effects of any changes. Ask page has example code that children and offline activities in important to maintain good of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve a goal e.g. of instructions into short steps to achieve goal in the folder to work collaboratively with others.  To be able to salect show the standard program and to use the special program and short steps to make a pattern.  To be digital media:  Now how to use continued and special productions and special program and short steps to achieve goals to make a pattern.  Will 1 Unit 1 Unit 2 Unit 3 Unit 6 Un		Reable to organise their	Re able to explain how			Be able to explain how	
work into folders for each young shall you will be able to modify their program and be able to year at school  Know how to change font size and style; include shapes and backgrounds and to use the Spelicheck function  To produce a piece of work related to other learning for instance in English or the Humanites.  To be able to safect the best or social body or to work collaborately with from their personal losfer to work collaborately work from their personal solver or learning.  More Processing Skills Project: Create a needed photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Title  Word Processing Skills Project: Create a needed photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  To be delicated to the basic program to change its effect, for instance backgrounds and synthesis and know that started by the project. Create a needed photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Word Processing Skills Project: Create a needed photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Word Processing Skills Project: Create a needed photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Word Processing Skills Project: Create an edited photography. If the lease on social media:  Know how to use the main feeture of office soltware.  To use digital media:  Know how to use the main feeture of office soltware.  To use digital media:  Know how to use the main feeture of office soltware.  For a sea defect of a processing skills project. Create a neight project. Create a noise of project. Create a neight project. Create a noise of project.		•	·	O O		·	
work into folders for each year at school work change forth size and style: include shapes and backgrounds and backgrounds and to use the Spelicheck function.  To produce a piece of work related to other learning for instance in Engilsh or the Humanities.  To be able to share their work folder to work calabet to share their work from their personal folder to work calabet to share their some for the task.  To be able to share their work from the personal folder to work to seak sets of the poster or relate.  Be able to select the best program and be able to predict the effects of any changes. Gold skepe has example code that children is important to maintain good health.  Know how to break sets of instructions into short steps to achieve a goal. e.g. directively use a search engine to find multiple criteria searches.  To be able to share their work calaboratively with others.  To be able to share their work from their personal folder to work calaboratively with others.  Know how to use software to create an effective poster or relate.  Be able to select the best program for the task.  Note — although photography unit is designated in Summer 2, basic photography skills to be addressed at start of year and throughout.  Year 6  Word Processing Skills Project: Create a price of their choice.  To use digital media:  Know how to		· ·	their program works.			then program works.	Create a loop effect in a
work into clusters death of the state of the		, ,	Be able to modify their	permission.		Be able to modify their	
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Title Word Processing Skills Project: Create a presentation/key facts handout for a topic e.g. WWI using a platform of their choice.  To use digital media: Know how to use the main features of office software  Wint 1  Title Word Processing Skills Project: Create a medited photograph. Unit 2  Unit 3  Unit 4  Unit 5  Film making Project: Create a with Crumble Project: Produce a working programme which achieves a task e.g. traffic lights/ burglar alarm  Vear 6  Unit 2  Unit 3  Unit 4  Unit 5  Film making Project: Create a minimovie using moving unimovie using moving animation. (Could be a video for end of year).  (Could be a video for end of year).  To use digital media: Know how to use the main features of office software  Vear 6  Unit 2  Unit 5  Unit 6  Film making Project: Create a minimovie using moving animation. (Could be a video for end of year).  To be taught as an individual unit but also throughout the year and as the need arises.  To be safe online: Know how to reduce the risks posed by using Social							
Vear 6   Vinit 1   Vinit 2   Vinit 3   Vinit 4   Vinit 5   Vinit 6							
Title Word Processing Skills Project: Create a presentation/key facts handout for a topic e.g. WWI using a platform of their choice.  To use digital media: Know how to use the main features of office software  Word Processing Skills Project: Create a point 2 Unit 3 Unit 4 Unit 5 Unit 5 Unit 6 Programming with Crumble Project: Produce a working programme which achieves a task e.g. traffic lights/ burglar alarm  To use digital media: Know how to use the main features of office software  Unit 5 Unit 6 Programming with Crumble Project: Produce a working programme which achieves a task e.g. traffic lights/ burglar alarm  To be taught as an individual unit but also throughout the year and as the need arises.  To be safe on line: Know how to use the main features of office software  Unit 5 Unit 6 Project: Create a minimaking project: Create a minimovie using moving animation. (Could be a video for end of year).  To use digital media: Know how to use the main features of office software  Use conditional sentences  To use digital media: Now how to reduce the risks posed by using Social		Not	e – although photography unit is		photography skills to be addres	sed at start of year and through	nout.
