St Michael's C.E Primary School

Computing Curriculum 2024-2025

Computing at St Michael's is the process of using computer technology to complete a meaningful project that will inspire pupils and develop a curiosity for learning.
Intent - At St Michael's, Computing aims to equip pupils with the knowledge, understanding and skills to use and manipulate computers in an ever changing digital world.
A Computer Technician is resilient to problem solving and uses a computational thinking to resolve issues.

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Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is ***beyond words.***
Spirituality is linked to big ***questions*** *about the* ***meaning and purpose of life;*** *it includes ideas* ***relating to oneself, others, the natural world and the transcendent.***
We refer to this as:
The stillness of the mind
The settling of the soul
The uplifting of the spirit
Being at one in the world and finding meaning and purpose in life.
For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.

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Spirituality Opportunities

Self

Opportunities

- Have students create personal blogs or digital journals where they reflect on their spiritual journey and personal growth.
- Encourage students to design digital work that represent their goals, values, and spiritual aspirations.
- Use coding to create simple mindfulness apps or websites that guide users through meditation and relaxation exercises.

Potential Question Prompts

- How does coding or designing make you feel? Does it connect to a bigger purpose or goal in your life?
- What message or story would you want to share with the world through a game, app, or website?
- What can you do to make sure your relationship with technology is healthy and balanced?
- How do you feel when you're trying to solve a problem in coding? Does it teach you anything about patience or persistence?
- How can technology help you understand yourself better? Can you think of any apps or tools that help you reflect on your emotions or thoughts?
- Have you used any tools, like journaling apps, to keep track of your personal growth? How does this make you feel about your own journey

Others

Opportunities

- Engage students in creating digital solutions for community issues, such as developing apps that connect volunteers with local charities or creating websites that raise awareness about social causes.
- Use technology to connect with students from different countries and cultures, fostering intercultural understanding and empathy.
- Organise projects where students create digital stories or multimedia presentations on themes of compassion, kindness, and community.

Potential Question Prompts

- Do you think technology should be used to help others and make the world a better place? What are some examples of how it can do that?
- Consider the importance of online behaviour and how it affects others. How can you ensure your actions online reflect kindness and respect?
- Think about how technology can address social issues. What ideas do you have for using computing to make a difference in the world?
- Reflect on how computing allows us to communicate globally. What have you learned about other cultures through technology?
- Consider the importance of online safety. What steps can you take to ensure that you and your peers are safe while exploring the digital world?
- Think about how understanding others' feelings can shape your online behaviour. How can you show empathy in your digital communications?
- Reflect on how technology can strengthen or weaken connections. What are some positive and negative impacts you've noticed in your own life?

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<u>Transcendence</u> Opportunities • Creating or engaging with technology solutions that focus on environmental sustainability • Participating in global, collaborative digital art projects (such as those using blockchain technology or digital NFTs). • Use virtual reality or 3D modelling to create virtual tours of sacred sites from various religions, allowing students to explore these places and their spiritual significance. • Develop interactive digital versions of sacred texts that include annotations, multimedia elements, and discussion forums to deepen understanding and reflection. • Encourage students to use digital tools to create art or music inspired by spiritual themes, exploring how technology can enhance spiritual expression. Potential Question Prompts • How has using technology helped you experience a sense of awe or wonder about the universe or nature? • How does creating or interacting with digital art or music make you feel about the beauty of the world or the universe? • When working on collaborative coding or open-source projects, do you feel like you're part of a larger community or purpose? How does that shape your sense of contribution? • In what ways can technology be designed to help people slow down, reflect, and feel more connected to themselves and others? • How can technology help deepen our connection with nature, even when we're not physically present in it?	<u>Nature</u> Opportunities • Apps that encourage users to take and share nature photography or create digital art. • Apps and games that offer puzzles or quizzes about animals, plants, or ecosystems • Interactive e-books or apps that tell stories about the environment, animals, and nature conservation can spark children's imagination • Simple digital cameras or apps that encourage children to take pictures of plants, animals, and landscapes help them develop a deeper appreciation of their surroundings. • Art apps can encourage children to draw and paint scenes from nature. Potential Question Prompts • Reflect on ways that computing can be used to monitor environmental changes or protect wildlife. What technologies have you learned about that help us care for nature? • Consider how experiences in nature might influence your ideas for projects or designs in computing. What aspects of nature do you find most inspiring when creating something with technology? • Think about how digital platforms can be used to share information about climate change or conservation. What message would you want to communicate to others about protecting our planet? • Reflect on how the natural world demonstrates balance and interconnectedness. How can we apply these lessons to ensure that technology works in harmony with nature rather than against it? • Consider ways you can leverage technology to encourage recycling, energy conservation, or other sustainable behaviours. What projects could you initiate to inspire others to be more environmentally friendly? • Reflect on how computing can enhance our understanding of natural phenomena. What technologies, such as apps or simulations, have helped you learn more about the environment and its wonders?

