



The Federation of Nettlestone & Newchurch Computing

Multimedia Text and Images

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Processing</p> <ul style="list-style-type: none"> I can type on a keyboard. I can type symbols and save files. I can edit text. I can use a keyboard. I can select and format text. I can format the font. <p>Painting</p> <ul style="list-style-type: none"> I can paint with different colours. I can paint with different brushes. I can create shapes and fill areas. 	<p>Computer Art</p> <ul style="list-style-type: none"> I can create computer art. I can use a range of tools in a computer program to reproduce a style of art. I can make and edit shapes to create a piece of art. I can change the shade of a colour for effect. I can retrieve a file to edit in a computer program. I can use a range of skills to 	<p>Word Processing Skills</p> <ul style="list-style-type: none"> I can use basic computer skills. I can change the case of text. I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes. <p>Drawing & Desktop Publishing</p> <ul style="list-style-type: none"> I can draw with different shapes and lines. I can order and group objects. I can manipulate shapes and lines. 	<p>Word Processing</p> <ul style="list-style-type: none"> I can format images for a purpose. I can use formatting tools to create an effective layout. I can use the spellcheck tool. I can insert and format a table in a word processing document I can change a page layout for a purpose. I can create hyperlinks within a word document. <p>Using & Applying</p>	<p>3D Modelling: SketchUp</p> <ul style="list-style-type: none"> I can draw 3D shapes. I can add detail to 3D drawings. I can add detail to 3D drawings. I can create a complex 3D model. I can create a 3D model of my own design. 	

<ul style="list-style-type: none"> • I can make changes to improve my work. • I can add text to a painting. • I can use a computer program to make a poster. <p>Using & Applying</p> <ul style="list-style-type: none"> • I can demonstrate a range of basic skills to use a computer and its software • I can type and format text, then save my work. • I can open saved work and edit text. • I can use shapes to create a particular image. • I can use different brush tools to create a particular image. • I can create text and pictures about a shared theme. 	<p>create a piece of art.</p> <p>Presentation Skills</p> <ul style="list-style-type: none"> • I can use basic computer skills. • I can use a folder. • I can organise ideas for a presentation. • I can create a simple presentation with text. • I can add and format an image. • I can search and print. <p>Using and Applying</p> <ul style="list-style-type: none"> • I can use a specific computer skill to reproduce a style of art • I can use a specific computer skill to create and compare styles of art • I can create a presentation including text and images. • I can retrieve, edit and organise a presentation. 	<ul style="list-style-type: none"> • I can recognise effective layout. • I can combine text and images. • I can lay out objects effectively. <p>Presentation Skills</p> <ul style="list-style-type: none"> • I can plan a branching story. • I can create slide templates and organise slides with hyperlinks • I can add theme, transitions and animations to a presentation. • I can use action settings. • I can insert audio and video • I can evaluate slide layout and make improvements <p>Using & Applying</p> <ul style="list-style-type: none"> • I can use and combine appropriate software to design, create and present an electronic presentation. 	<ul style="list-style-type: none"> • I can use appropriate software to design, create and present details of a new cartoon character. • I can design and create an original character using appropriate software. • I can use appropriate software to tell a story involving my new cartoon character. • I can use other software to create an additional description or materials linked to my character. • I can combine software to present information about my character. 		
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| | | <ul style="list-style-type: none">• I can draw or design images and import them into other software. I can research and use appropriate information and images using the Internet. I can use effective design and layout in a presentation. I can present information on a particular subject, including accompanying materials. | | | |
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Multimedia Sound and Motion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • 			<p>Animation</p> <ul style="list-style-type: none"> • I can describe early forms of animation before computers and how computers have made a difference. • I can create a short computer animation using one or more moving stick figures. • I can create a recorded animation involving a number of moving characters on a background. • I can structure specific timing of animations using a time slider. • I can use a camera to create 	<p>Radio Station</p> <ul style="list-style-type: none"> • I can use software to create my own sounds by recording, editing and playing. • I can combine audio effects to create an original radio jingle. • I can research and plan digital content for a radio podcast • I can use software to create and present digital content for a radio podcast. • I can design and record a persuasive radio advert for a product or service. 	<p>Film Making</p> <ul style="list-style-type: none"> • I can use appropriate software and other tools effectively to write a film script. • I can locate and check appropriate digital content, and provide accurate crediting of sources. • I can use digital recording devices to film and import into video editing software. • I can plan, conduct and import video interviews as part of a short film.

