

Year 3	<p><b>Teams/OneNote</b>  <b>Programming Logo</b>  <b>Online Searches</b>  <b>Word processing</b>  <b>Drawing and DTP</b>  <b>Programming Lego coding/Programming Minecraft coding</b></p>
Year 4	<p><b>Branching Stories (PowerPoint)</b>  <b>Programming Scratch quizzes</b>  <b>Communication and collaboration</b>  <b>Word processing</b>  <b>Animation</b>  <b>Programming Turtle logo</b></p>
Year 5	<p><b>Programming Scratch developing games</b>  <b>Radio station</b>  <b>Programming Flowol</b>  <b>3D modelling: Sketch up</b></p>
Year 6	<p><b>Programming Scratch: animated stories</b>  <b>Handling Data - Spreadsheets</b>  <b>Programming Kodu</b>  <b>Film making</b>  <b>KS3 Transition</b></p>
<b>Online safety</b>	<p>Online Safety is taught throughout the computing curriculum as well as part of Personal Development:          Copyright and Ownership; Managing Online Information; Online Bullying; Online Relationships; Online Reputation; Privacy and Security; Self Image and Identity</p>



## Year 3

### Teams/OneNote

- Embed the use of MS Teams and OneNote through targeted lessons in class and for homework.
- Understand and access key learning platforms:
- Teams
- OneNote
- TT Rock Stars
- Accelerated Reader
- Century Online

### Word processing

- Select single words.
- Cut, copy and paste text.
- Format the font.
- Insert images.
- Copy a screenshot into another application.
- Use a secure password.
- Use <ctrl> keyboard shortcuts
- produce a written piece of work using the skills taught through the lessons. Using 'green screen' children can deliver their piece of work using backgrounds to support their ideas. Example – write weather/news report.

### Online Searches

- Identify which word order gives the better results when searching online and be able to support this with examples.
- They will be able to share a webpage with others.
- Children will be able to research the different types of online communication used by their peers.

### Drawing and DTP

- Order and group objects
- Move, resize and arrange text boxes and images effectively.

### Lego coding/Minecraft coding

- Used and understood the design process
- Developed their ability to iterate and improve design solutions
- Developed their problem-solving and communication skills
- Identify key computer science vocabulary
- Identify places to go to continue learning computer science and coding

## Year 4

### **Branching Stories**

- Create a simple presentation
- Create shapes
- Create a hyperlink to another slide
- Use slide transitions
- Insert audio and video files
- Record audio onto a slide
- Create simple slide templates
- Copy and organise slides as required

### **Scratch - Quiz**

- Write a program which accomplishes a specific goal.
- Create a program that includes a logical sequence.
- Debug a program they have written

### **Communication and collaboration**

To explore the different ways we can communicate online.

To understand the positives and negatives of communicating online.

To understand what email is and how it is used.

To know how to work collaboratively using online software.

To know how to use collaborative tools online to contribute to others' work.

### **Programming Turtle logo**

- Draw shapes using setpos or setxy.
- Fill shapes in different colours.
- Draw arcs of different sizes as required.

### **Word processing**

- use some of the main keyboard shortcuts
- suggest ways to improve a layout
- apply specific effects to an image
- add a spelling to the spelling dictionary
- add or delete rows or columns in a table
- suggest ways to change a table
- type at an appropriate speed
- choose a relevant website to link a document to create a hyperlink.

### **Animation**

- Describe one or more traditional methods of animation.
- Make slight changes to an image using onion skinning, understanding the term.
- Use a time slider to find a specific point in a film clip to insert or edit an object.
- Edit and refine images in a stop-motion animation short film clip.
- Compare different animation software by analysing good and bad points.

## Year 5

### Scratch-developing games

- move and edit blocks as part of an algorithm
- program an algorithm as a sequence of game instructions with actions and consequences
- add additional effects and features, such as sound or point scoring, to enhance the appeal of a game

### Flowol

- Follow written instructions to draw a simple flowchart
- Insert symbols into a flowchart
- Add inputs into a flowchart
- Identify conventional symbols, understanding the process of each stage
- Create a program to control a simple sequence
- Modify symbols in a flowchart for effect
- Create flowcharts for multiple inputs and outputs
- Use decisions and subroutines
- Program inputs and outputs

### Radio station

- Listen to and improve on their own recordings by re-recording
- Locate and download existing sound files to be imported into recording software
- Combine two or more tracks to make a new, original recording
- Plan and record appropriate audio content for a podcast
- Evaluate what features makes good quality audio content
- Enhance sound recordings using software effects
- Be discerning about the digital content of existing sound files and their suitability
- Rehearse and improve script ideas based on their own evaluation
- Present audio information confidently and clearly

### 3D modelling: Sketch up

- Draw 2D shapes or lines
- Draw simple 3D models
- Manipulate 2D shapes into 3D shapes. • Import 3D models from the 3D warehouse
- Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill
- Draw and manipulate 3D models independently
- Use inference points to draw lines and shapes
- Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse

## Year 6

### **Scratch: animated stories**

- Create a sequence of story scenes with added audio
- Structure and sequence the animation of characters in each scene
- Use the repeat command to create animation effect
- Make a character visible or invisible at the correct times
- Use rapid costume changes to give an animation effect
- Add interactive features to a scene
- Program the use of a single button to control background changes
- Control smooth transitions between characters, scenes and audio

### **Spreadsheets**

- Enter text and numbers into a spreadsheet
- Identify and refer to cells by row and column
- Begin to enter formulae with the SUM function
- Edit data and discuss the effect on results.
- Use further functions including AVERAGE, MIN and MAX
- Create graphs
- Design their own spreadsheet for a specific purpose

### **Kodu programming**

- Open Kodu and navigate the programming environment using keyboard or mouse
- Add objects to a world and program them using When and Do instructions
- Plan and design the features of an original virtual environment
- Program a character to move around a track. Create a path for a character to follow
- Follow instructions given in the Kodu programming environment
- Describe the actions of a sequence of Kodu commands
- Use tools to change the size of the ground and raise or lower the landscape
- Decompose code into smaller parts and explain it in their own words
- Create a race track with an end goal for a game

### **Film making**

- plan additional elements for film-making such as locations and props
- evaluate whether information is reliable or not – cross-check information using different sources
- speak clearly into the camera when being recorded
- frame an appropriate filming shot when interviewing
- arrange video files to form a complete film
- structure the timing of sections to meet a given running time
- use a variety of camera angles and shots to record