St Michael's CE Primary Computing Curriculum
2024-2025

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introduce J2E	Create and Debug 1 & 2		Gather Data / Create Charts	Create a Science E-book	Collect photographs and paint pictures
Year 2	Showcase Your Digital Imagery	Create and Debug		Create a Simple Topic Based eBook	Present Your Research	Interpret Graphs and Charts
Year 3	Research and Present	Gather Opinions	Digital Artwork	Write a Program		Interrogate a database
Year 4	Make an Audio book	Making an Advert	Explain and Present Collect and Analyse Data		Programming and Animation	Making a fact file and soundscape
Year 5	Making Games		Making Animations	Persuasive Writing	Analyse and Interpret data	QR codes
Year 6	Games on!	Research and Present	Understand the Internet	Write Revision Guides	Making a School Leavers Book	Making a School Leavers Book

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Early Years Foundation Stage – Related to Computing

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Classrooms should contain a role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies and interactive pets, as part of continuous provision. Further technology could be included in conjunction with other activities, such as digital cameras for pupils to photograph their own learning.

National Curriculum – Aims and Purpose

Purpose:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims:

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

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National Curriculum – Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

National Curriculum – Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact….

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Progression Milestones for Computing

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	E-Safety	- To begin to understand school rules on online safety (acceptable use policy). - To develop an understanding of how to comment/feedback/review other people's work appropriately - To develop an understanding that their work on J2E can only be seen by those who have log in's to the platform - To develop an awareness of consent when taking peoples photographs To know what to do if there is something inappropriate online To know the importance of keeping password secures To save work to retrieve later	- To understand school rules on online safety (acceptable use policy). - To understand the importance of keeping login details and all personal information safe and not to distribute these online - To understand the steps to take if they encounter inappropriate content when browsing the internet. - To develop an understanding that anything saved on cloud-based software can be accessed by anyone with a login - To develop an awareness of copyright and consent when taking peoples photographs and collecting images online To know safety rules for using the cloud To know what to do if there is something inappropriate online	- To understand the schools acceptable use policy. - To understand the importance of keeping login details and all personal information safe and not to distribute these online - To understand the steps to take if they encounter inappropriate content when browsing the internet. -- To continue to develop an understanding that anything saved on cloud-based software can be accessed by anyone with a login - To develop an awareness of copyright and consent when taking peoples photographs and collecting images online - To develop a sense of ownership over everything we do online and understand that it is our responsibility to make sure the content we create is appropriate To know safety rules for using the cloud	- To follow, at all times, the schools acceptable use policy. - To understand the importance of keeping login details and all personal information safe and not to distribute these online - To understand the steps to take if they encounter inappropriate content when browsing the internet. - To understand that anything saved on cloud-based software can be accessed by anyone with a login - To be discerning in choosing and evaluating the appropriateness of digital content - To understand that not everything we read and see online is true - To use search technologies with an appropriate degree of caution	- To follow, at all times, the schools acceptable use policy. - To recognise acceptable and unacceptable behaviour online and how to report this - To understand the importance of keeping login details and all personal information safe and not to distribute these online - To establish a culture of positive, helpful comments when reporting on another's work - To understand that anything saved on cloud-based software can be accessed by anyone with a login - To be discerning in choosing and evaluating the appropriateness of digital content - To use search technologies with an appropriate degree of caution - To operate with a degree of caution when scanning QR codes and clicking links	- To follow, at all times, the schools acceptable use policy. - To recognise acceptable and unacceptable behaviour online and how to report this - To understand the importance of keeping login details and all personal information safe and not to distribute these online - To establish a culture of positive, helpful comments when reporting on another's work - To be discerning in choosing and evaluating the appropriateness of digital content - To use search technologies with an appropriate degree of caution - To operate with a degree of caution when scanning QR codes and clicking links - To understand which games are appropriate to my age and age limits on specific apps and games - To understand that 'viruses' can attack your device and gather stored data To use technology safely and responsibly and respectfully