Title Word Processing Skills Project: Create a presentation/key facts handout for a topic e.g. WWI using a platform of their choice.  To use digital media: Know how to use the main features of office software  Word Processing Skills Project: Create an edited photograph. Project: Create an edited photograph. Project: How can we keep ourselves safe on social media? To be taught as an individual unit but also throughout the year and as the need arises.  To use digital media: Know how to use the main features of office software  Word Processing Skills Project: Create an edited photograph. Project: Create a minimovie using moving animation. (Could be a video for end of year).  To be taught as an individual unit but also throughout the year and as the need arises.  To use digital media: Know how to use the main features of office software  Now how to edit a picture e.g. Paint.net  Now how to reduce the risks posed by using Social		IIii. 4	11		IIii. A	I I with F	II-ii-C
Project: Create a presentation/key facts handout for a topic e.g. WWI using a platform of their choice.  To use digital media:  Know how to use the main features of office software  Project: Create an edited photograph.  Project: How can we keep ourselves safe on social media?  Project: How can we keep ourselves safe on social media?  Project: How can we keep ourselves safe on social media?  Project: Produce a working progamme which achieves a task e.g. traffic lights/ burglar alarm  Project: Create a minimovie using moving animation.  (Could be a video for end of year).  To use digital media:  Know how to use the main features of office software  Project: Produce a working progamme which achieves a task e.g. traffic lights/ burglar alarm  To be taught as an individual unit but also throughout the year and as the need arises.  To use digital media:  Know how to edit a picture e.g. Paint.net  Project: Produce a working progamme which achieves a task e.g. traffic lights/ burglar alarm  Project: Create a minimovie using moving animation.  (Could be a video for end of year).  To be taught as an individual unit but also throughout the year and as the need arises.  To programme:  To use digital media:  Know how to edit a picture e.g. Paint.net  Project: Create a minimovie using moving animation.  (Could be a video for end of year).  To use digital media:  To use digital media:  To use digital media:  To use digital media:  To create and sequence a video, add sound effects,	Titlo						
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handout for a topic e.g.  WWI using a platform of their choice.  WI using a platform of their choice.  Would using a platform of their choice.  We see in the real world are often distortions of reality— link to celebs)  To use digital media:  Know how to use the main features of office software  Row how to use the main features of office software  To use digital media:  Know how to edit a picture e.g. Paint.net  Media?  To be taught as an individual unit but also throughout the year and as the need arises.  To programme:  Use conditional sentences  To use digital media:  To use digital media:  To use digital media:  To use digital media:  To create and sequence a video for end of year).  To use digital media:  To create and sequence a video, add sound effects,		,		' '	,	,	
WVI using a platform of their choice.  (Use to explain that images we see in the real world are often distortions of reality – link to celebs)  To use digital media: Know how to use the main features of office software  To use digital media: Know how to edit a picture features of office software  WVI using a platform of their images we see in the real world are often distortions of reality – link to an individual unit but also throughout the year and as the need arises.  To use digital media: Know how to use the main features of office software  Explain that images we see in the real world are often distortions of reality – link to celebs)  To be taught as an individual unit but also throughout the year and as the need arises.  To programme: Use conditional sentences  To use digital media: To use digital media: To create and sequence a video for end of year).  Project – Collage and Animation			bereBinhiii				
their choice.  we see in the real world are often distortions of reality – link to celebs)  To use digital media: Know how to use the main features of office software  To use digital media: Know how to edit a picture features of office software  To be taught as an individual unit but also throughout the year and as the need arises.  To use digital media: Know how to edit a picture features of office software  e.g. Paint.net  To be taught as an individual unit but also throughout the year and as the need arises.  To programme: Use conditional sentences  To use digital media: To use digital media: To create and sequence a video, add sound effects,			(Use to explain that images				. 0
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features of office software e.g. Paint.net risks posed by using Social video, add sound effects,			9		To programme:		
			Know how to edit a picture	Know how to reduce the	Use conditional sentences	•	Animation
to produce suitable Media by managing their			e.g. Paint.net	risks posed by using Social		video, add sound effects,	
		to produce suitable		Media by managing their			