			<p>a short stop-motion animation film.</p> <ul style="list-style-type: none"> I can analyse and evaluate software. 	<ul style="list-style-type: none"> I can present and evaluate audio content. 	<ul style="list-style-type: none"> I can use video editing software to create a short film. I can use video editing software to turn a film project into a finished movie and present it.
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Technology in our Lives

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Using the Internet</p> <ul style="list-style-type: none"> I can search the Internet using one word I can stay safe when using the Internet. I can search the Internet to find results suitable for children. I can search for information safely online. I can follow links to another web page. 	<p>Internet Research and Communication</p> <ul style="list-style-type: none"> I can identify how word order affects search results. I can explain how searches return results I can save and share webpages. I can identify the ways, and investigate how, we communicate online. I can explain how to stay safe 		<p>Internet Research & Web Design</p> <ul style="list-style-type: none"> I can evaluate webpages. I can create a webpage layout. I can add text to a webpage. I can add images to a webpage. I can add hyperlinks into a webpage. I can publish and share my webpage. <p>Using & Applying</p>	<p>Using & Applying: Launch a New Game</p> <ul style="list-style-type: none"> I can design a new game, using appropriate software to present information and advertise a product launch. I can present research on game types to inform planning. I can use Scratch or Kodu to create a simple game.

	<ul style="list-style-type: none"> • I can follow links safely online. • I can create content for an online blog. • I can use a camera to take safe photos to use online. • I can create content for an online blog. • I can use an online blog safely and respectfully. • I can post positive comments and responses on a blog. 	<p>when communicating online.</p> <ul style="list-style-type: none"> • I can explain why I need to be responsible online. 		<ul style="list-style-type: none"> • I can research and design a new bedroom using appropriate software to create and present the plans. • I can use search engines safely and effectively to research ideas. • I can use and combine appropriate software to draw and design room plans and other features. • I can use and combine software to present information in different ways. 	<ul style="list-style-type: none"> • I can design appropriate advertising materials to launch or promote a product.
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Coding and Programming

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Programming Toys</p> <ul style="list-style-type: none"> I can create instructions using pictures. I can say why it is important to be precise when writing an algorithm. I can write instructions to program a person like a computer. I can program a Bee-Bot to move. I can debug a Bee-Bot. I can program a sequence to make a Bee-Bot move. <p>Programming with Scratch Jr</p> <ul style="list-style-type: none"> I can describe and use instructions to program a character. 	<p>Preparing for Turtle Logo</p> <ul style="list-style-type: none"> I can give and follow an algorithm to turn right or left I can give and follow an algorithm to make half and quarter turns. I can give and follow an algorithm using the commands right 90 and left 90. I can give, follow and complete an algorithm. I can use recognised language in an algorithm. I can create, test and debug an algorithm. <p>Programming Turtle Logo and Scratch</p>	<p>Programming Turtle Logo and Scratch</p> <ul style="list-style-type: none"> I can create and debug an algorithm using the move, rotate and repeat commands. I can create and debug algorithms using penup and pendown. I can create and debug algorithms that draw regular polygons. To create and debug algorithms that draw shapes. To create and debug algorithms that draw regular polygons. To create and debug algorithms to draw patterns. 	<p>Programming Turtle Logo</p> <ul style="list-style-type: none"> I can create and debug an algorithm to create a procedure. I can create and debug an algorithm that uses setpos to draw shapes. I can create and debug an algorithm with different colours. I can create and debug an algorithm to fill areas with colour. I can create and debug an algorithm to produce text. I can create and debug an 	<p>Controlling Devices: Flowol</p> <ul style="list-style-type: none"> I can draw and interpret a flowchart with the correct symbols I can create and edit a flowchart to control a simulated device. I can control multiple outputs at the same time. I can use a decision symbol based on the status of an input. I can create a flowchart program containing a subroutine. I can design, write and debug my own flowchart program for a given task. 	<p>Kodu Programming</p> <ul style="list-style-type: none"> I can investigate and evaluate the features of programming software. I can program Kodu using When and Do instructions. I can use tools and add features to create an original landscape in Kodu. I can analyse and deconstruct code to work out its purpose. I can program a character to be controlled around a custom track to reach a goal. I can program a character to follow an automatic path.