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	Using the Internet				To find information on the internet that is appropriate to the task. To know how to search for copyright free resources.	To find copyright free resources to use	To know that the internet can be used for revision.
	Knowledge of Computers and the Internet	To know how to avoid overwriting saved work To know how to login to BGFL To login to BGFL To name and save work To name saved work and reopen it later	To know what the cloud is To know how a computer network works To name and save work appropriately To save files to use again in other software.	To know what the cloud is To know how a computer network works To know work is saved in an online cloud server To begin to understand copyright and creative commons when using other people's content To understand how to use technology responsibly when commenting on other's work	To know what Creative Commons License means. To know how data is kept safe To know simple GDPR regulations	To understand the importance of using copyright free resources To know that work is saved into an online cloud-based server To know work in an online environment can be accessed anywhere with the correct login To know why login details should be kept private	To know what copyright is To know what plagiarism is To know how to reference digital content To know the importance of producing original work To know that the World Wide Web is only on the services provided by the internet. To know the differences between a web browser and a web server. To know how information on the World Wide Web travels between networked computers and delver requested information. To know that binary is the most basic computer language a computer understands. To know that digital images are broken down into pixels. To know that each pixel stored as a value to represent its colour. To know that the more pixels a device can display, the better the image appears. To know that information is broken down into smaller pieces known as packets

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							Know that a packet is a basic unit of communication over a digital network. To know that individual packets travel across networks To know that once packets arrive at their destination, the information is then built back to its original state. To know what computer virus is To know what a computer hacker does. To know the dangers viruses and hackers pose to computers and computer networks. To know good practise advice to follow for between computer and network security. To know how search work and how they rank results
	Mixed Media	To know what text and images are To know how to combine words and text in work To know some of the basic tools of JIT software To know what templates are To know which templates to use for different purposes	To know what templates are To know which templates to use for different purposes	To know what a Powerpoint Presentation is To know how to use simple tools on PowerPoint	To know how to use book creator to create an audio book To know what an audio book is. To know how to create soundscapes using online software	To know how to change design and layout in PPT	To know good designing and presenting techniques To know how material is designed for different audiences and purposes
		To create a JIT5 write page To add background photographs To add text To change the size and colour of text	To create a write page on JIT5 To create a paint page on JIT5 To name and save work appropriately To plan the content of a presentation	To create an online Powerpoint presentation To add text and images to Powerpoint presentation To change the design of Powerpoint presentation To use several websites to research information	To compose sound files using an appropriate computer programme To compose sound files to portray mood and purpose. To use editing tools to improve work.	To make sensible choices on design and layout features. To add transitions and animations To create a PPT as a piece of persuasive text	To reference sources of information To review and summarise information To select the best software for the task and explain the choices.

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		To combine words and pictures To add pages to my work To can create a JIT5 mix To create a painting using paint software To create pictures and save as pictures To use paintings as backgrounds for work To create a JIT5 animate To create a chart based on real data To showcase work To add pages and choose the correct templates To add text to a write file To add photographs that have been shared to work To take photographs To upload photographs to documents To add photos and words on a page To name saved work and reopen it later To paint pictures using apps To combine words and pictures on JIT5 software To use JIT 5 paint	To select a suitable layout template to use To use JIT5 animate tools To combine previous work and present them to showcase learning To give respectful feedback **To add appropriate backgrounds** **To add information in pages on JIT** To add photographs that have been shared to work To add text to images To create an e-book combining words and text To enter data into chart tools To give respectful feedback	To create a Powerpoint using J2e software To add a variety of media within a presentation To plan ideas for an audio book, considering audience and purpose. To record audio files. To import images and video from a camera roll. To combine video, audio and images to create an audio book. To upload/import an audio book into an online area. To quality check work and ensure consistency in texts and audio. To evaluate own and other's performances.	To combine words, pictures, and images to create a fact-file	To evaluate own work and make amendments to improve it. To give responsible, respectful feedback to my peers To give unbiased, feedback in a non-critical manner, based on a set of given success criteria. To accept feedback from others as being helpful	To recognise the audience when designing and creating digital content To present digital work effectively To reference digital content used in a presentation To make purposeful design choices To use appropriate images and text suitable for purpose and audience. To apply good design and presenting techniques To use images and background that are under creative commons licence and abide by any attribution requirements stated. To use technology to organise and present ideas in different ways To create storyboards to plan ideas for a video To consider audience and purpose To use the internet effectively to support revision To evaluate resources to support revision
	Photography			To know and understand photo composition - light, background, subject To know how to using editing software. To know how to crop an image. To know how to add filters to an image.			

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		To add images and simple text to information slides To take photographs safely and responsibly To add images from a camera to documents To create digital paint images To upload own digital images to files To create a slideshow to present work		To take photographs using a digital device To choose suitable images for a purpose To edit photographs using editing software (crop/filters/contrast) To upload saved work To create a digital sketchbook of work To create a range of content that accomplishes a given goal To create art work in the style of an artist			
	Graphs and Charts	To know what data is To know what a pictogram is To know how graphs and data show information	To know what data is To know what a pictogram is To know how graphs and data show information	To know what a survey is To know why information in a survey is collected To know how to change the design of a survey. To know how to share surveys for others.	To know what a spreadsheet is To know what a sheet is To know the letters label the column To know the numbers label the rows To know what a cell is To know how numbers and letters identify individual cells. To know how to generate lists of numbers using autofill tools To know what a formula is To know how to create simple formulas to perform calculations To know how to use all 4 operations in a spreadsheet To know how to create graphs from data within spreadsheets	To know the importance of expressing formula correctly To know what a variable is To know that formatting tools can aid presentation To know some real-life ways that spreadsheets are used.	

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		To add data to a pictogram To add data to JIT5 chart To add headings and colours to graphs To create charts and graphs To interpret results of charts and graphs To showcase my work on JIT5 To give feedback on other's work	To read data from a pictogram To create a chart and choose the best style of chart to present the data To create a J2e vote to gather opinions To interpret results of a survey	To create a simple survey To add test data To understand how to best interpret the results To change the appearance/design of a survey To share surveys to make accessible for others To analyse and interpret data from surveys/forms To create an online form to collect real data	To use autofill tools to generate lists of numbers To create simple formula to perform calculations in spreadsheets. To use column labels appropriately To explain how formula work in a spreadsheet To use a spreadsheet to help solve problems. To use editing tools to improve legibility of a spreadsheet table To present information in a graph	To create simple formula in Excel independently To create formula for a specific purpose. To understand the importance of using brackets correctly To identify errors in formula and correct them To format cells to present information appropriately To use conditional formatting To identify and change variables within a spreadsheet to answer what if questions. To design and create a functional spreadsheet to solve a real-life problem. To abstract information from a query and use a spreadsheet to model the answers.	
	Databases			To know what a database is. To know what a filter is and how these are used To know how to refine a filer To know how to sort data. To know how to create a graph from data.	To know examples of paper-based databases. To know the differences between a paper based and electronic database. To know advantages of electronic databases. To know what a database field is To know what a database record is. To know different data types for data collection To know how to search a database. To know how to sort a database.		

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				To know that a database can be used in a business to control stock To search a database using filters To refine a database search by changing search filters To create an online excel book to collect data To sort and filter data in an excel workbook To create graphs and charts from a database To analyse and interpret the data from graphs and charts created To capture screenshots of information	To use different data types for data collection. To design a data collection sheet for a specific purpose To use sort tools to analyse data in an electronic database To use the search tool to analyse data in an electronic database. To present data for a specified purpose		
	QR codes					To know the possible risks of a source of a QR code To know that a QR code hyperlinks to a resources To know how QR codes are used in real life To use a QR code reader to scan QR codes. To create a QR code to link to a file To create QR codes for specific purpose To combine a range of software to create QR codes To add a variety of media to QR codes.	