<ul style="list-style-type: none"> • I can program a character to grow and shrink. • I can use instructions to make characters move at different speeds and distance. • I can use a repeat instruction to make a sequence of instructions run more than once. • I can create programs that play a recorded sound. • I can create programs with a sequence of linked instructions. 	<ul style="list-style-type: none"> • I can create an algorithm to move or rotate the turtle. • I can create an algorithm and use the repeat command. • I can create an algorithm and add sound. • I can create an algorithm and use the repeat and say command. • I can create an algorithm and use the green flag to start. • I can create an algorithm and use the commands to change the backdrop and add sprites. <p>Using and Applying</p> <ul style="list-style-type: none"> • I can create precise instructions for a character on a particular theme. 		<p>algorithm to draw arcs.</p> <p>Scratch: Questions & Quizes</p> <ul style="list-style-type: none"> • I can compare quizzes and decompose a problem into smaller parts. • I can write and debug a program. • I can use sequence and selection. • I can write and debug a programs which use sequence and repetition. • I can work with variables. • I can write and debug a program which uses sequence. • I can write a program. • I can design, write and debug my own program by selecting appropriate visual block 	<p>Scratch - Developing Games</p> <ul style="list-style-type: none"> • I can design and program a character game. • I can design an original character or backdrop for a game. • I can add features or effects to enhance a game. • I can create an original animated game with a specific goal. • I can program costume changes for a sprite. • I can add point-scoring and levels to game code. 	<p>Scratch: Animating Stories</p> <ul style="list-style-type: none"> • I can create appropriate animations. • I can structure and control the timing of events. • I can control when objects need to be visible. • I can sequence events to create a story narrative. • I can add voice sounds to enhance an animated story. • I can add interactive user features to a scene or story.
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	<ul style="list-style-type: none"> I can create code for a pair of characters involving speech and movement 		<p>commands to create a sequence.</p>		
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Online Safety

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To create, name and date my digital creative work. To safely search for images online. To understand how to communicate safely online. To understand what personal information I need to keep safe. To explore how to use email to safely communicate. To apply my online safety knowledge to 	<ul style="list-style-type: none"> I understand that the information I put online leaves a digital footprint. I can use keywords in an online search to find out about a topic. I can recognise whether a website is appropriate for children. I can rate and review informative websites. I can able to identify kind and 	<ul style="list-style-type: none"> I know what cyberbullying is and how to address it. I understand how websites use advertisements to promote products. I can create strong passwords and understand privacy settings. I can safely send and receive emails. I can explore different ways children can communicate online. 	<ul style="list-style-type: none"> I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. I can use a search engine accurately. I understand the term 'plagiarism' and how to avoid it. To create a safe online profile. To explain how to be a responsible digital citizen. 	<ul style="list-style-type: none"> To identify spam emails and what to do with them. To write citations for the websites I use for research. To create strong passwords. To recognise when, why and how photographs we see online may have been edited. To apply online safety rules to real-life scenarios. 	<ul style="list-style-type: none"> I can find similarities and differences between in-person and cyberbullying. I can identify good strategies to deal with cyberbullying. I can identify secure websites by identifying privacy seals of approval. I understand the benefits and pitfalls of online relationships. I can identify information that

help others make good choices online.	unkind behaviour online. <ul style="list-style-type: none"> I can use my knowledge of safe and sensible online activities to different situations. 	<ul style="list-style-type: none"> I can use knowledge about online safety to plan a party online. 	<ul style="list-style-type: none"> To create an online safety superhero character. 		<p>I should never share.</p> <ul style="list-style-type: none"> I can identify how the media play a powerful role in shaping ideas about girls and boys. I can use my knowledge of online safety to create a multiple choice quiz.
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Handling Data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Spreadsheets</p> <ul style="list-style-type: none"> I can enter data and formulae into a spreadsheet. I can order and present data based on calculations. I can add, edit and calculate data. I can use a spreadsheet to solve problems.

					<ul style="list-style-type: none">• I can plan and calculate a spending budget.• I can design a spreadsheet for a specific purpose.
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