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	Animation/ Movie making				To know the features of an advert, including video and audio effects. To know how to use imovie to edit video clips To know how to add effects to video clips in Imovie	To know what a Common Craft Animation is To know different filming techniques To know how to use editing tools. To know how to frame shots appropriately	
					To create a storyboard to plan ideas for an advert. To film and record scenes for an advert To combine movie clips in Imovie to make an advert To import audio and sound effects. To use editing tools to improve work To add effects in I-movie To evaluate own and other's work	To use a storyboard to plan an animation To record a narration of a topic over a visual presentation To design and make visual props for an animation To use accurate recording and filming techniques To frame shots appropriately To use editing tools to complete an animation To provide constructive feedback to peers	
	Computer Programming	To know what an algorithm is To know debug means to solve a problem To know what logical reasoning means To know basic command words	To know what an algorithm is To know debug means to solve a problem To know what logical reasoning means To know basic command words	To know how to use Scratch To know how to add blocks to create a program in Scratch To know how to change backgrounds and Sprites. To know how to write an algorithm in Scratch To know that programs can be written to create specific tasks. To know that parts of a program can be repeated To know how to repeat parts of a program.	To know how to use simple Scratch tools To know the 4 main areas of Scratch: Motion, events, Looks and Controls. To know some of the different ways a sprite can move. To know different ways to initiate an event To know how to change the look of sprites	To know that Scratch is a programming language To know precise language is needed To know the term selection (if, then) can be used to make something happen. To know inputs, trigger an event To know the difference between the x axis and y axis To know what variables are	To know how to create variables To know what a nest of code is. To know what makes a good game. To know the components of a game. To know how a game is made. To know the audience and purpose of a game To know what a sensible comment or review of a game is.

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						To know variables can be used to score a game.	
		To create and write a simple algorithm To debug a simple algorithm To program Beebots to complete a simple algorithm To use command tools online to create a simple algorithm To predict the outcome of an algorithm To test simple algorithms	To create and write a simple algorithm To program sprites to complete a simple algorithm To debug a simple algorithm To program Beetbots or online characters to complete a simple algorithm To use command tools online to create a simple algorithm To predict the outcome of an algorithm To change basic aesthetic functions e.g. backgrounds and sprites To use backgrounds and sprites to create simple algorithms that tell a story	To create and write a simple algorithm To debug a simple algorithm To change basic aesthetic functions e.g. backgrounds and sprites To program sprites to complete a simple algorithm To use backgrounds and sprites to create simple algorithms that tell a story To predict the code based on others work To use command tools online to create a simple algorithm To follow a simple algorithm To predict the outcome of a simple algorithm To write simple programs for drawing shapes To write programs that create repeated shapes To copy and paste code to use again	To create a storyboard and algorithm to plan ideas for an animation. To create a program to set the position of a sprite To create a program to get a sprite to say something To create a program to move a sprite To use the library to change the costume of sprites. To create a program to include sprites interacting To write an algorithm for specific purpose To add sounds to an animation programme. To import files to an online platform.	To create a simple game in Scratch To debug code when it doesn't work as expected To use the selection tool To use different input tools to trigger an event To identify different ways to code a Sprite To use the pen tools within Scratch To explain how to use coordinates to move To write scripts to start randomly, fall, hide, move and appears To design an example of a game. To write variables to include scoring in a game To review a game to make improvements To review a game to debug errors and know where improvements can be made	To create a variable for a given purpose To change a variable based on a condition being met To create a number of variable and use them correctly To build a nest of code To plan a game identifying the components of the game. To use features within Scratch to develop a game. To debug and recall errors made To identify ways to improve a game

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Progression in Computing Vocabulary

EYFS	Choices Internet Website	Equipment Buttons Movement	Screen Mouse Images Keyboard Paint	Technology Share Create Internet	Collect Set of photos Count Organise	Purpose Online tools Communicate Instructions Robots Patterns Program
Year 1	BGfL/Launchpad 365 Login Password Create Write Paint Tools Name Save Open Retrieve	Data Pictogram Chart Graph Interpret Results Mix	Instructions Robots/Beebots Sprite Program Position Command Predict Algorithm Debug Command	Instructions Program Algorithm Debug Command Predict Create Write Scratch junior	Create Paint Chart Animate eBook Delete Edit Mix Undo Background Template	Photograph Write Text File Folder Font Colour Size Upload Icon Re-open Edit Program Layout
Year 2	BGfL/Launchpad 365 Create Write Program Algorithm Debug Predict Outcome Command Tools Photograph Background	Image Image bank Text Retrieve eBook Shared image bank Text Data Chart Tools Software Graph	Algorithms Debug Program Sprite Background Scene Reasoning Predict Command Tools Visual	Image Text PowerPoint Photograph Camera Files Digital Images Paint Upload Present	Create Write Paint Presentation Layout Template Animate Animation Upload Digital image Mix	Data Pictogram Chart Questionnaire Interpret Results Survey Gather Opinions J2Vote
Year 3	Visual Sequence Selection Repetition Input Output Navigate	Drawings Movie clip Presenting Data Information Collect Analyse	Surveys Microsoft forms Interpret Share Analyse Bar charts Pictograms	Showcase Digital Sketchbook Photo composition Lighting Subject Background Edit	Algorithm Debug Logical reasoning Predict Copy Paste Logo	Microsoft excel Interrogate Database Filters Search Screenshot Record

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	Algorithm Debug Program Logical reasoning Errors Code	Evaluate PowerPoint Text Images Cloud based server Copyright Creative common Websites Research Media Soundbites	Tables Link Information Collect Analyse Evaluate Feedback	Crop Filters Contrast Record Observe Review Revisit	Code Program Write Design	Field Sort Graph
Year 4	Storyboard Video iMovie Text titles Voiceover Transition Panning Special effects Audience Purpose Import Technology Copyright Audio Edit Sound effects	Fact file Soundscape GarageBand Internet Sound files Import Technology Copyright	Collect Organise Database Interrogate Sort Analyse Search Function Electronic database Data collection sheet Data types: Alphanumeric, Text, Numeric, Currency, Date, Time and Multiple choice. Graph Field	Audio book Text Images Sound Audience Purpose Import Video Still image Book Creator Evaluate Copyright	Explain Present Spreadsheets Graphs Formulae Cell reference/address Generate Autofill Cursor Column labels	Animation Program Storyboard Algorithms Debug Script Encode Error Audience Purpose Scratch Sprite Motion menu Event menu Look menu Control menu
Year 5	Common craft video Animation Storyboard Scene Import Visual prop Narration Screenshot Interfaces Edit Frame shot Film Record	Scratch 2 Scratch 3 Coding/code Design Write Debug Delete Rename Resize Selection Direction tools/arrow keys Pen tools Script Variables Sprite	Scratch 2 Scratch 3 Coding/code Design Write Debug Delete Rename Resize Selection Direction tools/arrow keys Pen tools Script Variables Sprite	QR code Text Image Drawings Movie clips Websites YouTube clips Cloud based survey Hyperlinks Resource Scan Prototype Software Soundbites Media	Spreadsheets Formulae Conditional formatting Data validation Pick lists Layout Presentation Variables Predict	PowerPoint Presentation Design Layout Insert Slide Background Font size Transition Bullet points Images Colour Re-order

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Year 6	Research Present Information Software Review Summarise Copyright Plagiarism Reference Digital content Digital work Evaluate Repurpose	Game Variables Speed Nest of codes Components Game plan Scratch Design Write Debug Features Errors Script	Revision guide J2Blast Storyboard Video Script Sources Content Copyright Creative Commons License	World Wide Web Internet Web browser Web Server Network Retrieve Deliver Search engines Store Binary data Computer virus Hackers Network security Encryption Digital images Pixels Colour Packets Routes Destination	Design Present Text Images Consumer Font Styles Colour Insert Templates Background Feedback Reflect Copyright	Design Present Text Images Consumer Font Styles Colour Insert Templates Background Feedback Reflect Copyright